

Pupil premium strategy statement St Dunstan's RC Primary School 2020 / 2021

What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:

1. Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.

2. Addressing behaviour: schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.

3. High quality teaching for all: Schools emphasise "quality teaching first" and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils' learning

6. Data driven and responding to evidence: Teachers use data to identify pupils' needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Quality First Teaching for PP pupils is evident in much of the school but not consistent, resulting in slower progress for some pupils	
B.	Language development for EYFS children, specifically PP children, is significantly below that of the national average. Historical low on entry abilities particularly around speech and language, vocabulary, and social skills.	
C.	There is a substantial gap between PP children and their peers in some areas (Maths KS1; Reading KS2; KS2 GD Reading and SPAG)	
D.	Wider experiences/opportunities to develop personal and social skills and to build resilience are limited. Many pupils experience limited opportunities for cultural and life experiences to develop and stimulate a love of learning.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Emotional factors affect in-school learning behaviour, retention of knowledge and application of skills	
F.	Lack of punctuality of disadvantaged children is higher than that of non-Pupil Premium children	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Quality First Teaching for PP pupils is consistent across the school</p> <p>All teaching to be consistently of a high standard and interventions and assessment information used by teachers and support staff to target and close gaps for PP pupils</p> <p>September 2020 Impact Reading CPD - Regular, targeted and consistent learning sessions resulted in improved staff knowledge and a revived interest in reading amongst staff. Subsequent monitoring of practice revealed improvement in identification of gaps in children's ability or understanding and all levels of staff having the confidence to teach accordingly</p>	<p>Quality first teaching is enhanced by focused CPD, in-house coaching and mentoring. NQTs are supported well and developed in line with whole school expectations. The monitoring cycle is embedded in the school and led by SLT and middle leaders.</p> <p>September 2021 Impact In-house CPD for reading continued, and writing commenced. Staff reading subject knowledge continued to improve - quality reflections and discussions were regularly held with SLT. Lesson drop ins demonstrated targeted teaching and questioning strategies used, resulting in improved pupil interest and engagement. Investment in a supply teacher and tutors in Summer 2021 allowed small, focused group teaching - a</p>

		<p>successful and effective teaching method that will be continue in 2021/2022, funding dependent.</p> <p>St Dunstan's took part in the pilot scheme for Early Career Teachers (ECTs) this year. Both NQTs engaged very well, and this was reflected in the teaching and learning observed in their classes. Sumer test results for children in these classes were on par with classes throughout the rest of the school.</p>
<p>B.</p>	<p>Language development for all EYFS children to be in line with national average language acquisition is a high priority in school, with explicit strategies introduced for extending vocabulary and the establishment of a language rich environment;</p> <p>September 2020 Impact Language development in EYFS, despite quality first teaching and some closing of the gap, remains below average due to well below starting points.</p>	<p>Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority. Staff CPD on language and literacy increase confidence in this area At the end of the academic year, the attainment gap between PP and Non - PP pupils will be seen to be closing. Disadvantaged pupils will make accelerated progress with language development. More disadvantaged pupils achieve GLD.</p> <p>September 2021 Impact Language development in EYFS, despite quality first teaching and some closing of the gap, remains below average due to well below starting points. It should be noted that amongst the Reception cohort, almost 20% of pupils have complex special educational needs.</p>
<p>C.</p>	<p>The substantial gap (in some academic areas) between disadvantaged pupils and their peers will close. The progress made by PP pupils in reading, writing and maths (with a focus on vocabulary across all areas of the curriculum) will improve.</p> <p>September 2020 impact Teacher assessment for Yrs 2 and 6 was based on predicted results KS1 - Reading, writing and maths combined was the same for disadvantaged and non-disadvantaged (ARE and GD) KS2 - Non-disadvantaged children performed more strongly in reading, writing and maths combined than disadvantaged children (58% / 71%). This is in line with 2018 / 2019.</p>	<p>At the end of the academic year, the attainment gap between PP and Non - PP pupils will be seen to be closing. Disadvantaged pupils will make accelerated progress in the subjects where gaps are evident. More disadvantaged pupils achieve combined ARE.</p> <p>September 2021 Impact Statutory tests for KS1 phonics, Year 2 RWM and Year 6 RWM did not take place in 2021. Test results for all children, including PP pupils, were pleasing in light of the disrupted year. <i>Please see S & C minutes (7th July 2021) for full discussion on attainment and progress, and 2021/2022 plans.</i></p>

<p>D.</p>	<p>Children are provided with wider experiences/opportunities to develop personal and social skills, and develop aspiration throughout primary school</p> <p>September 2020 impact Disadvantaged children were given priority / financial support for attending sports clubs and after school activities. One year group attended the planned wider experience opportunity (Chill Factore); the remaining visits were postponed and will take place this academic year.</p>	<p>There will be a planned timetable of wider cultural and sporting experiences introduced and shared with staff, children and parents. Where appropriate PP children are prioritised at cultural, sporting and other external activities Children will have the opportunity to meet, visit and experience a wide range of job / career talks to encourage aspiration and ambition for all.</p> <p>September 2021 Impact Again, despite initial plans, external wider experiences, including the Year 6 residential, were unable to take place. This will be a continued focus in 2021 / 2022.</p>
<p>E.</p>	<p>Children are provided with opportunities to address external emotional factors to prevent them affecting their learning. Disadvantaged pupils demonstrate positive learner behaviours which are conducive to maximised learning Effective staff support in place to support children's Social, Emotional and mental Health.</p> <p>September 2020 Impact Children were supported positively by a number of initiatives - 1:1 support, Drama therapy, behavioural support.</p>	<p>Early identification of children's needs Disadvantaged pupils develop strategies for retaining key facts and applying these to pieces of writing, reasoning and comprehension questions. Disadvantaged pupils will be given the tools to overcome external challenges. Disadvantaged pupils will be able to focus on their learning without being distracted by external challenges. Monitoring and tracking shows impact of support</p> <p>September 2021 Impact Qualitative feedback from providers was positive. Support for identified children continued remotely during whole school lockdown and individual / class isolation periods. Teachers continued to provide remote learning and support in these areas by scheduling activities and resources on the Seesaw platform.</p>
<p>F.</p>	<p>Disadvantaged pupils regularly attend school on time to enable them to access the provision made for them. All children reach their full potential by accessing education regularly and on time.</p> <p>September 2020 Impact PA up until March 2020 was 8.7%, with 6.7% being PP children. This will be a continued focus in 2020 /2021.</p>	<p>The attendance of disadvantaged pupils will be above national figures. The punctuality of PP children will improve.</p> <p>September 2021 Impact General attendance: PP and non PP pupils were within 2% variance within most year groups, with PP children attending more regularly in some year groups.</p>

		<p>Authorised absence: PP and non PP pupils were within 2% variance within most year groups</p> <p>Unauthorised absence: PP and non PP pupils were within 2% variance within most year groups; PP pupils were more likely to be absent in most classes.</p> <p>Persistent absence: 46 children were PA; 27 PP and 19 non PP. This will be a continued focus in 2021 / 2022.</p> <p>Punctuality: 2.89% PP, 0.65% non PP. This will be a continued focus in 2021 / 2022.</p>
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