

Charles Darwin Community Primary School



Pupil Premium Strategy Report

2020'21

Designated SLT Lead: Adam Croft

Designated Governor: Adam Jones

1. Summary information					
School	Charles Darwin Community Primary School				
Academic Year	2020'21	Total PP budget	£ 130,395.00	Date of most recent PP Review	N/A
Total number of pupils	347	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Sept 2021

2. Current Attainment			
Attainment – July 2020	<i>CDCPS pupils eligible for PP – 19 children</i>	<i>CDCPS pupils not eligible for PP</i>	<i>Pupils not eligible for PP (national average 2-19)</i>
Average scaled score READING	No end of year assessments due to Covid 19	No end of year assessments due to Covid 19	No end of year assessments due to Covid 19
Average scaled score WRITING	No end of year assessments due to Covid 19	No end of year assessments due to Covid 19	No end of year assessments due to Covid 19
Average scaled score MATHS	No end of year assessments due to Covid 19	No end of year assessments due to Covid 19	No end of year assessments due to Covid 19
% achieving ARE or above in reading, writing and maths	No end of year assessments due to Covid 19	No end of year assessments due to Covid 19	No end of year assessments due to Covid 19

Attainment Summary – July 2020

No end of year assessments as a result of school closure in March 2020 due to Covid 19

Attendance for pupils eligible for Pupil Premium Sep 2019 - February 2020 was the same as for non PP children; pupils with persistent absenteeism less than that of non PP children

3. Barriers to future attainment (for pupils eligible for PP)
In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	Speech and language abilities on entry to Reception are weaker for PP children than non PP children
B	Percentages of both KS1 and KS2 PP children attaining greater depth are less than non PP children in reading, writing and maths (most recent assessments in July 2019)
External barriers (<i>issues which also require action outside of school, such as low attendance rates</i>)	
C	Minority of PP pupils experience challenging home lives which can adversely impact upon behavior and attitude when in school

4. Desired outcomes 2021 (<i>Desired outcomes and how they will be measured</i>)		Success Criteria
A	Improved percentages of disadvantaged children attaining greater depth in reading, writing and maths at KS1 and KS2 SATs results 2021	<ul style="list-style-type: none"> • Attainment gaps between children eligible for PP and others to close • Progress rates for PP children to be consistent with that of others
B	Progress rates for disadvantaged children in reading, writing and maths to improve	<input type="checkbox"/> Progress rates for PP children to be at least that of non PP children leading to a greater percentage of PP children achieving GD in reading, writing and maths
C	Attainment gap of disadvantaged children in current Year 4 to be closed	<ul style="list-style-type: none"> • Progress rates for disadvantaged children to increase • Focused intervention and support leads to increased attainment in reading, writing and maths

5. Planned expenditure					
Academic Year	2020 - 2021				
The three headings below enable school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved attainment for disadvantaged	Further improve focus on phonics and early	EEF rates phonic intervention as having moderate impact for very low cost, based on extensive evidence (+4) with an average impact of 4 months progress.	Regular monitoring of impact <ul style="list-style-type: none"> Updating of progress meeting records (half termly) Reports to SLT 	MB SR AT	January Pupil Progress Review
---------------------------------------	--	--	---	----------------	-------------------------------

ed children in reading in KS1 and KS2 results 2020	reading at EYFS and KS1	Strategies to improve KS1 literacy are evaluated here: https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS1_Literacy_Guidance_-_Poster.pdf All relevant teaching staff receive CPD for teaching of speaking and listening, reading and phonics.	<ul style="list-style-type: none"> Online phonics tracking CPD evaluations and records and ongoing monitoring of learning in school 		Half termly tracking
	Structured use of Better Reading Partners intervention across KS2	Over 3,000 pupils in Years 1 to 8 have been supported by BRSP in 300 schools: <ul style="list-style-type: none"> They made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. They made an average Comprehension Age gain of 10 months. 99% of them showed more interest and confidence in reading after BRSP. https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/ EEF recommends targeted, structured interventions to improve literacy in KS2 https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf Children receiving BRSP in Y5 made accelerated progress in 17'18 and 18'19	Regular monitoring of impact <ul style="list-style-type: none"> Updating of progress meeting records (half termly) Reports to SLT Use of Suffolk Reading Test to track change in reading age 	MB SR AT	January Pupil Progress Review

	Reading buddy approach for key children across the school in particular PP children in KS2	EEF research also evidences that small group tuition adds value to a child's education – highly competent teachers/TAs deliver extra reading sessions 3x weekly. All relevant teaching staff receive CPD for teaching of speaking and listening, reading and phonics.	<ul style="list-style-type: none"> • Monitored in class daily to ensure all children are reading regularly (ideally daily but at least 3 times a week) • CPD evaluations and records and ongoing monitoring of learning in school 	Each member of staff has been allocated reading buddies	Jan 2021 Children who don't get support with reading from home are being prioritized in most cases 2x buddy sessions per week led by staff. Good impact being seen with Yr5 buddies
					and younger children
	Increased spending on new reading books for all key stages	<p>An increased number of EYFS/KS1 books will be matched to phonic ability.</p> <p>Having a range of suitably challenging texts for children across all cohorts will inspire them to read more and gain more higher tier vocabulary to use when speaking and writing.</p>	<input type="checkbox"/> Increased progress shown in phonics tracking <input type="checkbox"/> Monitoring of children's reading in school and at home	SR AT Class teachers	
Improved outcomes for all children across the hidden curriculum	Increased enrichment opportunities/trip subsidy	<p>Children's enthusiasm and passion to learn is heightened by enriching experiences</p> <ul style="list-style-type: none"> • Subsidised educational trips for all year groups • Subsidised residential trips for Yrs 4 & 6 • External educational workshops/visitors for all year groups • Subsidised Darwin's Den places 	<input type="checkbox"/> Monitoring and reporting on impact of visitors to school such as published authors as well as school trips	AC	

Targeted support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
<p>Improve rates of progress for PP children in reading, writing and maths by the end of KS2</p>	<p>Identified children to receive 1:1 T/TA support and small group tuition</p>	<p>Better Reading Partners across KS2 throughout the year</p> <p>Focused teaching of: Yr6 PP children who are not currently making the progress we would like from their starting points takes place from Autumn term</p> <p>Following this, sessions will take place weekly for all Yr 6 children and in Spring and Summer terms for Yr2 children including those who are PP</p> <p>In Spring and Summer terms, PP children in Yrs 3,4 & 5 are identified for extra tuition sessions where targeted teaching looks to accelerate progress and close gaps in attainment</p> <p>MB & AC support in KS2 classes, focusing on PP children</p> <p>Individual and small group tuition is considered an effective intervention by the EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	<p>Regular monitoring of impact – updating of progress meeting records (half termly)</p>	<p>SR/AT/MB/LB</p>	<p>July 2021</p>

Other approaches

□ Designated leadership time for Deputy Headteacher in order to monitor, moderate and continue to develop all aspects of teaching and learning throughout the school so ensuring all pupils have the opportunity to achieve their potential

- Designated leadership time for SENCo in order to ensure pupils with Special Educational Needs and Disabilities receive high quality provision and achieve their potential
- Dedicated leadership time for KS2 leader to support teaching and learning across Key Stage
- Rolling programme of class cover to ensure subject leadership time for teachers to monitor and developing teaching and learning in their subject areas
- Additional teaching staff ensuring single age classes throughout the school so enabling smaller pupil numbers per class and most effective teaching of the national curriculum for disadvantaged and other pupils
- Additional teaching assistant hours in every year group in order to increase the amount of quality adult support available to disadvantaged pupils both in daily lessons and one to one or small group intervention support as necessary
- One to one tuition by teaching assistants as appropriate
- Designated Family Support Worker to provide one to one pastoral care as appropriate ~ attendance, punctuality , behaviour at home, behaviour in school , bereavement counselling, support for Children’s Social Care
- Two ELSA (Emotional Literacy Support Assistant) trained members of staff (one teacher, one teaching assistant) providing guidance, mentoring and support to vulnerable pupils throughout the school
- Funding for specialist support as necessary for identified pupils eg ~ Educational Psychologists, dyslexia specialists, dyspraxia specialists, autism support, ADHD support, behaviour support
- Additional resources eg phonics resource packs / reading books; both for guided & individual reading / spelling & handwriting resources / library books / curriculum materials / School Pupil Tracker Online / wider assessment materials
- Computing resources ~ additional ipads and laptops & technical support
- Financial support in order that pupils may have full access to instrumental tuition opportunities
- Specialist visitors & tutors ~ artist in residence / author visits / poet visits pets / science club
- Ongoing staff training in order to ensure high quality teaching and learning across the curriculum but particularly in English and maths.
- Ongoing training to ensure monitoring, moderation and assessment are accurate and appropriate to purpose • Emotional literacy / resilience training

• Discounted educational visits

- Bursary scheme for residential visits
- Free school uniform for PP pupils
- Designated hardship fund for school snack & dinner system for pupils in need
- Funded after school clubs for PP pupils (rarely externally led after school clubs are charged but these will be funded for pp pupils on request)
- Specialist visitors & tutors ~ artist in residence / author visits / pets / science club

6. Review of expenditure			
Summer	July 2021		
Quality of teaching for all			
Desired outcome	Chosen action/ approach	Impact to date: Are we on track to meet success criteria? Include impact on pupils not eligible for PP if appropriate	Implications for next academic year (and whether you will continue with this approach)
Improved attainment for disadvantaged children in reading in KS1 and KS2 results 2020	Further improve focus on phonics and early reading at EYFS and KS1	71% of disadvantaged children (cf 90% non-disadvantaged) passed the phonics test which was moved to autumn term 2020 (y2) due to school closures in 2020. 36% of disadvantaged children (cf 63% non-disadvantaged) achieved ELG in reading by the end of Reception (school data) No KS1 reading data due to school closures	School will need to move to a DfE validated phonics scheme in 2021-2022. Phonics hub audit and recommendations will be used to support this.
	Structured use of Better Reading Partners intervention across KS2	BRP data shows an improvement in reading rate, accuracy or both for 100% of disadvantaged children in the programme (cf 83% non-disadvantaged)	Pupils who have participated in BRP to be monitored to ensure improvements in reading are maintained. New cohort to be identified and assessed using YARC. 10 week programme to restart in Sept 2021.
	Reading buddy approach for key children across the school in particular PP children in KS2	Limited opportunities for this due to school 'bubbles'. Pupil voice with year 5 and KS1 children who took part showed enthusiasm for paired reading.	Buddies to be reinstated in September 2021 if covid restrictions allow
	Increased spending on new reading books for all key stages	Pupil voice shows a high engagement with and enjoyment of reading across the school for disadvantaged and non-disadvantaged pupils.	Spending to be directed towards phonics books to match new scheme in 2021-2022.

Improved outcomes for all children across the	Increased enrichment opportunities/ trip subsidy	Majority of enrichment opportunities were virtual due to covid restrictions. Pupil voice shows pupils' enjoyment of and engagement with the enrichment opportunities offered. Year 4 received weekly ukulele lessons.	Continued focus on increasing enrichment opportunities in 2021 -2022 as covid restrictions allow.
---	--	---	---

hidden curriculum			
Desired outcome			
Desired outcome	Chosen action/ approach	Impact to date: Are we on track to meet success criteria? Include impact on pupils not eligible for PP if appropriate	Implications for next academic year (and whether you will continue with this approach)
Improve rates of progress for PP children in reading, writing and maths by the end of KS2	Targeted additional TA support	Targeted support used to close identified gaps in learning due to periods of school closure/ pupil absence.	Targeted support will continue to be used to close identified gaps in learning due to periods of school closure/ pupil absence. Targeted interventions to be used to close gaps between PP and non-disadvantaged children by the end of KS2 (particularly at GD. This includes reduced class sizes at Year 3.
	Booster tuition	Class led booster tuition in Reception, Year 1 and Year 2 showed marked improvements in phonics after a 6 week course.	Class based phonics booster sessions to continue in 2021-22 (years 1 and 2). School-led tuition will also focus on before school phonics booster sessions for Year 3 children.
Improved rates of progress in reading for all KS1 children	Additional reading support	Targeted support used to close identified gaps in learning due to periods of school closure/ pupil absence.	Class based phonics booster sessions to continue in 2021-22.
Other approaches			
Desired outcome	Chosen action/ approach	Impact to date: Are we on track to meet success criteria? Include impact on pupils not eligible for PP if appropriate	Implications for next academic year (and whether you will continue with this approach)

	All bullet points in other approaches above		
Improved behaviour for a small minority of pupils identified	Personal Behaviour Plans to identify targeted multi-agency support and positive actions to improve behaviour	<p>Personal behaviour plans facilitated the inclusion of three upper key stage 2 children (one child no longer required plan to support his behaviour from summer 2)</p> <p>Two key stage 1 children on personal behaviour plans remain on a reduced timetable</p> <p>A small number of y1 children remain on personalised reward plans but show improvement in behaviour</p>	<p>2021 – 2022 – continue to use personalised behaviour plans for the small minority of children who need them</p> <p>Move to full time table from October 21 for two children on a reduced timetable</p> <p>Continue to use reward plans for those who need support with developing positive behaviours</p>