

Pupil Premium Strategy Statement **Sep 2020-July 2021**

School overview

| Metric | Data |
|---|-------------------------|
| School name | Daubeney Primary School |
| Pupils in school | 575 |
| Proportion of disadvantaged pupils | 34% |
| Pupil premium allocation this academic year | £248,825 |
| Academic year or years covered by statement | 2020 - 21 |
| Publish date | September 2020 |
| Review date | March 2021 |
| Statement authorised by | Mrs Janice Thomas |
| Pupil premium lead | Raj Dharma |
| Governor lead | Marisa Childs |

Disadvantaged pupil progress scores for last academic year **cannot complete**

| Measure | Score |
|---------|-------|
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |

Strategy aims for disadvantaged pupils

| Measure | Score (based on 2020 teacher assessments) |
|----------------------------------|---|
| Meeting expected standard at KS2 | 60% |
| Achieving high standard at KS2 | 3% |
| Measure | Activity |
| Priority 1 | Close the attainment gap between disadvantaged and non-disadvantaged pupils, across the school, for reading. |
| Priority 2 | Close the attainment gap between disadvantaged and non-disadvantaged pupils, across the school, for maths, in particular at greater depth standard. |
| Priority 3 | Language of disadvantaged pupils in EYFS to be sufficient to access the EYFS curriculum. |

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| Priority 4 | Language of disadvantaged pupils across KS1 and KS2 to be sufficient to access the KS1 and KS2 curriculum. |
| Priority 5 | To ensure all relevant staff have received regular phonics training to deliver phonics effectively. |
| Priority 6 | Ensure adequate provision for phase related phonics books. |
| Priority 7 | Embed positive behaviours for learning. |
| Priority 8 | To meet the emotional, social and academic needs of vulnerable pupils and their families. |
| Priority 9 | Improve parental engagement with school and support with resources and strategies to support their child at home. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> -Lack of parental support with academics and personal, social and health education (PSHE); -Lack of quality resources for phonics; - Lack of exposure to rich and wide technical vocabulary / standard English; -Lack of the prerequisite PHSE; - Lack of access to language of mathematical reasoning and - Lack of exposure to rich and wide reading culture and stamina beyond school. |
| Projected spending | |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|--------------------|
| Progress in Reading | To be in line with or above national average progress and attainment scores for Reading (KS1 and KS2) | July 2021 |
| Progress in Writing | To be in line with or above national average progress and attainment scores for Writing (KS1 and KS2) | July 2021 |
| Progress in Mathematics | To be in line with or above national average progress and attainment scores for Mathematics (KS1 and KS2) | July 2021 |

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| Phonics Year 1 and 2 | To be in line with or above national average in the expected standard in the Phonics Screening Check | July 2021 December 2020 |
| Other | Attendance /punctuality of disadvantaged pupils to be in line with peers and compares favourably with national figures. | Ongoing |

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | -To provide supplementary tutoring across KS2 Apex; -Targeted intervention to raise attainment in reading comprehension Reading Wise across KS1 and KS2 and -Targeted UPS led reading interventions e.g. Boys Book Club (BBC). |
| Priority 2 | -To provide supplementary tutoring across KS2 through Apex Learning Hub; -To work with the Maths Hub to train staff - To purchase textbooks to embed Teaching of Maths Mastery across all year groups and -Targeted intervention to raise attainment e.g. AM Booster sessions. |
| Priority 3 | -To provide Speech and Language Therapy (SaLT); -To provide Launch Pad for Language and -To continue to embed targets from Walking, Talking Clinic from Children's Centre. |
| Priority 4 | -To provide Voice 21 training to all staff and -To provide SaLT where appropriate e.g. disadvantaged pupils with SEND needs. |
| Priority 5 | -To provide phonics intervention groups and -To provide on-going phonics training for staff. |
| Priority 6 | -To source phonics phase appropriate reading books, to embed phonics based reading strategies. |
| Barriers to learning these priorities address | - Lack of exposure to rich and wide reading culture and stamina beyond school; |

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| | <ul style="list-style-type: none"> -Access to language of mathematical reasoning; -Lack of exposure to rich and wide technical vocabulary / standard English; -Lack of quality resources and training (expertise)for phonics; - Lack of the prerequisite personal, social and health education (PSHE) and -lack of adequate parental support with academics. |
| Projected spending | £95,000 |

Wider strategies for current academic year

| Measure | Activity |
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| Priority 7 | <ul style="list-style-type: none"> -To provide City Year support in Years 2 and 3 and -To provide Learning Mentor support across the school, in particular, Years 4 – 6. |
| Priority 8 | <ul style="list-style-type: none"> -To provide Learning Mentor support e.g. SEAL groups; -To provide Family Support Worker e.g. Time to Talk sessions and - To provide Nurture provision for identified disadvantaged pupils. |
| Priority 9 | <ul style="list-style-type: none"> -To increase parental engagement of disadvantaged pupils with school initiatives. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> - Lack of the prerequisite personal, social and health education (PSHE) e.g. behaviours for learning; -Parents with lack of resources and challenging home circumstances e.g. DV and poor mental health; - Current Covid-19 control measures and -Hard to reach parents. |
| Projected spending | £155,000 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|---------------------------|---|---|
| Targeted Academic Support | <ul style="list-style-type: none"> -Poor pupil take up of Apex provision; - Lack of adequate ICT resources; | <ul style="list-style-type: none"> - Personal phone calls / invitations form Head of Phase (HoP) and Head of School (HoS); - Audit of ICT resources across the school and purchase accordingly; |

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| | <p>-Covid-19 restrictions limit number of pupils e.g. pod interventions do not always go ahead;</p> <p>-Staff absences and cover;</p> <p>-Lack of teaching cover staff;</p> <p>-Poor pupil take up for targeted intervention and staff absence and cover;</p> <p>-Covid-19 restrictions excludes parental support on school premises e.g. DSR, Walking – Talking Clinics;</p> <p>-Teacher implementation of Oracy 21 skills.</p> | <p>- Rotate UPS led intervention groups half-termly;</p> <p>-SLT to cover in extreme circumstances and</p> <p>-LSA cover and</p> <p>-Where office space is available to be sacrificed for intervention groups</p> <p>-SLT to cover in extreme circumstances;</p> <p>-SLT to cover in extreme circumstances;</p> <p>-SLT to cover in extreme circumstances;</p> <p>-HoPs and NEOs running lunchtime groups sacrificing breaks;</p> <p>-Ongoing monitoring and training, learning walks and lesson observation focus, initiatives such as No Pens Day.</p> |
| Wider Strategies | <p>-staff absences, cover and space</p> <p>-COVID -19 self-isolation staff and pupil absences</p> <p>-Covid-19 restrictions excludes parental access to school premises</p> | <p>-HoPs and SLT to cover in extreme circumstances and sacrifice office space for intervention groups to go ahead</p> <p>-Lead LSAs to cover</p> <p>-Phone calls home and virtual meetings</p> |

Review: last year's aims and outcomes

| Aim: July 2020 | Outcome |
|------------------------------|---|
| Attainment in GLD | NA Covid 19 |
| Attainment in Year 1 Phonics | NA Covid 19 |
| Attainment in Year 2 Phonics | NA Covid 19 |
| Attainment in KS1 Reading | 73% PP vs 87% non PP = -14 TA in July 2020, compared to 2019 reading gap -11. |

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| Attainment in KS1 Writing | 73% PP vs 87% non PP = -14 TA in July 2020, compared to 2019 reading gap -12. |
| Attainment in KS1 Mathematics | 91% PP vs 87% non PP = 4 TA in July 2020, compared to 2019 reading gap -1. |
| Attainment in Year 4 MTC | NA Covid 19 |
| Attainment in KS2 Reading | 60% PP vs 73% non PP = -13 TA in July 2020, compared to 2019 reading gap -20. |
| Attainment in KS1 Writing | 63% PP vs 76% non PP = -13 TA in July 2020, compared to 2019 writing gap -18. |
| Attainment in KS2 Mathematics | 63% PP vs 76% non PP = -13 TA in July 2020, compared to 2019 writing gap -29. |