

Pupil Premium Strategy Statement 2020 - 2021



Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Strategy A tiered approach

At Decoy Community Primary School, we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

1 Teaching

Spending on improving teaching and providing professional development opportunities is at the forefront of our thinking. Providing opportunities for teachers to work and plan together and that every teacher is supported to keep improving, is important to the success of our provision, and is therefore the top priority for our Pupil Premium spending. We ensure that all classes have equal access to quality first teaching

- Read, Write, Inc. used to teach phonics
- Explicit vocabulary taught across the curriculum
- Upgrade of assessment suite.
- Additional subsidised sessions at nursery
- Termly planning days for year groups to specifically address gaps



2 Targeted academic support

Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.

- Targeted interventions (Cognition and Learning, Communication and Interaction, SEMH, Sensory and physical)
- 1:1 phonics booster sessions for year 3 and 4 children
- Improve provision for children who are pupil premium and on the SEND register

3 Wider strategies

The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

- Subsidised trips and visitors
- Access to school pastoral support practitioner
- Secure high attendance
- Ensure access to food e.g. food parcels during self-isolation and/or lockdown

School overview

Metric	Data
School name	Decoy Community Primary School
Pupils in school	395
Proportion of disadvantaged pupils	17% (updated May 2021)
Pupil premium allocation this academic year	£70766 (Updated May 2021)
Academic year or years covered by statement	2020 - 2021
Date	January 2021
Review date	First Review May 2021, second review November 2021
Statement authorised by	Heather Poustie, Headteacher
Pupil premium lead	Heather Poustie, Headteacher
Governor lead	Simon Barnes

Update May 2021 Proportion of disadvantaged pupils 17%

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Ever 6	6	5	10	8	10	5	10	5	59
LAC	0	0	3	0	0	0	2	1	6
Services	0	1	0	1	0	0	2	0	4

Pupil Premium Attainment scores

KS1	2018 (6 pupils)	2019 (3 pupils)	2020
Reading	66%	33%	- 63%
Writing	66%	33%	- 50%
Maths	66%	33%	- 75%

KS2	2018 (8 pupils)	2019 (10 pupils)	2020 (8 pupils)
Reading	67% (75%)	60% (73%)	- 100%
Writing	67% (78%)	40% (78%)	- 89%
Maths	67% (76%)	50% (79%)	- 78%

Red data is last recorded in-school data (end of Spring Term 2020).

Scores in brackets denote the national average for all children. No official data 2020 available due to Covid.

Yr. 2 Phonics Screening Autumn Term 2020

Year 2	All pupils (60)	PPG pupils
Met threshold	77%	78%

Barriers to learning these priorities address:

High proportion of pupil premium children are on the SEND register - we are identifying which children who are pupil premium also have a special need and ensuring the recommended provision is in place

Covid - we are ensuring that all pupil children have access to devices and reliable Wi-Fi access if they are at home and enhanced access to their class teacher.

Phonics - we are leading interventions with our year 3 and 4 children to improve their phonics knowledge as RWI was not in place when they were in KS1

Persistent absence/ lateness - we are working with a small number of families so children are routinely in school and on time.
Impact of family circumstances on children's ability to focus on learning.

Strategy aims for disadvantaged pupils

Measure	Activity
Raise standards in reading and writing including phonics screening	<p>For all teachers to be trained to deliver Read, Write, Inc. a high quality, school-wide programme. Continuation of engagement in Devon LA Vocabulary Project, Devon Enhanced Language Project and Blank Level training.</p> <p>All staff access specialist and in-house training to embed a vocabulary rich teaching and physical environment.</p> <p>Library upgrade and relaunching accelerated reader with challenges and competitions to engage pupils and families in reading</p> <p>Workshops for parents in Years R, 1 and 2</p> <p>Ensure staff deliver evidence based whole class teaching interventions</p> <p>Targeted interventions, precision teaching and pre-teaching delivered to close gaps</p> <p>Language rich training for all staff</p>
To secure high attainment across a broad and balanced curriculum	To ensure continuity of provision for pupils during the pandemic regardless of in-school or via remote learning.
To ensure PPG pupils secure high attainment in early reading and maths	No gap for children at the end of EYFS when compared to non- PPG pupils. Additional nursery sessions funded for PPG children.
To close the gap for PPG pupils in HA and LA prior attainment groups.	To secure PPG attainment is at least in line with national average for all prior attainment groups
Engage PP pupils in wider opportunities.	Secure engagement in all aspects of wider school life. Access to wider opportunities including clubs, residential etc.
Maximise attendance	Attendance at nursery and across the primary age range.

Teaching priorities for current academic year

Aim	Target	Target date
Adapted Curriculum to address gaps.	Dedicated termly planning days to allow teachers to plan high quality work and focus on the needs of PP children.	July 2021
Accurate assessments to inform planning and targeted support/interventions.	Termly NFER and small step assessments to allow teachers to find gaps in learning and to plan teaching strategies to meet individual needs.	July 2021
Embed synthetic phonics to raise standards in reading and writing.	For all teachers to be trained to deliver Read, Write, Inc. a high quality, school-wide programme including 1:1 tutoring. Continuation of engagement in Devon LA Vocabulary Project, Devon Enhanced Language Project and Blank Level training. Purchase Oxford Owl resources for teaching including suite of phonetically decodable reading books.	March 2021
To ensure continuity of provision for pupils during the pandemic regardless of in-school or via remote learning.	Ensure provision of devices and access to broadband. Enhanced communication and support from staff during any self-isolation period or lockdown.	July 2021
A broad curriculum is embedded and accessed across the school.	Release time for teachers to monitor planning and teaching of subjects to ensure a vocabulary and knowledge filled curriculum.	July 2021
Projected spending	£15266	

Wider strategies for current academic year

Measure	Activity	Target date
Raised attendance	Additional funded sessions at nursery for PPG pupils. Ensure attendance for PPG cohort is above 97%	July 2021
Promote engagement with wider opportunities	Enrichment activities (after school clubs, visits, visitors and residentials) are financially accessible to all PPG pupils. Find opportunities for challenges to support wellbeing and achievement e.g. Blue Peter badge	July 2021
Ensure access to food e.g. food parcels during self-isolation and/or lockdown	Signpost to food banks, provide food boxes and deliver as necessary	As necessary
Projected spending	£5000	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Planning and delivering high quality staff development alongside training for new initiatives and statutory expectations during ongoing pandemic	Use of non-pupil days and Zoom for remote training Significant CPD on planning for curriculum. Use same supply so are on our site rather than on several sites. Development of subject leader roles to support implementation of curriculum.

	<p>Securing staff have sufficient subject knowledge and time to develop progressive curriculum that caters sufficiently for disadvantaged learners and build in time for monitoring and training.</p> <p>Training for RWI across school whilst training is delivered remotely, minimising supply staff on site.</p> <p>Lack of devices and accesses to broadband for PPG families.</p>	<p>CPD for developing vocabulary rich environment</p> <p>Attendance at training events for key staff.</p> <p>Investment in Ruth Miskin training.</p> <p>Investment in software and resources to support and enrich remote teaching sessions – both whole class and small group.</p> <p>Accessing gov. laptops etc.</p>
Targeted support	<p>Release time for SLT to deliver Booster groups and interventions</p> <p>Clear strategy for language acquisition that is understood by all.</p> <p>Liaison with families to ensure parental engagement and support at home</p> <p>Reviewing the provision and organisation of reading books so that books in KS1 match phonic expectations</p> <p>TAs trained to deliver additional targeted support</p>	<p>Investment in whole school suite of reading materials and teaching resources with specific purchase of phonics materials</p> <p>so that progress linked to key sounds can be clearly tracked.</p> <p>Adoption of school overall approach to language acquisition, vocabulary teaching and reading.</p> <p>Consistency of planning and teaching approaches across the curriculum including maths, writing and early Reading.</p> <p>Sharing of best practice from across collaboration schools' network.</p>
Wider strategies	<p>Engaging the families facing most challenges</p> <p>Training relevant staff including TA's with strategies to support nurture provision within school setting.</p>	<p>CPD support to allow all staff to work with 'the whole learner' and to understand pupils' contexts.</p> <p>Ongoing training.</p>

Review: last year's priorities and outcomes 2019-20

Aim	Outcome
Teaching priorities	<p>Embed a vocabulary rich teaching and physical environment: staff accessed training and have created a vocabulary rich environment which continues to be developed. Training was a=halted due to the fist lockdown but a focus remained and displays and planning have vocabulary as a key focus.</p> <p>Consistent Quality First teaching across the school – regular CPD delivered until lockdown and then remotely.</p> <p>Library upgrade – plans have been drawn up for the new library and funding secured by the PTA. A new suite of reading books are being purchased.</p> <p>Relaunching accelerated reader with challenges and competitions to engage pupils and families in reading; maintained a high focus on reading. AR was relaunched and coupled with vocabulary project the KS2 teacher assessment based on prior SATs papers showed 100% PPG pupils achieving EXS/+ in reading, 89% EXS/+ in writing and 78% EXS/+ in maths.</p> <p>Workshops for parents in Years R, 1 and 2 – these were delivered in the Autumn Term but strategies needed to attract the harder to reach families.</p> <p>Access to books: new books purchased and also access to online materials during lockdown</p>
Targeted academic support	<p>Upgrade of resources and equipment, Training for staff. Redesign planning and purchase online materials. Upgrades purchased and audit completed for next stage.</p> <p>Staff deliver evidence based whole class teaching interventions – training in place for evidence based interventions but once lockdown in place from March 2020 these were not delivered. The same for Targeted interventions, precision teaching and pre-teaching delivered to close gaps</p>
Wider opportunities	<p>Accessed and provided nurture and professional support for pupils with SEMH. Support services to school to ensure accessible until lockdown and then ongoing remote support where possible. RAG rating identified key vulnerable and disadvantaged children.</p> <p>Enrichment activities (after school clubs, visits, visitors and residentials) are financially accessible to all PPG pupils – since March 2020, these were halted.</p>