The Heath Family (NW)
A Multi-Academy Trust

Pupil Premium Strategy Statement - Primary
Academic Year 2020/2021

School Overview

School Name:	Daresbury Primary School	Number of Pupils:	169 on roll Sept 2020
Proportion of disadvantaged:	13/169 7.69%	Pupil premium allocation for the year *(including additional catch-up):*	**£15,454.75** (anticipated **PPG**) **£13,000.00** (anticipated **Catch up** based on 157 on roll Jan 20 and 169 on roll Oct 20) TOTAL **£28,454.75**
Academic year(s):	2020/21	Pupil premium lead:	Mrs Carolyn Roberts
Governor lead:	Mr Joe Paget	Headteacher authorisation:	CJVRoberts
Publish date:	September 2020	Review date:	July 2021

Key performance measures

Performance Measure	2020 *(FFT)* NB: School closure may have impacted this dataset		2019 *(ASP)*		2018 *(FFT)*	
KS2	**Pupil Premium** *(2 students)*	**Non-Pupil Premium**	**Pupil Premium** *(7 students)*	**Non-Pupil Premium**	**Pupil Premium**	**Non-Pupil Premium**
Progress score: Reading	-2.9	4.1	1.08	-0.14	NA	1.2
Progress score: Writing	-1.2	3.5	2.38	1.53	NA	6.3
Progress score: Maths	-1.9	2.7	-0.17	1.26	NA	0.7
% Achieving expected standard	50%	83%	43%	79%	NA	71%
% Achieving higher standard	0	42%	0	7%	NA	18%
KS1	**Pupil Premium**	**Non-Pupil Premium**	**Pupil Premium**	**Non-Pupil Premium**	**Pupil Premium**	**Non-Pupil Premium**
% Achieving expected standard	NA	58%	0	83%	100%	63%
% Achieving higher standard	NA	21%	0	22%	0	11%

Performance measure aims 2021 *(only 1 student is PP therefore PP data is statistically not relevant)*

	FFT 20:	**School target** *Figure/narrative (to be completed after October half term, post assessment)*	**Brief Evidence/Justification:**
% Achieving expected standard (KS2) RWM	77%		
Other: (this might include attendance, exclusions etc			
Attendance	97%	**97%**	**We aim to sustain our high attendance**

Barriers to Future Attainment (for Pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	50% of PPG children have social and emotional issues which affect their wellbeing and progress
B.	Weaknesses in learning behaviours eg lack of independence or resilience are affecting most of our PPG children
C.	66% of our PPG children are not fully supported at home with their learning
D	75% of our PPG children did not fully access our Home Learning offer during lockdown and required constant chasing to access this on any regular basis and therefore have some large gaps
E	33% of PPG children are on SEND register
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
F.	50% of our PPG children have attendance issues
G	Serious financial difficulties in the family affect the majority of our PPG children

Teaching and Learning Priorities

(This could address specific issues raised through quality assurance which may be a barrier to learning that disproportionately affects disadvantaged students. Alternatively, it may be a strategic development based on impact evidence from the EEF)

Priorities *Identify 2 or 3 priorities*	Implementation *Actions. This should take account of pre-identified challenges, including resource availability, and mitigation*	Projected Impact Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils	Projected Cost	Monitoring
To develop student Metacognition in order to enable then to understand how they learn, and apply strategies to enable them to learn more effectively.	DHT attending MAT CPD with SB based on Research School training. Strategic implementation plan to form part of the School Development Plan (Quality of Education). Joint INSET day in January for all primaries to disseminate the research schools CPD to all teaching and support staff. Coaching programme for teachers to work with DHT regarding implementation of metacognition. Leads for English and Maths require time to review curriculum intent to embed Metacognition strategies, developing pedagogy, resources and assessment to support delivery and development of skill. DHT to liaise and collaborate with MAT curriculum groups to embed Metacognition in subject specific curriculum intent. Quality Assurance activities to focus on identification of metacognition – use of Trello app to provide personalised feedback to colleagues and areas for development.	Research demonstrates metacognition is the most effective tool for improving learning for disadvantaged students. Students will be understand their learning and be able to proactively apply strategies to help them learn. Progress will accelerate.	Release cost for DHT – 1 day supply £160 Release cost for DHT - 2.5 days supply £398 Release time 2 days supply x 2 terms £320 x 2 = £640 Release time for DHT £160 x 5 = £800	

To develop the quality of writing in students of all ages, in line with analysis of data and identified attainment weaknesses in 2019 and 2020.	Revisit and embed Talk for Writing strategy which has featured in PP strategy in 2019, and is evaluated as having positive impact. DHT to coach younger/less experienced colleagues for QFT in embedding the appropriate strategies for Talk for Writing. Time required to release DHT from classroom.		Release time DHT – 2 mornings per term supply £78 x2 x3=£498	
To improve the teaching of Maths in order to improve attainment and progress at KS2, which quality assurance activities suggest is an area for development, along with 2019 outcomes.	Implement a peer coaching & support strategy: facilitate opportunities to share practice across school – peer observation to identify best practice and facilitate embedding in own classroom.		White Rose subscription costs £100 Times Tables Rockstars subscription costs £95	

Targeted Academic Support
(This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding, though a separate plan will exist to monitor the allocation and impact of that spending)

Priorities *Identify 2 or 3 priorities, clearly linked to raising academic standards.*	Implementation *Actions. This should take account of pre-identified challenges, including resource availability, and mitigation.*	Projected Impact Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils	Projected Cost	Monitoring
To improve the reading level of students to ensure they are reading at their chronological reading age and can therefore access all aspects of the curriculum effectively.	Purchase of Nessy screening tool - Increase dyslexia screening and utilise the software to assess the literacy needs of other students outside of SEN. Online programme following screening to support intervention,	Pupils will be more easily and quickly identified enabling prompt action by teachers to address gaps and barriers to learning. Progress will accelerate	£65 per year for 8 screening tools Online programme	

	includes additional resources which can be used in the classroom or as intervention support.		is £20 per child per year so £160 Additional resources £400	
	TA/tutor support to remove students from classroom for reading assessment and intervention, linked to personalised needs of learners as per Nessy screening.		TA cost £25/hr x4hrs x38wks = £3800	
	Teacher/tutor engaged to work with individuals and small groups on identified gaps		<mark>£8064</mark>	
	Pearsons Reading assessment used school wide to track reading achievement and progress		Pearson subscription cost £507	
	PASS assessment survey to identify and track pupil wellbeing and impact of lockdown		<mark>GL cost £290</mark>	
	Handwriting resources for KS1 to address identified issues		<mark>£300</mark>	
	Talk for Writing resources to address identified gaps across school		<mark>£200</mark>	
To foster a love of reading, and develop a greater number of students reading for pleasure, through intervening with reluctant readers and providing them with appropriate reading materials	Purchase of 'High Interest/Low Ability' reading programme, which provides reading materials which are age appropriate in terms of story but targeting low ability readers – purchase banded books to target reluctant readers at an appropriate level.	New reading materials used for Home Learning. Books will positively encourage children to enjoy reading. Pupil feedback will be sought. Reading records will be monitored by classteachers and levels of engagement noted through monitoring of	Reading books £500	

		Reading Raffle tickets. Progress will accelerate	£1000	
	Additional Reading and Phonics resources tailored to identified need			

Additional Strategies
(This will include additional pastoral support and wider school strategies to remove barriers to learning and improve accessibility to school. This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding)

Priorities *Identify 2 or 3 priorities, clearly linked to raising academic standards.*	Implementation *Actions. This should take account of pre-identified challenges, including resource availability, and mitigation*	Projected Impact Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils	Projected Cost	Monitoring
Develop social & emotional learning to improve resilience and coping strategies in students	Develop a PHSE strategy for whole class/school delivery to focus on supporting students in their emotional literacy and resilience – purchase of Jigsaw PHSE programme with resources for all age groups. Develop additional opportunities for PHSE delivery (particularly post-Covid) to address mental health and emotional wellbeing, based around literacy and utilising appropriate literature for students to engage with. Additional interventions purchased TA staff to carry out SEL interventions Lego intervention programme and resources to support this intervention, to aid the SEL and development of students' mental and emotional wellbeing.	Consistent programme in place across whole school Monitored by PSHE lead and SLT Termly pupil voice and staff feedback. Pupil resilience and coping strategies will improve Pupils demonstrating impact from lockdown will be more confident and settled in school demonstrating less anxiety Additional resources will improve interventions currently on offer enabling pupils to improve their mental and emotional health quicker.	*Jigsaw cost £1850* *Books cost £200* *£175* *TA £25 x2hrs x38wk = £1900 (£500)* *TA costs £25 x2hrs x38wk =£1900* *Lego resources cost £300*	

Improve students attendance and reduce persistent attendance	SLA with EWO to target students whose attendance is falling below 95% Admin Assistant to ensure First Day response to all identified children is in place	Half termly visits from EWO will enable speedier response to potential attendance issues. Attendance will improve	EWO SLA costs tbc Anticipated £ 195 for 6 x 1hr ½ termly reviews + £195 for 6 hrs add. Work as needed with parents etc £390	
	Implement Matrix of Vulnerability in line with MAT-wide strategy to support vulnerable children in all aspects and particularly with attendance/accessibility to education.	Closer monitoring and provision for all vulnerable pupils will improve achievement		
Improve independent learning and accessibility to home and remote learning, to reduce the academic impact of absenteeism linked to Covid	Survey all parents to ascertain level of technology available at home to access remote learning (linked to Covid planning)	Clear picture for whole school staff of children's accessibility will allow school to make informed decisions about which children to support further regarding Home Learning.		*100% access to Broadband Approx. 20 children with limited access to technology ie accessing currently only via a phone or shared access with more than 2 siblings or working parents. Needs further investigation from CR 1:1 with parent.*
	Invest in Technology support for PP students to ensure they have computer and wifi to enable them to access seesaw and tapestry for home and remote learning as necessary.	Ensure school has sufficient 'kit' to loan equipment to those families in need. Pupils can all access Home Learning. Pupil progress accelerated	<mark>Additional cabling for laptops identified for Home use costs £21 x 20 =£420</mark> additional money for repairs as needed £221.75 Seesaw £634 Tapestry £101 annual costs	
	Remote and Home Learning Policy produced and shared with all stakeholders to include responsibilities for staff, expectations regarding marking and feedback and lessons available.			

| Improvement pupil understanding of the wider world and improve their cultural capital to promote aspiration and high expectation. | Funding for overnight residential to London, and day trips in the summer term.

Investigate additional learning opportunities such as peripatetic music lessons, involvement in sports and other extracurricular activities inside and out of school. | Ensures all PPG children can access the full range of events on offer in school. | 4x London trip costs £319 x 4 = £1276
13 x day trip costs £15 x 13 = £195

Termly music lesson costs x 3 £110 x3 = £330

Termly clubs costs x 13 £45 x13 =£585 | |

NB: This does not need to take account of every additional intervention/spend, but should address a particular issue that has been identified as a barrier to learning across the disadvantaged cohort

Review: Evaluation of last academic year 2019/20

Aim *See pre-defined aims for 2019/20 (page 1)*	Outcome: *Met/Not Met? Specific figures useful to illustrate.*	Narrative: Mitigating factors, specific successes with impact etc.
Quality of teaching in Reading, Writing and Maths is improved across the school impacting on PPG pupils alongside all pupils	Not fully met	COVID_19 resulted in no assessments for 2020. Prior to March we were on track to meeting/exceeding our targets in all areas. PPG pupils at KS2 were on track in all aspects apart from Maths where 1 pupil was slightly adrift of their target.
Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively	Partially Met	Again, due to COVID-19 and lockdown we can only assess progress to March 2020. Indications at this point were that this target was on track to be met, however 67% of our PPG children in 2019-20 required significant support from school staff in order for them to access Home Learning during lockdown on any kind of regular basis.

Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence	Fully Met to March 2020	This was very successful up to lockdown. Our changes to our Behaviour and Discipline policy regarding school's 3 key words proved very effective with all children responding well to this as demonstrated through improved behaviour and attitudes. The Happy Lunchtimes initiative also proved a huge success with staff and pupil positive feedback. Disruption and lunchtime incidents were greatly reduced and Midday staff and pupils were positive about the new system.
Social and emotional difficulties are reduced. Identified difficulties of anxiety and inability to regulate emotions will be reduced for all including those eligible for PPG	Partially Met	Up to March 2020 this target was being met successfully in school. Attitudes to learning were improving and attainment and progress were being positively impacted as a result. This was also demonstrated in Boxall profiles where these were in place.