



Delves Lane Primary School

Pupil Premium Strategy Statement 2020-2021

1. Summary Information					
School		Delves Lane Primary School			
Academic Year	2020-2021	Total Anticipated Pupil Premium (PP) Budget	£154,015.00	Date of most recent external PP review Date for next internal review of this strategy	Termly Review Summer 2021
Total Number of Pupils	348	Number of Pupils eligible for PP	125		

2. Attainment of KS1 & KS2 from previous year (Summer 2019) NOT CURRENT DATA				
Expected Standard	KS1 PP Pupils	KS1 Non PP Pupils	KS2 PP Pupils	KS2 Non PP Pupils
Reading	55%	68%	65%	64%
Writing	55%	68%	65%	86%
EPGS	55%	68%	62%	82%
Maths	55%	68%	62%	82%
Reading, Writing & Maths Combined			54%	64%
Progress Score for Reading			-0.82	-1.71
Progress Score for Writing			1.11	0.5
Progress Score for Maths			-1.72	-0.57

<b>3. Barriers to future attainment (for all pupils eligible for PP) In-school barriers (issues to be addressed in school)</b>	
<b>In-school barriers (issues to be addressed in school)</b>	
<b>A</b>	High number of PP also have SEN
<b>B</b>	Low attainment and slow progress rates made by disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
<b>C</b>	Pupils and their families have social & emotional difficulties, including medical and mental health issues
<b>D</b>	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books and libraries
<b>External barriers (issues which also require action outside school)</b>	
<b>E</b>	Attendance of Disadvantaged Pupils and Persistent Absence of Disadvantaged Pupils
<b>F</b>	Some Disadvantaged Pupils receive little or no support from home with Homework and Reading

<b>ADDITIONAL PRIORITIES/INITIATIVE</b>
School leaders are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and that 'fallen behind' disadvantaged children receive intervention and support every day in every classroom.

Outcomes		
	Desired Outcomes	Success Criteria
<b>A</b>	High quality interventions, pre-teaching and quality first teaching that are effective and inclusive for all pupils.	<p>Disadvantaged Pupils identified and monitored by Senior Leadership Team (SLT) through lesson observations, work scrutiny, learning walks and discussions with pupils.</p> <p>Class Teachers have a thorough understanding of pupil's needs. Supported by Special Educational Needs and Disabilities Co-ordinator (SENDCO) and SLT as appropriate. They target children below Age Related Expectations and Disadvantaged Pupils and this is monitored by SLT. Class Teachers identify additional support for disadvantaged/children working below Age Related Expectations on planning.</p> <p>Provision Maps monitored by SLT and SENCO for Disadvantaged Pupils and those working below Age Related Expectations – Check the quality of intervention.</p> <p>Short Notes shared with parents re concerns for individual pupil progress.</p> <p>Bespoke Continuing Professional Development (CPD)/Performance Management (PM) to improve subject knowledge and provide tailored training on Reading, Retrieval Practice, Effective Feedback, etc.</p>
<b>B</b>	Increased progress measures for all Disadvantaged pupils in every cohort and between each key stage.	<p>End of Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2) data for Disadvantaged pupils to be in line with National Average (NA) for all pupils.</p> <p>Class Teachers have a thorough understanding of pupils who are underachieving and arrange effective catch-up/pre-teaching/interventions with an intense focus on Quality First Teaching Review and refine assessment systems across the school.</p> <p>SLT to monitor data for Disadvantaged groups after every assessment collection and identify areas to prioritise and effectiveness of interventions/pre-</p>

Outcomes		
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		teaching, etc. Effective CPD to ensure teachers pre-teach and use retrieval practice to embed key knowledge and skills.
<b>C</b>	Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>SLT and SENCo identify and support families and children and work to alleviate barriers to learning.</p> <p>SLT and SENDCO at school gate every morning – Offer Support to families, signpost additional agencies and make referrals as required</p> <p>Identified children are invited to Therapeutic Story Writing, Lego Therapy, Counselling, etc. sessions with support staff, external counsellor, Early Intervention Worker.</p> <p>Vulnerable children are able to identify an Identified adult in school who will meet with them regularly and provide support/address concerns.</p> <p>SLT and SENDCO signpost families for Early Help and One Point Support</p>
<b>D</b>	Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum, including extracurricular visits and visitors into school.	<p>Teachers and support staff will plan a wide range of visits events/experiences to inspire/enhance learning and make it memorable.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within</p>

Outcomes		
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	School to provide children with access to technology which they cannot access at home.	(and outside) the school day. This includes a range of After School Clubs and Enrichment Clubs for Children. Children are given opportunities every day to take Accelerated Reader Quizzes and change their reading book. Project based homework given to enrich children's learning. Curriculum Enrichment Days – Transition, Anti-Bullying, Online Safety, Health and Wellbeing, Interfaith/Diversity, Science and World Book Days planned across the school year.
<b>E</b>	Increase the percentage of attendance for pupils eligible for Pupil Premium	Reduce the number of persistent absentees among disadvantaged pupils to less than 10%. A Star Attendance Monitoring and Home Visits/School Support to monitor families and offer support for disadvantaged pupils, resulting in improved attendance. Invite disadvantaged children who are persistent absentees/not punctual to school breakfast club. Monitoring of attendance by Head teacher brings about an increase in disadvantaged pupils' attendance and a decrease in persistent absence
<b>F</b>	Homework/Reading opportunities provided weekly and an increased commitment by parents to ensure pupils complete this. Use of Times Table Rock Stars (Maths), Spelling Shed (Spelling) to engage children in homework – Quizzes Reading Books sent home every week	Increased numbers of Disadvantaged children access Homework (if not completed – children would complete at school) Children have access to technology in school to complete homework – TTRS, Spelling Shed Children read often and access progressive texts, these are practiced regularly at home/school. Project based homework given to enrich children's learning.

5. Planned Expenditure					
Academic Year		2020-2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support of whole school strategies.					
Quality First Teaching					
Desired Outcome	Chosen Action/Approach	Evidence and Rational for this choice	How will you ensure it is implemented well?	Staff Lead	When will this be reviewed?
B, C					
To ensure the delivery of high-quality teaching, learning and assessment in order to improve outcomes and progress for all children	Bespoke and whole school training on high quality delivery to challenge and support pupils	Effective CPD for teaching assistants to support accelerated progress. Interventions and pre-teaching by highly qualified staff including teachers have been shown to be effective, as discussed in reliable evidence sources such as EEF Toolkit.	Rigorous and robust system of staff CPD. Termly PPMs. Monitor planning – Focus on Newly Qualified Teacher (NQT) and Recently Qualified Teachers (RQTs). Book scrutinies. Lesson observations. Leadership time for leaders at all levels	Head Teacher (HT) Deputy Head (DH) Middle Leaders	Termly
ii. Targeted support					
Desired Outcome	Chosen Action/Approach	Evidence and Rational for this choice	How will you ensure it is implemented well?	Staff Lead	When will this be reviewed?
A,B,C To continue to track, monitor and provide targeted support in order to diminish the difference between Disadvantaged and Non Disadvantaged pupils	Use of the ITRACK Assessment System allows rigorous data analysis and pupil tracking linked to cohorts. This allows us to identify whether disadvantaged children are making appropriate progress and are on track to	A strong focus on the impact of using data to drive pupil's progress. Small group interventions, pre-teaching, retrieval practice can have an impact on pupil progress as evidenced by the Teaching and	Review interventions through termly Performance Management Meetings (PMMs). Observations of specialist staff and interviews with children accessing pre-teaching/interventions. Book Scrutiny.	HT DH  Middle Leaders for Maths, SEND, EYFS and Curriculum	Termly

	reach ARE. A relentless focus on supporting and raising expectations for reading, writing and maths outcomes for disadvantaged children Through 1:1 and small group provision in and out of the classroom including staff have high quality CPD to deliver intervention.	Learning Toolkit. Ensure staff are deployed effectively and include interventions which target social and emotional needs can have an impact on learning, e.g. Behaviour Support from LA, Counselling			
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iii. Other approaches

<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Evidence and Rational for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will this be reviewed?</b>
<p>A,C,D,E To continue to work closely with parents and carers to promote and reward high levels of attendance weekly and termly and punctuality.</p> <p>Additional support for pupils who receive less support at home, e.g. Homework Support in School,</p>	<p>First day response, phone calls/texts to home to ensure that Disadvantaged pupil attendance is rigorously monitored and is a high-profile issue throughout the school. This is led by admin Staff and HT</p> <p>Motivating and incentivising children to attend school every day – Use of A</p>	<p>Ensure that the whole school community addresses attendance as a key step to improved attainment – letters to parents, teachers monitoring class attendance and monitoring by admin team and HT</p> <p>Parents kept up to date with assessment</p>	<p>Monitor rates of attendance. Review attendance policies and procedures to continue to measure impact.</p> <p>Phonics and Curriculum Meetings for Parents. Parent Meetings. Further opportunities for parents to visit school in informal ways, e.g. calendar of</p>	<p>HT Admin Team Class Teachers</p> <p>A Star Attendance</p>	<p>Weekly and half termly overview</p>

Interventions, Breakfast Club.	Star Attendance to support  Newsletters and Home Visits (A Star Attendance) Staff Meeting Mini Briefings regarding Attendance.	and curriculum changes	events (As per COVID Risk Assessment)		
To ensure that Disadvantaged Pupils have opportunities to take part in extra - curricular activities, e.g. educational visits and visitors into school including Curriculum Drop Down days, etc to deepen their cultural knowledge  Disadvantaged Pupils access School Counselling and Early Intervention for SEMH	Identify curricular trips linked to the curriculum for each year group  Visits into school  Curricular Drop-Down Days: Autumn 1 - Being Me in My World Welcome Back Week  Autumn 2 - Relationships: Anti-Bullying Day  Spring 1 - Dreams & Goals Science Day - March (linked to British Science Week)  Spring 2 – Celebrating Differences Interfaith/Diversity Day – Easter time	Disadvantaged Children have increased opportunities to deepen their knowledge through extra-curricular activities and bring learning alive.  Disadvantaged pupils have access to SEMH interventions	Monitor trips and visits as well as Calendar of Events proposed for the academic year 2020/2021.  Monitor impact of SEMH interventions	HT DHT PSHE Leader Curriculum Leader EYFS Leader SENDCO	Half Termly Review



	<p>Summer 1 – Healthy Me Health and Wellbeing Day - May Term</p> <p>Summer 2 - Changing Me Moving Up Days – Transition</p> <p>Children identified to take part in SEMH Interventions, e.g. Therapeutic Story Writing, Lego Therapy, School Counselling, etc</p>				
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This plan will be reviewed and refocused following end of term data collection in December 20, March 21 and July 21.