

Pupil Premium Strategy Statement (Primary) 2021-22

Dean Barwick Primary School

School overview

Metric	Data
Dean Barwick Primary School	Primary School
Pupils in school	54
Proportion of disadvantaged pupils	11.1% (6 pupils)
Pupil premium allocation this academic year	£13,415 (£2000 Recovery Funding also allocated)
Academic year or years covered by statement	2021-22
Publish date	Autumn 2021
Review date	Autumn 2022 (for 2021-22 statement)
Statement authorised by	Paul Macfarlane (Headteacher)
Pupil premium lead	Helen Fothergill (SENCo)
Governor lead	Bex Cooper

Disadvantaged pupil progress scores for last (2019-20) academic year

Note: no formal national assessments/scores for 2019-20 due to Covid-19 impacts, so internal assessments for 2020 used here instead: score = average number of points progressed over year / Milestone by this pupil group on school's Chris Quigley based assessment system. On this system, expected progress would be a score of 3 progress points per year or 4 over the whole Milestone)

Note: 2019-20 cohort = 6 pupils

Measure	Score
Reading	+3.3
Writing	+3
Maths	+3.1

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at end of KS2	0% (1/1 pupils)
Achieving high standard at end of KS2	0% (1/1 pupils for RWM) 0% (1/1 pupils for W+M)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Continue to work with the Maths Hub to embed Teaching for Mastery across all year groups. Investment in resources to support.
Priority 2	Ensure Reading resources, including Phonics scheme, are reviewed, organised & used effectively
Priority 3	Ensure a high-quality blended learning curriculum & system for teaching during lockdowns/isolations is accessible and effective for all pupils with resources available to take home as needed.
Barriers to learning addressed by these priorities	Ensuring staff use evidence-based whole-class, group & remote/blended teaching approaches, resources & interventions & assess their impact to achieve best results
Projected spending	£4300

Teaching priorities for current academic year (1/2 of strategy focus)

Aim	Target	Target date
Progress in Reading	All pupils to make progress from starting points & achieve positive progress score overall	July 22
Progress in Writing	All pupils to make progress from starting points & achieve positive progress score overall	July 22
Progress in Mathematics	All pupils to make progress from starting points & achieve positive progress score overall	July 22

Phonics	Work towards pupil accessing Phonics screening test	Summer 22
Other	Pupils demonstrate improved wellbeing over time, especially in coping with Covid-19 impacts: positive mindset, increased confidence & independent learning skills, able to share worries/fears/needs & feel supported.	July 22
	<p>All pupils have access to full curriculum during Covid-19 lockdowns/isolations via securing attendance at in-school provision during lockdowns & via provision of Chrome book & extra targeted remote support if need to isolate; wellbeing needs of families/pupils are closely monitored & met.</p> <p>All SEND PP pupils to have EHCP or at least referral in place.</p>	<p>ongoing</p> <p>Sept 22</p>

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Review & re-structure Reading scheme across school (led by English SL), including Book Band system & individual reading assessments; work with EYFS staff identifying/delivering training for Early Reading and review of Phonics

Priority 2	Work with Maths Hub, including training for & then led by Maths SL for other staff & purchase resources to embed Teaching for Mastery across all year groups
Priority 3	Work with all staff and outside support to ensure remote learning offer is effective to meet all pupil needs, including training for all staff & provision of tech resources. Provide Chrome book computers for all KS1/2 pupils; enable all PP pupils to attend in-school provision during any lockdowns; maintain good regular home-school communication to monitor progress (targeted TA/teacher time & training to support this)
Barriers to learning these priorities address	Ensuring staff use evidence-based systems, resources & teaching interventions & assess their impact to achieve best results. Pupils' lack of access to remote learning
Projected spending	£6250 towards above, including: £1000 for SL training with Hubs & supply cover; £500 for reading resources; £500 for Maths resources; £2000 for additional Chromebooks;

Targeted academic support for current academic year (1/4 of strategy focus)

Measure	Activity
Priority 1	Provide teacher & STA hours for targeted 1-1/small group Maths interventions for disadvantaged pupils to aid catch-up towards age-related expectations
Priority 2	Provide teacher & STA hours for targeted 1-1/small group Reading/English interventions for disadvantaged pupils to aid catch-up towards age-related expectations
Priority 3	Provide teacher/TA for targeted 1-1/small group time to ensure pupils can engage with blended learning approaches
Barriers to learning these priorities address	Pupils with specific learning needs/barriers; barriers further raised & gaps created by Covid-19 impacts
Projected spending	£1,950 towards above provision of teacher/TA hours

Wider strategies for current academic year (1/4 of strategy focus)

Measure	Activity
Priority 1	Providing 1-1 individual support from class teacher or TA to address issues from the previous, disrupted academic year.
Priority 2	Providing targeted wellbeing support for pupils via: assessment & monitoring of individual needs; staff training & teacher/TA time to provide 1-1/small group/family support; Introduce Compassionate and Restorative Education resources from CDEC for use during sessions. Trauma training.
Barriers to learning these priorities address	Issues with mental health, wellbeing, confidence and learning skills, especially impacted by Covid-19
Projected spending	£2,950 towards above, including: £600 for curriculum support, £200 for staff training supply cover, £700 for targeted teacher/TA hours

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of training days and additional cover & resources also funded via delegated budget
Targeted support	Ensuring enough time for SL support & providing quality teacher/STA time to deliver group sessions for pupils	Additional SL time & teacher/STA time funded via catch-up funding Creation of opportunities for teachers/Tas to work collaboratively and share progress
Wider strategies	Including / engaging with the families facing most challenges	Provision of quality home-school communication / information systems & support from leadership / admin

Review: last year's aims and outcomes

Aim	Outcome
<p>Evaluate the impact on the pupils during each term</p> <p>Identify Trends and next steps early and action.</p> <p>Focus on academic gains, improvements in learning behaviours and how pupils' self-confidence has developed as a consequence of the intervention.</p> <p>Provide progress reports to Governors through the SENs Governor and the Development Committee.</p>	<p>Regular Pupil Progress Meetings with the all staff. [Teachers, TAs and designated governor] maintain focus and identify issues early.</p> <p>Regular reviews take a holistic approach and support each individual child, addressing their specific needs and working on next steps.</p> <p>Governors are kept up to date through regular meetings and information provided by the SENCo and Headteacher.</p>