

# Daisyfield Primary Pupil Premium Strategy 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<br>Non disadvantaged | National<br>Disadvantaged<br>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<br>Disadvantaged | GDS | National<br>Disadvantaged |
|---------|-----|---------------------------|-----|---------------------------|
| Reading | 57% | 78%                       | 14% | 28%                       |
| Writing | 43% | 73%                       | 14% | 17%                       |
| Maths   | 57% | 79%                       | 14% | 24%                       |

### Year 1 Phonics 2019

|            |                               |
|------------|-------------------------------|
| <b>ARE</b> | <b>National Disadvantaged</b> |
| 88%        | 84%                           |

### Strategy Aims for Disadvantaged Pupils

| Measure   | Activity  |
|---|---|
| <b>Priority 1</b><br>Access remote learning from home including engaging parents/carers in supporting learning at home.                         | <ul style="list-style-type: none"> <li>• Develop a remote learning policy</li> <li>• Access to devices and internet</li> <li>• Monitor access to remote learning lessons and completion of learning tasks</li> </ul>  |
| <b>Priority 2</b><br>Further develop the curriculum to meet the needs of disadvantaged pupils.<br>(SDP Priority 2)                              | <ul style="list-style-type: none"> <li>• Curriculum review to personalise the curriculum to school.</li> <li>• Provide opportunities for wider learning experiences.</li> <li>• PP Lead to monitor impact of the curriculum for PP children.</li> <li>• 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.</li> <li>• Learning gaps to be identified.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
| <b>Priority 3</b><br>To improve outcomes for children in receipt of PP & PP+ in English with a particular focus on writing.<br>(SDP Priority 3) | <ul style="list-style-type: none"> <li>• Develop teacher understanding of the teaching sequence for writing and assessment.</li> <li>• Review and develop the teaching of reading through Guided reading and assessment of reading.</li> <li>• Improve standards in presentation and handwriting leading to improved handwriting.</li> <li>• Retention of spelling patterns to transfer of spelling into independent writing. Introduce Spelling Shed</li> <li>• Intervention Programmes to catch up in literacy and maths to be delivered by class TA's.</li> <li>• Monitor the impact and cost effectiveness of interventions</li> <li>• CPD for staff to provide timely interventions that meet the needs of PP children – this will include Phonics Training.</li> </ul>  |
| <b>Priority 4</b><br>Pupils understand their mental health and wellbeing and developing resilience  | <ul style="list-style-type: none"> <li>• Mental health support for pupils following COVID-19 lockdown – JMR to attend Mental Health First Aid Training.</li> <li>• Learning Mentor to 'check in' with all PP children who may have suffered loss during COVID-19 lockdown.</li> </ul>   |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• Provide children with the opportunity to talk about their experiences during COVID-19 and their general concerns and anxieties.</li> <li>• Curriculum planning to have an emphasis on pastoral elements</li> <li>• Boxall assessments to be completed to establish SEMH starting points for identified children.</li> </ul>  |
| <b>Priority 5</b><br>A reduction in absence and persistent absence.               | <ul style="list-style-type: none"> <li>• Identification of low and persistent absentees</li> <li>• Targeted support for children and families</li> <li>• Regular monitoring of absence</li> </ul>   |
| 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"> <li>• Achieve national average progress scores in KS2 Reading.</li> <li>• Guided Reading to be focussed on and how this is to be taught consistently across each Key Stage.</li> </ul> | September 2021 |

|                     |  |                |
|---------------------|--|----------------|
|                     | <ul style="list-style-type: none"> <li>• NFER Reading Tests to be taken termly and data to be analysed by Class Teachers.</li> <li>• Introduce Accelerated Reader to encourage reading for pleasure and to develop comprehension skills.</li> </ul>  |                |
| Progress in Writing | <ul style="list-style-type: none"> <li>• Achieve national average progress scores in KS2 Writing.</li> <li>• To continue to provide Quality First Teaching.</li> <li>• To develop vocabulary to improve quality and attainment in writing.</li> <li>• To develop reading into writing strategies using quality core texts.</li> <li>• To develop increased opportunities for the children to write independently and at length.</li> </ul>   | September 2021 |
| Mathematics         | <ul style="list-style-type: none"> <li>• Achieve national average progress scores in KS2 Maths.</li> <li>• To continue to provide Quality First Teaching.</li> <li>• To ensure consistency across the school in the delivery of maths.</li> <li>• To ensure consistency across the school in the assessment of maths.</li> <li>• To monitor the use of TTRS and NUMBOTS to raise standards in number sense / times tables.</li> </ul>  | September 2021 |
| Phonics             | <ul style="list-style-type: none"> <li>• 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.</li> <li>• To track and monitor those children who in Year did not pass the Phonics Test.</li> <li>• Ensure a consistent approach to teaching and assessing phonics across EYFS, KS1 and LKS2 which impacts standards.</li> <li>• To provide Phonics Training in a planned INSET.</li> </ul> | 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   |
|--|--|
| <b>Reading</b><br>Children achieve Age Related Expectations or <b>above</b> in reading or good progress has been made to closing the gap to national and achieving individual targets. | <ul style="list-style-type: none"> <li>• 1:1 reading to take place daily with Welfare Assistants x3 days weekly for around 10-15 mins.</li> <li>• Establish small group Reading Interventions for disadvantaged pupils falling behind age-related expectations for targeted children.</li> <li>• Guided Reading – daily.</li> <li>• Guided Reading Carousel in Key Stage 1 – To be monitored through book looks, pupil interviews and learning walks.</li> <li>• Whole Class Guided Reading in Key stage 2 – To be monitored through book looks, pupil interviews and learning walks.</li> <li>• Accelerated Reader to be launched across the school and the books to be bought to supplement this.</li> <li>• Aim to ensure each class is studying books in Guided Reading which match the lexical age for their year group.</li> </ul>   |
| <b>Writing</b><br>Children achieve Age Related Expectations or <b>above</b> in writing or good progress has been made to closing the gap to national and achieving individual targets. | <ul style="list-style-type: none"> <li>• Children to be taught to the higher year expectations in Mixed age classes.</li> <li>• Establish small group Writing Interventions for disadvantaged pupils falling behind age-related expectations for targeted children.</li> <li>• English units to be mapped out for the Year for all classes.</li> <li>• Writing Lead to monitor planning, books and writing assessments every term.</li> <li>• Develop confident use of the school assessment sheets for writing, impacting on planning, teaching and learning.</li> <li>• Handwriting Practice – timetabled x3 weekly</li> <li>• LetterJoin Handwriting Programme to be used throughout school.</li> <li>• Fine Motor skills interventions KS1.</li> <li>• Small group in class Teaching Assistant support for vocabulary development, editing and re-drafting writing.</li> </ul> |
| <b>Maths</b><br>Children achieve Age Related Expectations or <b>above</b> in Maths or good progress has been made to closing the gap to  | <ul style="list-style-type: none"> <li>• Children to be taught to the higher year expectations in Mixed age classes.</li> <li>• Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations for targeted children.</li> </ul>   |

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| national and achieving individual targets.   | <ul style="list-style-type: none"> <li>Maths Lead to monitor planning, books and maths assessments every term.</li> </ul>   |
| <b>Phonics</b><br>Children achieve expected standards in Year 2 (Autumn Screening) and Year 1 (Summer screening) | <ul style="list-style-type: none"> <li>Daily lessons</li> <li>1:1 catch up interventions x daily (10 mins)</li> <li>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)</li> <li>Year 2 children to move onto using the No Nonsense Spelling Scheme</li> </ul>   |
| 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  |
|---|---|
| <b>Priority 1</b><br>Decrease in absence and persistent absence for identified children.        | <ul style="list-style-type: none"> <li>Learning Mentor to monitor attendance. Continue to push the Weekly Superhero Attendance Award.</li> <li>Support for families with a focus on improving attendance.</li> <li>Persistent absence challenged by school and the LA Inclusion Officer.</li> <li>Breakfast Club to improve attendance, punctuality and a calm and settled start to the school day, well-nourished and ready to learn.</li> </ul> |
| <b>Priority 2</b><br>Emotional health and well-being is supported and resilience is developing. | <ul style="list-style-type: none"> <li>Boxhall assessments to identify support needed.</li> <li>Children who need support to be identified and referrals forms for these children to be followed up with Teachers and Parents.</li> <li>Learning Mentor to undertake ELSA Training.</li> <li>Nurture Groups to be established and timetabled in.</li> <li>Self Esteem Groups to be established and timetabled in.</li> </ul>                      |

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

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|------------------|--|--|
| 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

| Aim | Outcome |
|-----|---------|
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