

Daisyfield Primary Pupil Premium Impact Statement 2020-2021



School overview

Metric	Data
School name	Daisyfield Primary School
Pupils in school	277
Number of Pupils eligible for Pupil Premium	53
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£73,875
Academic year or years covered by statement	2021-2022
Publish date	September 2020
Review date	July 2021
Statement authorised by	Joanne Ramsbottom
Pupil premium lead	Mubeen Ainarkar
Governor lead	Holly Chambers

Disadvantaged pupil progress scores for 2019 (No published data for 2020)

Key Stage 2

Measure	Progress Score	National Non disadvantaged	National Disadvantaged Score
Reading	1.68	0.32	-0.62
Writing	0.81	0.27	-0.50
Maths	1.28	0.37	-0.71

0= Average

Disadvantaged pupil attainment 2019

KS2 RWM Combined	
Meeting expected standard at KS2	67%
Achieving high standard at KS2	0%

Key Stage 1 attainment 2019

Measure	ARE	National Disadvantaged	GDS	National Disadvantaged
Reading	57%	78%	14%	28%
Writing	43%	73%	14%	17%
Maths	57%	79%	14%	24%

Year 1 Phonics 2019

ARE	National Disadvantaged
88%	84%

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1 Access remote learning from home including engaging parents/carers in supporting learning at home.	<ul style="list-style-type: none"> • Develop a remote learning policy • Access to devices and internet • Monitor access to remote learning lessons and completion of learning tasks
Priority 2 Further develop the curriculum to meet the needs of disadvantaged pupils. (SDP Priority 2)	<ul style="list-style-type: none"> • Curriculum review to personalise the curriculum to school. • Provide opportunities for wider learning experiences. • PP Lead to monitor impact of the curriculum for PP children. • Assessments in reading, writing, maths and SPAG in order to establish current levels of attainment – Baseline Assessments to be carried out in first week back in September. • Learning gaps to be identified. • Set realistic/ ambitious attainment and progress targets in reading, writing and maths including for Pupil Premium children based upon data analysis and completion of Pupil Progress Meetings. • Amend curriculum to allow English and Maths lessons to be ‘catch up’ post lockdown – Use of Bridging Units in English and Focussing on identified gaps in learning in Maths.
Priority 3 To improve outcomes for children in receipt of PP & PP+ in English with a particular focus on writing. (SDP Priority 3)	<ul style="list-style-type: none"> • Develop teacher understanding of the teaching sequence for writing and assessment. • Review and develop the teaching of reading through Guided reading and assessment of reading. • Improve standards in presentation and handwriting leading to improved handwriting. • Retention of spelling patterns to transfer of spelling into independent writing. Introduce Spelling Shed • Intervention Programmes to catch up in literacy and maths to be delivered by class TA's. • Monitor the impact and cost effectiveness of interventions • CPD for staff to provide timely interventions that meet the needs of PP children – this will include Phonics Training.
Priority 4 Pupils understand their mental health and wellbeing and developing resilience	<ul style="list-style-type: none"> • Mental health support for pupils following COVID-19 lockdown – JMR to attend Mental Health First Aid Training. • Learning Mentor to ‘check in’ with all PP children who may have suffered loss during COVID-19 lockdown.

	<ul style="list-style-type: none"> • Provide children with the opportunity to talk about their experiences during COVID-19 and their general concerns and anxieties. • Curriculum planning to have an emphasis on pastoral elements • Boxall assessments to be completed to establish SEMH starting points for identified children.
Priority 5 A reduction in absence and persistent absence.	<ul style="list-style-type: none"> • Identification of low and persistent absentees • Targeted support for children and families • Regular monitoring of absence
Barriers to learning these priorities address / rationale for allocation of grant	<p>Low starting points on entry to school accelerated by partial school closure.</p> <p>On entry to school, pupils display very low levels of English with very limited vocabulary which leads to low attainment in Writing in KS1 and KS2.</p> <p>Poor fine motor and gross motor skills.</p> <p>Absence from school affects progress and attainment.</p> <p>Learning gap has widened due to COVID-19 absences.</p> <p>Social, Emotional, Mental Health impacts on the ability to learn, confidence and social interaction.</p> <p>Children have faced social and emotional challenges returning to school.</p> <p>The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors such as low income and over-crowding.</p> <p>Access to home learning devices and internet.</p> <p>Parental engagement in ensuring children access remote work provided / attend remote lessons.</p>
Projected spending	£60,357.00

Teaching Priorities for Current Academic Year

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Reading. • Guided Reading to be focussed on and how this is to be taught consistently across each Key Stage. 	September 2021

	<ul style="list-style-type: none"> • NFER Reading Tests to be taken termly and data to be analysed by Class Teachers. • Introduce Accelerated Reader to encourage reading for pleasure and to develop comprehension skills. 	
Progress in Writing	<ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Writing. • To continue to provide Quality First Teaching. • To develop vocabulary to improve quality and attainment in writing. • To develop reading into writing strategies using quality core texts. • To develop increased opportunities for the children to write independently and at length. 	September 2021
Mathematics	<ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Maths. • To continue to provide Quality First Teaching. • To ensure consistency across the school in the delivery of maths. • To ensure consistency across the school in the assessment of maths. • To monitor the use of TTRS and NUMBOTS to raise standards in number sense / times tables. 	September 2021
Phonics	<ul style="list-style-type: none"> • Continue to provide quality first teaching of phonics to enable children to achieve the expected standard in phonics in Y1 and to become fluent readers. • To track and monitor those children who in Year did not pass the Phonics Test. • Ensure a consistent approach to teaching and assessing phonics across EYFS, KS1 and LKS2 which impacts standards. • To provide Phonics Training in a planned INSET. 	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted Academic Support for Current Academic Year

Measure	Activity
Reading Children achieve Age Related Expectations or above in reading or good progress has been made to closing the gap to national and achieving individual targets.	<ul style="list-style-type: none"> • 1:1 reading to take place daily with Welfare Assistants x3 days weekly for around 10-15 mins. • Establish small group Reading Interventions for disadvantaged pupils falling behind age-related expectations for targeted children. • Guided Reading – daily. • Guided Reading Carousel in Key Stage 1 – To be monitored through book looks, pupil interviews and learning walks. • Whole Class Guided Reading in Key stage 2 – To be monitored through book looks, pupil interviews and learning walks. • Accelerated Reader to be launched across the school and the books to be bought to supplement this. • Aim to ensure each class is studying books in Guided Reading which match the lexical age for their year group.
Writing Children achieve Age Related Expectations or above in writing or good progress has been made to closing the gap to national and achieving individual targets.	<ul style="list-style-type: none"> • Children to be taught to the higher year expectations in Mixed age classes. • Establish small group Writing Interventions for disadvantaged pupils falling behind age-related expectations for targeted children. • English units to be mapped out for the Year for all classes. • Writing Lead to monitor planning, books and writing assessments every term. • Develop confident use of the school assessment sheets for writing, impacting on planning, teaching and learning. • Handwriting Practice – timetabled x3 weekly • LetterJoin Handwriting Programme to be used throughout school. • Fine Motor skills interventions KS1. • Small group in class Teaching Assistant support for vocabulary development, editing and re-drafting writing.
Maths Children achieve Age Related Expectations or above in Maths or good progress has been made to closing the gap to	<ul style="list-style-type: none"> • Children to be taught to the higher year expectations in Mixed age classes. • Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations for targeted children.

national and achieving individual targets.	<ul style="list-style-type: none"> Maths Lead to monitor planning, books and maths assessments every term.
Phonics Children achieve expected standards in Year 2 (Autumn Screening) and Year 1 (Summer screening)	<ul style="list-style-type: none"> Daily lessons 1:1 catch up interventions x daily (10 mins) All TA's to be given Phonics Training through Reading Lead and through external source (may need to be done virtually due to COVID restrictions) Year 2 children to move onto using the No Nonsense Spelling Scheme
Barriers to learning these priorities address / rationale for targeting of PP grant.	<p>Learning gap widened further though COVID-19 absence.</p> <p>Low levels on entry to school.</p> <p>Lack of reading practice during partial closure leading to widening of the gap and lack of reading stamina.</p> <p>Lack of writing stamina and reading through to writing.</p> <p>Underdeveloped speaking skills and vocabulary due to EAL backgrounds.</p> <p>Levels of attainment which need to move nearer to national and above particularly KS1.</p>
Projected spending	£14,153.40

Wider strategies for current academic year

Measure	Activity
Priority 1 Decrease in absence and persistent absence for identified children.	<ul style="list-style-type: none"> Learning Mentor to monitor attendance. Continue to push the Weekly Superhero Attendance Award. Support for families with a focus on improving attendance. Persistent absence challenged by school and the LA Inclusion Officer. Breakfast Club to improve attendance, punctuality and a calm and settled start to the school day, well-nourished and ready to learn.
Priority 2 Emotional health and well-being is supported and resilience is developing.	<ul style="list-style-type: none"> Boxhall assessments to identify support needed. Children who need support to be identified and referrals forms for these children to be followed up with Teachers and Parents. Learning Mentor to undertake ELSA Training. Nurture Groups to be established and timetabled in. Self Esteem Groups to be established and timetabled in.

	<ul style="list-style-type: none"> • Emotional Resilience Groups to be established and timetabled in. • Behaviour Choices Group to be established and timetabled in.
Priority 3 Life experiences – cultural capital, enrichment activities provide first hand learning experiences which can be used across the curriculum and particularly writing.	<ul style="list-style-type: none"> • Educational visit subsidy – when educational visits can resume. • Opportunities to experience cultural experiences e.g. music, art, museums – may need to be virtually during COVID-19 lockdown and tier restrictions.
Priority 4 Remote Learning is ensuring that children are accessing learning if isolating and or class bubbles are closed. The learning gap doesn't widen.	<ul style="list-style-type: none"> • Providing laptops for identified children. • Live lessons to be delivered using Microsoft Teams • Attendance of remote lessons to be monitored and reported to Main Office. • Any non-engaging children to be followed up with phone calls home by Support Staff in school. • TA's to also call home every week for a welfare chat with children from their class – not educational focus; simply to check in. • Online tasks are set at appropriate level for individual children and monitored. • Resources to support remote learning to be provided for children.
Barriers to learning these priorities address / rationale for targeting of funding.	Poor attendance. Emotional and social needs. Lack of access to remote learning and or quiet spaces to access learning at home. Lack of first-hand experiences and cultural capital. Lack of parental engagement with school and learning. Low household income limits the opportunities open to PP children to attend clubs /residential trips which require payment.
Projected spending	£8500.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and subject monitoring.	Supply to be brought in when needed.


Targeted support	Ensuring enough time for school teachers or teaching assistants to support small groups.	Intervention programme which is timetabled and monitored by Class Teachers as well as SLT for effectiveness and impact.
Wider strategies	Teachers and Teaching Assistant to stay in class bubbles due to COVID-19 to ensure as many interventions as possible could take place.	<p>Intervention programme which is timetabled and monitored by Class Teachers as well as SLT for effectiveness and impact.</p> <p>Learning Mentor to monitor attendance.</p> <p>Monitor attendance, support for families with a focus on improving attendance.</p>

Pupil Premium Strategy Review/Impact Report 2020-2021

Due to impact of COVID-19 on partial closure and the need to educate children remotely some interventions were affected and will be continued into the next academic year to address any remaining barriers. Despite COVID-19 we used the PP Grant to achieve the following outcomes in addressing barriers to learning.

Aim	Outcome
Priority 1 Access remote learning from home including engaging parents/carers in supporting learning at home.	<p>An effective Remote Learning Policy ensured children had access to devices which therefore enabled them to fully engage with Remote Learning. Despite COVID-19, the data in school was good – especially during Remote Learning periods.</p> <p>Children had access to Live Teaching and feedback across the curriculum. This led to a much more reduced learning gap and helped maintain as much 'contact' teaching time as possible.</p> <p>Children who did not have access to an electronic device were loaned out Chromebooks which then enabled them to join lessons online.</p> <p>Parents' commented about how they were really impressed with and acknowledged the amount of 'live' lessons we were able to deliver - even in comparison to other schools.</p>

	<p>I would like to express my appreciation and thanks to the school leadership for the way they responded to the unprecedented challenges the pandemic posed to our school.</p> <p>Despite COVID-19 and the disruption it caused, the model for remote education implemented by the school was incredibly impressive and reflects the dedication of staff as well as effectiveness of the decisions school leaders took under the turbulent circumstances.</p> <p>The rapid operational changes the school made to adjust to a whole new context was very positive and left no room for parental criticism. In comparison to other local schools I feel the remote learning model Daisyfield adapted during the pandemic was unique, of a very high quality and very well planned.</p> <p>As circumstances change and we continue to emerge from the pandemic, the teachers are doing a fantastic job in identifying our children's learning gaps and have subsequently responded by making the right adjustments in their learning which is evident in the homework set out for our children.</p> <p>Daisyfield has once again excelled in its leadership, planning and delivery of effective teaching and adapted the right approaches to ensure the best possible education for our children which empowers their learning, well-being and progress.</p> <p>Thank you!</p> <p>Kamran Ahmed Parent of Muhammad and Adam Ahmed</p>
<p>Priority 2 Further develop the curriculum to meet the needs of disadvantaged pupils. (SDP Priority 2)</p>	<p>Curriculum development has been ongoing throughout the year to the point of a whole new, personalised curriculum has been created for all children – including special focus on Able and Talented, SEND, diversity and Essential Learning Experiences (Cultural Capital). However, COVID-19 limited the amount of out of school and in school visitors we were allowed to have during this academic year.</p> <p>Levels of attainment were closely monitored through initial baseline testing in September 2020 as this allowed us to have an immediate and realistic idea of what level of learning loss we needed to address. This also helped us to identify learning gaps. Based on the areas of learning most affected, English and Maths curriculums were amended for Autumn term 1 and focussed on learning objectives linking directly to this aforementioned learning loss. Bridging units were used for planning English in all classes which assimilated key learning objectives from the previous year group alongside some new learning objectives from the current year group and therefore helped to “bridge” the gap in learning for all children. This impacted greatly on reducing the gaps in learning and helping all children realign with the standards of work expected from them in school.</p> <p>We also redesigned the school timetable to allow for 2 further sessions of Phonics (to address gaps in reading) and daily handwriting sessions (to address issues around presentation) too.</p>
<p>Priority 3 To improve outcomes for children in receipt of PP & PP+ in English with a particular focus on writing. (SDP Priority 3)</p>	<p>A whole new Writing Assessment system was introduced and training has been provided to all teachers in order to help them use the Writing Assessments sheets more effectively. The Writing Assessment sheets helped focus staff on Key Learning Indicators and made assessing against them against clearer. This has led to increased levels of attainment in writing for ALL children – including Pupil Premium children.</p> <p>Levels of handwriting and presentation waned during remote learning for obvious reasons and therefore the school timetable has been amended to allow for more planned sessions of handwriting in ALL classes. The Presentation Policy has also been re-written and relaunched to ensure consistency and help improve presentation of work across the school.</p> <p>Spelling Shed was purchased and launched across school to provide every child with their own personal account. This has and will reinforce the retention of spelling patterns, spellings and ultimately impact on the children's writing positively. This is to be used predominantly at home to</p>

	<p>supplement the already established 'No Nonsense Spelling' scheme which is used in school.</p> <p>The Catch-up funding was used to fund Intervention programmes that were delivered after school. These sessions were run by Teaching Assistants from school and this helped us maintain the security of bubbles and allowed children to work with adults who they already had established relationships with.</p> <p>Phonics Training was also provided to ALL staff too through INSET CPD.</p>
<p>Priority 4 Pupils understand their mental health and wellbeing and developing resilience</p>	<p>JMR attended Mental Health First Aid Training and now has the recognised accreditation for this.</p>  <p>Learning Mentor 'checked in' with ALL children who suffered loss during COVID-19 lockdown. This was completed as soon as the children were back in school and then follow up sessions were timetabled in as a result.</p> <p>Intervention groups during afternoon lessons were postponed as we planned for all children to be in class and for staff to be available to them at all times so that the children could talk about their worries and anxieties. This included curriculum planning being amended in order to allow this to happen which happened in all classes. One of the main amendments was that we planned in extra PSHE sessions so that children had increased opportunities to discuss their mental health and wellbeing.</p>
<p>Priority 5 A reduction in absence and persistent absence.</p>	<p>Absence of PP children has been monitored throughout the year. Levels of attainment have risen for PP children during this period so they have been at school in order to achieve this.</p> <p>We have also reviewed our Attendance monitoring system and from next year we will be reducing the threshold for Pupil Premium children specifically so that any absence from them can be tackled sooner.</p>