

## Dawley C of E Primary Academy - Pupil premium strategy / self-evaluation (review)

1. Summary information					
School	Dawley C of E Primary Academy				
Academic Year	20/21	Total PP budget	£120,325	Date of most recent PP Review	Sept 20
Total number of pupils	205	Number of pupils eligible for PP	89	Date for next internal review of this strategy	Sept 21

2. Current attainment						
KS2 – End of 2019 cohort 13 Pupils	Attainment			Average Scaled Scores		
	PP Pupils	Non-PP (13)	National Average	PP Pupils	Non-PP (13)	National Average
% achieving expected standard or above in reading, writing & maths	54%	62%	64.8%			
% achieving expected standard or above in reading	85%	62%	73.2%	108.7	105.8	104.4
% achieving expected standard or above in writing	69%	77%	78.5%	-	-	-
% achieving expected standard or above in SPAG	92%	69%	78%	105.8	106.4	106.3
% achieving expected standard or above in maths	77%	69%	78.7%	104.9	106.3	105

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In Academy barriers</b> ( <i>issues to be addressed in school</i> )	
A.	Some pupils may not be working at an age related level and have gaps, misconceptions or SEN
B.	Gaps in learning post C-19 lockdown, especially for those pupils who had limited access to resources
C.	Some pupils have limited early reading skills or do not read frequently.
D.	Some pupils are not emotionally ready for learning
<b>External barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
E.	In some cases, consistent attendance and punctuality

<b>F</b>	In some cases, access to resources and wider life experiences	
<b>G</b>	In some cases, a lack of regular routines including home reading, spellings	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Some pupils may not be working at an age related level and have gaps, misconceptions or SEN:  To ensure classroom teaching is pitched accurately and of high quality to meet the needs of disadvantaged pupils so they make at least expected progress and meet or exceed national expectations.	Pupils will meet or exceed age related national expectations in English and maths PP pupils make at least expected progress. Support staff will support learning effectively. Additional interventions sessions will take place based on gaps/need. Local Academy Committee members are able to articulate the impact of the pp funding to address gaps in attainment and progress. Assessment data will show an improvement from Summer 2019
<b>B.</b>	To baseline and analyse data, identifying gaps in learning Catch-up curriculum to be put into place in order to close gaps caused by COVID lockdown Identification of areas for intervention across the Academy	Baseline identifies the gaps in learning Additional interventions sessions will take place based on gaps/need. Recovery curriculum established and tailored to the gaps and needs identified by baselines carried out Children will make progress towards gaps identified in the baseline
<b>C.</b>	Phonics teaching is embedded within all lessons in Reception, Year 1 and 2. To embed and sustain a reading culture across the whole Academy Pupils have access to high quality texts within guided reading. Guided reading texts are pitched appropriately.	Yr1 pupils passing phonic screen will continue to be in line with national figures. PP pupils will read 3x per week.
<b>D.</b>	Pupils are emotionally ready to access learning and progress of these pupils is in line with others.	Disadvantaged pupils receive additional support for emotional, health and well-being needs PP pupils make at least expected progress. Small group meet and greets (first thing, after lunch, before home-time and additional trigger points when needed) Governors are able to articulate the impact of the pp funding to address social and emotional needs

<b>E.</b>	Disadvantaged pupil attendance to improve and be in line with others. Disadvantaged pupils attendance to be in-line with national expectations	All disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils. The school will contact parents proactively if attendance slips Breakfast club places offered to priority pupils Attendance targets will be a feature of all parent meetings and internal Pupil Progress Meetings. EWO impacted noted in attendance improvements via home visits and support in meetings
<b>F.</b>	Pupils are exposed to a range of social, cultural and sporting experiences The Academy will deliver an engaging, broad and varied curriculum that develops pride and knowledge in the local area.	Pupils attend visits/events they would not normally be exposed to within and outside of the school day PP participation in clubs/events remains at or increases beyond 90% Governors are able to articulate the impact of the pp funding to improve wider opportunities for PP pupils. Activity passports created to ensure that all pupils have opportunities to try new and varied experiences

5. Planned expenditure					
<b>Academic year</b>					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A) Gaps are identified and targeted teaching/interventions are put in place to address needs to improve	<ul style="list-style-type: none"> <li>Quality First Teaching for all pupils.</li> <li>Interventions (1:1 and small group) – adapted half termly based on pupil progress</li> </ul>	<ul style="list-style-type: none"> <li>The Sutton Trust found that ‘the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 year worth of learning with very effective teachers.’</li> </ul>	Termly pupil progress meetings Termly monitoring – books, learning walks Intervention monitoring half termly	Monitored by EW and QAd NA/KAH	Termly

attainment in Reading, Writing and maths in all year groups.	<p>needs/teacher assessments</p> <ul style="list-style-type: none"> <li>• High quality feedback for all learners</li> <li>• Regular multiplication table practice – TT rockstars for Y3 and Y4 pupils.</li> <li>• Appropriate models and scaffolds to support writing</li> </ul>	<ul style="list-style-type: none"> <li>• Meta-analysis of research by John Hattie breaks down quality teaching into:</li> <li>• Pupils having clear goals/objectives</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</li> <li>• EEF - Research – small group tuition</li> <li>• Intensive tuition in small groups is very effective</li> <li>• Pupils are grouped according to specific level or need</li> <li>• Pupils' needs are accurately assessed and targeted.</li> <li>• Feedback studies show very high effects on learning</li> </ul>			
B) Recovery curriculum closes gaps lost in learning due to COVID lockdown and possible lack of access to resources	<ul style="list-style-type: none"> <li>• To baseline and analyse data, identifying gaps in learning</li> <li>• Catch-up curriculum to be put into place in order to close gaps caused by COVID lockdown</li> <li>• Identification of areas for intervention across the Academy</li> </ul>	<ul style="list-style-type: none"> <li>• The Sutton Trust found that 'the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 year worth of learning with very effective teachers.'</li> <li>• Meta-analysis of research by John Hattie breaks down quality teaching into:</li> <li>• Pupils having clear goals/objectives</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</li> <li>• EEF - Research – small group tuition</li> <li>• Intensive tuition in small groups is very effective</li> <li>• Pupils are grouped according to specific level or need</li> <li>• Pupils' needs are accurately assessed and targeted.</li> <li>• Feedback studies show very high effects on learning</li> </ul>	Termly pupil progress meetings Termly monitoring – books, learning walks Intervention monitoring half termly	Monitored by EW and QAd NA/KAH	Termly

<p>C) Children have access to high quality phonic and reading opportunities</p>	<ul style="list-style-type: none"> <li>Regular feedback on basic errors in all subjects – marking policy followed</li> <li>Pupil registration activities – spelling</li> <li>Daily phonics lessons</li> <li>Pupils heard read at least 2x per week</li> <li>Reading and phonic interventions</li> <li>Vocabulary/reading rich culture</li> <li>Staff have access to high quality phonics CPD</li> <li>Phonics lead – English coordinator to complete rigorous and timely monitoring</li> </ul>	<ul style="list-style-type: none"> <li>EEF – phonics approaches have been found to have been consistently effective in supporting younger readers.</li> <li>Oral language interventions consistently show positive impact on learning with slightly larger effects for pupils from disadvantaged backgrounds</li> <li>EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</li> </ul>	<p>Termly pupil progress meetings Termly monitoring – books, learning walks Intervention monitoring half termly</p>	<p>Monitored by EW and QAd NA/KAH</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<b>£55,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>D) Pupils are emotionally ready to access learning and progress of these pupils is in line with others</p>	<ul style="list-style-type: none"> <li>Inclusion mentor and pupil support assistant to engage with families and relevant agencies.</li> <li>Targeted support by Inclusion mentor, Pupil support assistant, I:1 and group interventions</li> </ul>	<ul style="list-style-type: none"> <li>Research tells us that families and parents are critical to pupils’ attainment. Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predictor of age 16 achievement.</li> </ul>	<p>Monitoring – pupil books will show progress.</p>	<p>KAH/NA/JB/BW</p>	<p>Termly</p>

E) Disadvantaged pupil attendance to improve and be in line with others.	<ul style="list-style-type: none"> <li>• Early intervention by Inclusion mentor when absence is below 95% – phone calls</li> <li>• Attendance rewards/certificates/Abbie and Arthur</li> <li>• Half termly meetings with parents re: attendance.</li> <li>• Breakfast club</li> <li>• Early Help Assessments /TAC meetings</li> <li>• EWO support and follow-up</li> <li>• Collection of PA children</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of PPG pupils have persistent absence.</li> <li>• Addressing any attendance concerns is key to improving progress and attainment.</li> </ul>	Attendance monitoring	KAH/NA/JB	Termly
<b>Total budgeted cost</b>					<b>£45,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
F) Pupils are exposed to a range of social, cultural and sporting experiences	<ul style="list-style-type: none"> <li>• PP pupils are funded for extra-curricular activities</li> <li>• CIC to have funded clubs</li> <li>• Residential visits are partially funded and visits are funded.</li> <li>• Outdoor and adventure learning is funded.</li> <li>• Sports coordinator to ensure all disadvantaged pupils have access to sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF – studies of adventure learning interventions consistently show positive benefits on academic learning.</li> </ul>	Termly report from Sports co-ordinator Finance monitoring	KAH/NA	Termly
<b>Total budgeted cost</b>					<b>£20,000</b>

6. Review of expenditure			
Previous Academic Year		2020 - 2021	
i. Quality of teaching for all			
Action	Intended outcome	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
A) Gaps are identified and targeted teaching/interventions are put in place to address needs to improve attainment in Reading, Writing and maths in all year groups.	<ul style="list-style-type: none"> <li>Quality First Teaching for all pupils.</li> <li>Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments</li> <li>High quality feedback for all learners</li> <li>Regular multiplication table practice – TT rockstars for Y3 and Y4 pupils.</li> <li>Appropriate models and scaffolds to support writing</li> </ul>	<p>Data demonstrates positive impact in maths and reading for PP pupils.</p> <p>Writing remains the area for priority.</p>	Writing will remain a whole school focus and intervention strategies will continue
B) Recovery curriculum closes gaps lost in learning due to COVID lockdown and possible lack of access to resources	<ul style="list-style-type: none"> <li>To baseline and analyse data, identifying gaps in learning</li> <li>Catch-up curriculum to be put into place in order to close gaps caused by COVID lockdown</li> <li>Identification of areas for intervention across the Academy</li> </ul>	<p>Data demonstrates positive impact in maths and reading for PP pupils.</p> <p>High quality feedback evidence in pupil books during autumn and spring term</p> <p>Testing of GPS shows daily lessons are having a positive impact</p> <p>Focus remains on application into writing</p>	Strategies to continue

<p>C)</p> <p>Children have access to high quality phonic and reading opportunities</p>	<ul style="list-style-type: none"> <li>• Regular feedback on basic errors in all subjects – marking policy followed</li> <li>• Pupil registration activities – spelling</li> <li>• Daily phonics lessons</li> <li>• Pupils heard read at least 2x per week</li> <li>• Reading and phonic interventions</li> <li>• Vocabulary/reading rich culture</li> <li>• Staff have access to high quality phonics CPD</li> <li>• Phonics lead – English coordinator to complete rigorous and timely monitoring</li> </ul>	<p>Phonics taught daily</p> <p>Reading offer reviewed to ensure they reflect the choice of the children; children beginning to choose books for classrooms</p>	<p>Approach to continue</p>
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**Cost: £55,000**

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
<p>D)</p> <p>Pupils are emotionally ready to access learning and progress of these pupils is in line with others</p>	<ul style="list-style-type: none"> <li>• Inclusion mentor and pupil support assistant to engage with families and relevant agencies.</li> <li>• Targeted support by Inclusion mentor, Pupil support assistant, 1:1 and group interventions</li> </ul>	<p>Good impact. High quality EHVB delivered – supported by Learning Mentor</p>	<p>Strategies to continue</p>
<p>E)</p> <p>Disadvantaged pupil attendance to improve and be in line with others.</p>	<ul style="list-style-type: none"> <li>• Early intervention by Inclusion mentor when absence is below 95% – phone calls</li> <li>• Attendance rewards/certificates/Abbie and Arthur</li> <li>• Half termly meetings with parents re: attendance.</li> <li>• Breakfast club</li> <li>• Early Help Assessments /TAC meetings</li> <li>• EWO support and follow-up</li> <li>• Collection of PA children</li> </ul>	<p>Attendance for Autumn term: 92% (impact from COVID concerns seen)</p> <p>PA: 18% compared to 19% compared and 23% the previous year</p> <p>Spring attendance affected by school closure due to COVID</p>	<p>Strategies to continue.</p> <p>Rewards and parent meetings to continue</p> <p>Increase focus on attendance on school newsletter.</p>

**Cost: £45,000**

**iii. Other approaches**



<b>Action</b>	<b>Intended outcome</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)
F) Pupils are exposed to a range of social, cultural and sporting experiences	<ul style="list-style-type: none"> <li>• PP pupils are funded for extra-curricular activities</li> <li>• CIC to have funded clubs</li> <li>• Residential visits are partially funded and visits are funded.</li> <li>• Outdoor and adventure learning is funded.</li> <li>• Sports coordinator to ensure all disadvantaged pupils have access to sporting events.</li> </ul>	All children gained access to the enrichment activities offered by the Academy.	Activities severely restricted due to COVID. All sporting fixtures, residential visits and extra-curricular clubs to continue when current COVID 19 restrictions are lifted. School visits to continue when COVID restrictions are lifted. Activity passports to be investigated and considered
<b>Cost: £20,000</b>			