Pupil Premium Strategy Statement 2019 - 2022

School overview

Metric	Data
School name	Decoy Primary School
Pupils in school	392
Proportion of disadvantaged pupils	12.5%
Pupil premium allocation this academic year	£64140
Academic year or years covered by statement	2019 - 2022
Publish date	20 January 2020
Review date	November 2020
Statement authorised by	Heather Poustie, Headteacher
Pupil premium lead	Heather Poustie, Headteacher
Governor lead	Simon Barnes

Disadvantaged pupil progress scores for last academic year (KS1 – KS2)

Measure	Score	Score excluding pupils starting after June in Yr. 5
Reading	+1.04	+3.01
Writing	-2.49	-1.2
Maths	-1.62	-0.14

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 Reading	60%
Meeting expected standard at KS2 Writing	40%
Meeting expected standard at KS2 Maths	50%
Achieving high standard at KS2 Reading	0%
Achieving high standard at KS2 Writing	0%
Achieving high standard at KS2 Reading	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	For all teachers to be trained to deliver a high quality, school-wide programme which will develop both direct instruction in vocabulary and also the culture and environment to promote effective vocabulary learning.
Priority 2	To secure reasoning and mastery in maths
Priority 3	No gap for children at the end of EYFS when compared to non- PPG pupils
Priority 4	To secure PPG high attainers in line with national average
Priority 5	Secure engagement in all aspects of school life
Barriers to learning these priorities address	- Attendance at LA led Vocabulary Project training followed by in-house CPD for all staff. - Language rich training for all staff - Release time for teachers to deliver pre teach and targeted intervention. - Release time for teachers to build and strengthen links with nursery and pre-school settings. - Additional funding to increase PPG pupil's attendance at nursery. - High SEMH needs - Access to wider opportunities including clubs, residentials etc.

Teaching priorities for current academic year

Aim	Target	Target date
Attainment at end of EYFS	Achieve national average for GLD (72%)	July 2020
Attainment and/or progress in Reading	Achieve national average attainment in KS1 Reading (75%+)	July 2020
Attainment and/or progress in Writing	Achieve national average progress scores(0.03) and attainment (78%) in KS2 Writing and 20% higher attainers	July 2020
Attainment and/or progress in Mathematics	Achieve national average progress scores(0.03) and attainment (79%) in KS2 Maths and 27% higher attainers	July 2020
Attainment in Phonics	Achieve 83% meet threshold of Yr. 1 Phonics screening	July 2020
Attendance	Ensure attendance for PPG cohort is above 97%	September 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Engagement in Devon LA Vocabulary Project, Devon Enhanced Language Project and Blank Level training. Ensure all staff access specialist and in-house training to embed a vocabulary rich teaching and physical environment. Library upgrade and relaunching accelerated reader with challenges and competitions to engage pupils and families in reading Workshops for parents in Years R, 1 and 2 Ensure staff deliver evidence based whole class teaching interventions Targeted interventions, precision teaching and pre-teaching delivered to close gaps
Priority 2	Upgrade of resources and equipment, Training for staff. Redesign planning and purchase online materials Ensure staff deliver evidence based whole class teaching interventions Targeted interventions, precision teaching and pre-teaching delivered to close gaps
Barriers to learning these priorities address	Pupil lack opportunities for rich language development, access to books Need for a consistent approach across school Consistent Quality First teaching across the school – regular CPD

	Access to resources and children's consistent use of concrete resources, Availability of imagery in maths teaching
	Targeted interventions, precision teaching and pre-teaching delivered to close gaps
Priority 3	Fund additional sessions at nursery for PPG children
	Ensure staff deliver evidence based whole class teaching interventions
Barriers to learning these priorities address	Pupils lack opportunities for reading at home, widening vocabulary and accessing wider opportunities
Priority 4	To secure PPG high attainers in line with national average
Barriers to learning these priorities address	Consistent quality first teaching matching pupils needs
Projected spending	£50000

Wider strategies for current academic year

Measure	Activity
Priority 5	Access and provide nurture and professional support for pupils with SEMH
	Bring support services to school to ensure accessible
	Enrichment activities (after school clubs, visits, visitors and residentials) are financially accessible to all PPG pupils
Barriers to learning these priorities address	Raising profile and value of wider opportunities
Projected spending	£14140

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Planning and delivering high quality staff development alongside training for new initiatives and statutory expectations Securing staff have sufficient subject knowledge and time to develop progressive curriculum that caters sufficiently for	Use of non-pupil days and additional cover being provided by senior leaders Significant CPD on planning for curriculum.

	disadvantaged learners.	Development of subject leader roles to support implementation of curriculum. CPD for developing vocabulary rich environment Attendance at training events for key staff. Investment in educational apps, software and resources to support and enrich discrete teaching sessions – both whole class and small group.
Targeted support	Release time for SLT to deliver Booster groups and interventions Clear strategy for language acquisition that is understood by all. Liaison with families to ensure parental engagement and support at home Reviewing the provision and organisation of reading books so that books in KS1 match phonic expectations TAs trained to deliver additional targeted support	Investment in whole school reading package with specific purchase of phonics materials so that progress linked to key sounds can be clearly tracked. Adoption of school overall approach to language acquisition, vocabulary teaching and reading. Consistency of planning and teaching approaches across the curriculum including maths, writing and early Reading. Sharing of best practice from across collaboration schools' network.
Wider strategies	Engaging the families facing most challenges Training relevant staff including TA's with strategies to support nurture provision within school setting.	CPD support to allow all staff to work with 'the whole learner' and to understand pupils' contexts. Staff training to take place in January 2020.

Review: last year's aims and outcomes

Aim	Outcome
Quality of Teaching for all	Children make at least expected progress relative to their starting points and achieve at least in line with national ARE. Pupil mobility impacted on overall progress measures. For pupils in both Yrs. 5 and 6 who were assessed at the end of KS2, progress measures were higher than for their peers in school and closing the gap with non-PPG pupils nationally.
Targeted support	**KS1/KS2** In-year data shows 70% of PPG pupils are working at the expected standard for their year group in maths 72.5% are working at the expected standard for their year in maths although 40% of PPG pupils are assessed to be working at expected standard in writing

Other approaches	Training to support pupils with SEMH and other SEND needs has been effective. Pupils work in class and behaviour for learning has significantly improved.
	High uptake of PPG pupils attending extra-curricular activities
	49% PP pupils regularly attended 1 club, 21% attended 2 clubs and 2% attended three clubs.
	18.6% of PPG pupils took part in a competition and 54% of PPG pupils attended an enrichment provision.