



Pupil Premium Strategy

20/21

Anonymised Version for Governors and website

Based on template from National Teaching School

Supported by evidence from Sutton Trust

Summary Information					
School	Dothill Primary School				
Academic year	20/21	Total PP budget £94665 (DFE PP allocation 2020/21)	Budgeted: Actual: £94665	Date of last review	Sept 2020
Total number of pupils		Number of PPG pupils 66 (2020/21) Received funding for 71 pupils. 17 left from Year 6. 12 new FSM pupils added so 66 pupils for 20/21	Allocation based on 71 pupils Jan 2020 census. Actual number based on October census 66 pupils	Date of review for this plan	Sept 2021

Attainment (Key Stage 2 - March 2020)			
<p>In Spring 2020 school closed to the majority of pupils due to the Coronavirus.</p> <p>This data is March 2020 as this is the latest data that was captured in the academic year 19/20</p> <p>There was no national testing that took place during this year so there is no Key Stage 2 data to compare with national.</p>			
Number of pupils =	Dothill PPG Pupils (March 20 data)	All Dothill Pupils (March 20 data)	National Average (KS2 data 19/20)
ARE or above in Reading	52.63	72.47	73%
ARE or above in Writing	52.63	68.42	78%
ARE or above in Maths	47.37	71.95	79%
ARE or above in R, W, M	44.74	63.41	64%
			National average for non-disadvantaged pupils
Reading progress	Progress data is not available in the usual way due to school being closed and no national testing. March 2020 data is being used as the baseline for the academic year 20/21 so progress is measurable from this point.		0.0
Writing progress			0.0
Maths progress			0.0

BASELINE DATA September 2020 (following school closure due to Covid19)		Year One			Year Two			Year Three			Year Four			Year Five			Year Six		
		R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
All pupils	Attainment	59/0	22/0	70/0	53/3	47/0	61/0	34/3	37/2	52/0	73/24	38/0	43/0	64/0	51/0	60/0	66/20	56/12	48/26
	Progress	70/0	56/0	74/0	76/0	73/0	73/0	100/0	100/0	98/0	79/13	50/2	46/0	51/0	55/0	55/0	62/0	70/4	56/2
PPG Baseline Sept 2020	Attainment	60/0	20/0	60/0	33/0	17/0	33/0	33/0	33/0	33/0	43/0	29/0	29/0	47/0	47/0	40/0	38/13	63/13	38/0
	Progress	80/0	40/0	100/0	80/0	60/0	80/0	100/0	100/0	100/0	83/17	100/0	67/0	58/0	75/0	58/0	50/0	88/8	50/0
PPG End of spring data	Attainment				40/0	40/0	40/0	50/0	50/0	50/25	40/0	40/0	40/0	55/9	55/18	45/9	75/13	75/13	63/13
	Progress				80/0	80/0	80/0	100/0	100/0	100/0	80/0	100/0	100/0	80/0	100/0	80/0	75/13	100/0	88/0

Pupils Eligible for Pupil premium Grant based on Oct 20 Census

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	4	12	5	9	12	9

Pupils who have left mid-year:

Barriers to Learning Identified for Dothill Pupils Eligible for Pupil Premium Grant

In-school barriers (Issues to be addressed in school)		Desired Outcomes
A	To improve achievement for Year 2 pupils in reading, writing and maths	<ul style="list-style-type: none"> ✓ Improved attainment in reading, writing and maths for PPG pupils in Year 2 ✓ 75% of PPG pupils will achieve ARE. (identified above) ✓ PPG pupils will make accelerated progress to meet ARE. ✓ PPG targets will be addressed in pupils progress meetings
B	To improve achievement for year 4 pupils in reading, writing and maths	<ul style="list-style-type: none"> ✓ Improved attainment in reading, writing and maths for PPG pupils in Year 4 ✓ 75% of PPG pupils will achieve ARE. (identified above) ✓ PPG pupils will make accelerated progress to meet ARE. ✓ PPG targets will be addressed in pupils progress meetings
C	To improve achievement for year 1 pupils in writing.	<ul style="list-style-type: none"> ✓ Improved attainment in writing for PPG pupils in Year 1 ✓ 75% of PPG pupils will achieve ARE. (identified above) ✓ PPG pupils will make accelerated progress to meet ARE. ✓ PPG targets will be addressed in pupils progress meetings

External barriers (Issues which may require action outside school)		Desired Outcomes
D	Social and emotional health and well-being of pupils eligible for PPG improves:	<ul style="list-style-type: none"> ✓ Pupils social and emotional needs are identified by teachers and support staff and shared with the learning mentor ✓ Concerns for social and emotional needs are recorded on CPOMS and shared with leaders as well as the learning mentor ✓ Pupils social and emotional needs are addressed through the work of the learning mentor ✓ Learning mentor is able to give on- going strategies for pupils who need additional social/emotional support ✓ Learning mentor liaises regularly with the families of children receiving support with the families

- ✓ Learning mentor gives feedback back to class teachers and provides CPD for all staff to ensure they are able to identify and address the needs of the pupils
- ✓ Pupil questionnaire shows pupils to feel safe and happy.
- ✓ Lesson observations/learning walks show resilient pupils who are willing to try and learn from mistakes
- ✓ Number of Early Help meetings are reduced due to needs being met

Attendance figures are based on the academic year being from September 2019 - March 2020. Schools closed before the Easter Holidays for the majority of pupils, and partly open in the second half of the summer term for some (R, Y1 and Y6) pupils due to a global pandemic (COVID19)

E Following the partial school closure and the ongoing COVID19 pandemic into 20/21 attendance is a key issue to be addressed
Attendance for PPG pupils improves:

	End of Year 19/20
Overall Attendance	96.76
PPG Attendance	95.71
Persistent absence	6 pupils

- ✓ Attendance for PPG pupils continues to improve to be in line with all Dothill pupils
- ✓ The number of PPG pupils who are persistently absent reduces
- ✓ Attendance for PPG pupils increases from 95.71% to 96.5% (whole school target)
- ✓ PA for PPG pupils decreases from 6 pupils to 0 pupils
- ✓ School works closely with families who have issues and are supporting where necessary
- ✓ Parents of PPG pupils feel supported by school through any issues which may affect attendance

Planned Expenditure 20/21

Quality of Teaching for All

Identified Barrier	Chosen action/approach	Evidence and rationale for choice (Based on research from Sutton Trust -	How will you ensure it is implemented well?	Staff lead	Review?
A To improve achievement for Year 2 pupils in reading, writing and maths	<ul style="list-style-type: none"> Year 2 has 2 smaller classes (rather than 3 larger mixed year 1 / 2 classes) An experienced HLTA deployed to support in year 2 Identified children to attend nurture bubble in PM sessions Immediate feedback is given to pupils in lessons. Moderation focus on year 2 Planning support from SLT when required Purchase and use of x tables rock stars Purchase and use of Test base Support from reading lead with phonics. 	<p><i>Feedback</i></p> <ul style="list-style-type: none"> Feedback studies tend to show very high effects on learning Feedback has effects on all types of learning across all age groups learning Feedback should be specific, accurate and clear <p><i>Meta-cognition and self-regulation strategies (Learning to learn)</i></p> <ul style="list-style-type: none"> Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential <p><i>Collaborative learning</i></p> <ul style="list-style-type: none"> A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. 	<ul style="list-style-type: none"> ✓ Subject leaders are tracking data to ensure impact ✓ Subject leader / phase leader is leading on intervention to ensure all needs are being met ✓ SLT are monitoring books and lessons regularly ✓ Quality of teaching is monitored regularly 	Maths and English subject leads Phase leader SLT	Every half term
Cost Barrier A				£12022	
B To improve achievement for year 4 pupils in reading, writing and maths	<ul style="list-style-type: none"> Year 4 has x2 straight classes (rather than 3 larger mixed 3 / 4 classes) DHT supports NQT with weekly meeting, moderation and progress checks. 	<p><i>Research shows that reducing class sizes can give moderate impact for a high cost however, by doing this there are other areas of high impact work that staff are able to address such as:</i></p> <p><i>Meta-cognition and self-regulation strategies (Learning to learn)</i></p> <ul style="list-style-type: none"> Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential 	<ul style="list-style-type: none"> ✓ Subject leaders are tracking data to ensure impact ✓ Subject leader / phase leader is leading on intervention to ensure all needs are being met 	Maths and English subject leads Phase leader SLT	Every half term

	<ul style="list-style-type: none"> • An experienced HLTA deployed to support in year 4 (AM) • Identified children to attend nurture bubble in PM sessions • Immediate feedback is given to pupils in lessons. • Moderation focus on year 4 • Planning support from SLT when required • Purchase and use of x tables rock stars • Purchase and use of Test base 	<p>Feedback</p> <ul style="list-style-type: none"> • Feedback studies tend to show very high effects on learning • Feedback has effects on all types of learning across all age groups learning • Feedback should be specific, accurate and clear 	<ul style="list-style-type: none"> ✓ SLT are monitoring books and lessons regularly ✓ Quality of teaching is monitored regularly 		
Cost Barrier B £38722					
<p>C To improve achievement for year 1 pupils in writing</p>	<ul style="list-style-type: none"> • Year 1 has x1 straight classes (rather than 3 mixed 1 / 2 classes) • X2 TA to support the teaching and learning in this class • Phase leader to support with planning and carry out regular book checks • Identified children to attend nurture bubble in PM sessions • Immediate feedback is given to pupils in lessons. • Moderation focus on year 1 • Planning support from SLT when required 	<p>Research shows that reducing class sizes can give moderate impact for a high cost however, by doing this there are other areas of high impact work that staff are able to address such as:</p> <p>Meta-cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> • Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential <p>Feedback</p> <ul style="list-style-type: none"> • Feedback studies tend to show very high effects on learning • Feedback has effects on all types of learning across all age groups learning • Feedback should be specific, accurate and clear • 	<ul style="list-style-type: none"> ✓ Subject leaders are tracking data to ensure impact ✓ Subject leader / phase leader is leading on intervention to ensure all needs are being met ✓ SLT are monitoring books and lessons regularly ✓ Quality of teaching is monitored regularly 	<p>Maths and English subject leads Phase leader SLT</p>	<p>Every half term</p>

	<ul style="list-style-type: none"> • Purchase and use of x tables rock stars • Purchase and use of Test base 				
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Cost Barrier C £23682

Targeted Support

Desired Outcome	Chosen action/approach	Evidence and rationale for choice	How will you ensure it is implemented well?	Staff lead	Review?
<p>D Social and emotional health and wellbeing of pupils improves</p>	<p>Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning.</p> <p>Learning mentor has another identified member of the support team to support her work, due to increased numbers following COVID19 school closures.</p> <p>ELSA supervision from EP service</p> <p>Lunchtime structure</p> <p>Access Future in Mind Project to support the mental health and wellbeing of pupils, ensuring learning mentor receives training and skills development</p> <p>More children are able to access educational psychologist when required.</p>	<p>Social and emotional needs provide the lower levels of Maslows Hierarchy of needs (Psychological needs). With these needs being met the self-actualisation and therefore learning needs can be addressed.</p> <p>Social and emotional learning</p> <ul style="list-style-type: none"> • SEL have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself • SEL programmes appear to benefit disadvantaged or low attaining pupils more than other pupils <p>Individualised instruction</p> <ul style="list-style-type: none"> • Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective.£12022 	<p>Detailed records kept by Learning Mentor to evidence baseline and impact.</p> <p>Staff to log all social and emotional concerns and/or support to enable leaders to monitor</p> <p>Learning mentor to line manage ELSA TA</p> <p>ELSA work offered under direction of EP</p>	<p>Learning mentor</p>	<p>Every 6 weeks</p>

Cost Barrier D £17738

Other Approaches

Desired Outcome	Chosen action/approach	Evidence and rationale for choice	How will you ensure it is implemented well?	Staff lead	Review?
<p>E Attendance for PPG pupils improves</p>	<p>Admin assistant employed to monitor pupils attendance and follow up quickly on absences using first day response and 3 weekly ????</p> <p>Head teacher and deputy head teacher to hold 3 weekly meeting to discuss attendance</p> <p>Head teacher time to meet with parents to ensure engagement and offer support if necessary</p>	<p>Children need to attend school in order to learn, therefore improving attendance is the foundation to improving learning.</p> <p>Parental Engagement</p> <ul style="list-style-type: none"> We define parental engagement as the involvement of parents in supporting their children's academic learning. Approaches and programmes which aim to develop parental skills such as literacy or IT skills; General approaches which encourage parents to support their children with, for example reading or homework; The involvement of parents in their children's learning activities 	<p>Admin assistant well trained and experienced</p> <p>School process reviewed to ensure effectiveness</p> <p>Close links with Local Authority AST</p> <p>Strong involvement of Head Teacher and Deputy Head Teacher with 3 weekly attendance monitoring meetings</p> <p>Regular updates to governors</p>	<p>Becca Butler</p>	<p>Each half term</p>
Coat Barrier E				£10677	
Total Cost				£102841	

Review of Expenditure (To be completed September 2021)

Quality of Teaching for All

Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p>A To improve achievement for Year 2 pupils in reading, writing and maths</p>	<ul style="list-style-type: none"> • Year 2 has 2 smaller classes (rather than 3 larger mixed year 1 /2 classes) • An experienced HLTA deployed to support in year 2 (AM) • Identified children to attend nurture bubble in PM sessions • Immediate feedback is given to pupils in lessons. • Moderation focus on year 2 • Planning support from SLT when required • Purchase and use of x tables rock stars • Purchase and use of Test base • Support from reading lead with phonics. 			
<p>B To improve achievement for year 4 in reading writing and maths</p>	<ul style="list-style-type: none"> • Year 4 has x2 straight classes (rather than 3 larger mixed 3 /4 classes) • DHT supports NQT with weekly meeting, moderation and progress checks. 			

	<ul style="list-style-type: none"> • An experienced HLTA deployed to support in year 4(AM) • Identified children to attend nurture bubble in PM sessions • Immediate feedback is given to pupils in lessons. • Moderation focus on year 4 • Planning support from SLT when required • Purchase and use of x tables rock stars • Purchase and use of Test base 			
<p>C To improve achievement for year 1 pupils in writing</p>	<ul style="list-style-type: none"> • Year 1 has x1 straight classes (rather than 3 mixed 1 / 2 classes) • X2 TA to support the teaching and learning in this class • Phase leader to support with planning and carry out regular book checks • Identified children to attend nurture bubble in PM sessions • Immediate feedback is given to pupils in lessons. • Moderation focus on year 1 • Planning support from SLT when required • Purchase and use of x tables rock stars 			

	<ul style="list-style-type: none"> Purchase and use of Test base 			
Targeted Support			Total cost	
Other Approaches			Total cost	
Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
D Social and emotional health and well being of pupils improves	<p>Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning</p> <p>ELSA supervision from EP service</p> <p>Lunchtime structure</p> <p>Access Future in Mind Project to support the mental health and well being of pupils, ensuring learning mentor receives training and skills development</p> <p>Additional TA to support Learning mentor in her role x 1 hour each day</p>			
E Attendance for PPG pupils improves	<p>Admin assistant employed to monitor pupils attendance and follow up quickly on absences using first day response.</p> <p>3 weekly meeting between head teacher and deputy head teacher to discuss appropriate actions</p>			

	Head teacher time to meet with parents to ensure engagement and offer support if necessary			
			Total cost	