

## Review of Pupil Premium expenditure 2019-2020 – Duchy of Lancaster Primary School

### 1. Current Attainment – April 2020 (brackets shows change since September 2019)

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference</i>
% achieving in reading, writing & maths			
% at age related in reading	57% (+17%)	60% (+14%)	3% gap closing
% achieving greater depth expectations in reading	5% (=)	16% (+6%)	11%
% at age related in writing	43% (+12%)	53% (+14%)	10%
% achieving greater depth expectations in writing	5% (+5%)	10% (+3%)	5% gap closing
% at age related in maths	62% (+17%)	55% (+12%)	+7% - gap closed
% achieving greater depth expectations in maths	5% (=)	12% (+6%)	7%
% making expected progress in reading	60%	75%	15%
% making accelerated progress in reading	20%	11%	+9%
% making expected progress in writing	65%	67%	2%
% making accelerated progress in writing	20%	4%	+16%
% making expected progress in maths	50%	74%	24%
% making accelerated progress in maths	15%	8%	+7%
PP ATTENDANCE %	96%		
WHOLE SCHOOL ATTENDANCE %	96%		
NATIONAL ATTENDANCE %	96%		

**Next year (2020/2021) our school's strategy for Pupil Premium will develop based on the lessons learned this year: some initiatives will not continue; some will be refined to improve impact; and other will be introduced following networking opportunities with local schools within our academy trust who have shown a successful approach to closing the disadvantaged gap.**

**Red highlighting** = not achieved, **Yellow highlighting** = partially achieved, more input or adaptations needed, **Green Highlighting** = achieved.

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A - Maths progress will improve and attainment gap reduce. & D - Reduce combined core attainment gap between pp and non pp	<b>White Rose maths planning used in order to ensure coverage and enable access to resources</b> <ul style="list-style-type: none"> <li>A clear structured planning framework to follow</li> <li>Regular assessments to help teachers target gaps in knowledge</li> <li>Mastery of learning through heavy focus on number sense</li> </ul>	<p><b>Pupils will be confident in knowing their times tables and use them to support their maths work. (tables monitoring data, pupil voice, book scrutiny)</b></p> <p><b>Pupils will be able to confidently talk about their strategies used to answer questions and use concrete, pictorial or abstract means to support them. (observation, pupil voice)</b></p> <p><b>Pupils will have access to a wide range of equipment and understand how to use them (observation)</b></p>	<p>% of children achieving age related attainment in maths has <b>risen by 17%</b> since September and the attainment gap has closed <b>Continue with White Rose planning</b></p> <p><b>Combined core attainment gap has reduced Only 9% combined core attainment gap between pp and non-pp now.</b></p> <p>It is clear that pupils are becoming much more confident with times tables and number facts and this is having most impact for the younger children. <b>TT Rockstars/numbots to continue next year but Maths lead to raise the profile by including in celebration assemblies.</b></p> <p>All classrooms have age appropriate maths equipment and children can explain how to use them. <b>Children still need directing and/or prompting to use the resources so independence needs to be worked on.</b></p>	Timetable Rock Stars/numbots - £168

<p>A - Maths progress will improve and attainment gap reduce.</p> <p>&amp;</p> <p>D - Reduce combined core attainment gap between pp and non pp</p>	<p><b>Times tables Rock star – online programme whole school approach</b></p> <ul style="list-style-type: none"> <li>• times table recall speed is fundamental to later success in maths</li> <li>• Engaging programme for children</li> <li>• Incorrect answers are always immediately corrected in front of the pupil so that they start to associate the correct answer to every question.</li> <li>• works out which times tables facts each pupil is consistently taking longer to answer and then it gradually starts to present these facts more frequently until pupils have mastered them.</li> <li>• It will also ask related division questions 20% of the time in order to reinforce division facts.</li> </ul>	<p>KS1 &amp; KS2 SATs results will improve (data) (Teacher Assessment due to Covid-19)</p> <p>Where intervention/catch-up programmes are accessed there is a measurable impact (data)</p>	<p>No SATs taking place due to Covid-19. Teacher Assessments show that <b>the combined attainment gap has closed from last year</b>. There is now a <b>8% gap between pupil premium children and their peers</b>.</p> <p>Timestable rock star/numbots teacher site shows where and how children are progressing. <b>This shows most impact when children regularly access the programme in school</b>.</p> <p>Many children have been able to access the programme from home during isolation which has been beneficial to keep core skills going.</p>	<p>Additional laptop(s) so that pp children can access TT rockstars and Dyslexia gold more regularly - £4000</p>
<p>B – Reading and vocabulary &amp;</p> <p>D - Reduce combined core attainment gap between pp and non pp</p>	<p><b>Whole class reading of challenging texts</b></p> <ul style="list-style-type: none"> <li>• creating a positive, pleasurable experience</li> <li>• Encountering new words and enriching vocabulary – you experience words that would almost never come up in conversation.</li> <li>• Helps students appreciate the beauty and rhythm of language</li> <li>• Children can enjoy and understand texts beyond their own reading ability.</li> <li>• Enhances imagination and observation skills</li> <li>• Improves critical and creative thinking skills</li> <li>• Expands a student’s general knowledge and understanding of the world</li> <li>• Empathy is developed as they make connections with the experiences of the characters in the text and with each other</li> <li>• Fluent, expressive reading is modelled</li> <li>• Enables them to make meaning from more complex texts</li> <li>• Conditions the brain to associate reading with pleasure</li> <li>• Plants a desire to read</li> </ul>	<p>Pupils will display a love of reading (pupil voice, observation)</p> <p>Pupils will have access to high quality challenging texts (planning, curriculum)</p> <p>Pupils will have access to take home books that accurately match their reading level (parent voice, monitoring)</p> <p>Pupils will use a wider range of sophisticated vocabulary (book monitoring)</p> <p>KS1 &amp; KS2 SATs results will improve (data)</p> <p>Where intervention/catch-up programmes are accessed there is a measurable impact (data)</p>	<p>Pupils are eager to be part of whole class reading and speak enthusiastically of the books they are reading in class.</p> <p>Pupils are accessing challenging texts for their year group and photocopies of sections are provided so that all children have a copy of the text. Books are being purchased over time to increase to class sets.</p> <p>Reading scheme books have been purchased and subsidised via the PTA as well as pp.</p> <p>Not only has the % of pp pupils achieving age related expectations <b>increased to 57%</b> but the gap between their non pp peers has <b>reduced to 3% all but closing the attainment gap</b>.</p> <p>The attainment gap in writing has largely <b>remained the same from last year at 10%</b>. Next year we need to focus on ensuring the vocabulary learnt in reading sessions translates to writing. It would also be prudent to refresh talk for writing skills amongst new and old teachers.</p>	<p>Purchase of challenging high quality books for whole class reading = £400</p>

C- behaviour	<p><b>Whole School holistic behaviour policy</b></p> <ul style="list-style-type: none"> <li>• New school rules – Ready, Respectful, Safe</li> <li>• Links to Thrive and Nurture provision within school</li> <li>• Scripted responses to behaviour provides consistency</li> <li>• Everyone is responsible for behaviour</li> <li>• Protective and educational consequences instead of punishment</li> <li>• Celebration of positive behaviour first</li> <li>• Links to Norfolk Steps approach</li> </ul>	<p>Reduction in fixed term exclusions (data – PA)</p> <p>Reduction of internal exclusion/ involvement of SLT (data PA)</p> <p>Happy, calm classroom environments (observation, pupil voice)</p> <p>Regular opportunities for pp pupils to access learning to regulate their emotions via Thrive intervention (thrive data)</p> <p>Staff more confident at dealing with disruption effectively (observation)</p> <p>Staff relationship with pupils is good (observation, pupil voice)</p> <p>Progress and attainment will improve in lower KS2 and upper KS1 (data)</p>	<p>Fixed term exclusions <b>2019/2020= 0 which has been reduced since 2018/2019 academic year when there was 1</b>. Processes to record exclusions has been tightened up and strategies in place for individual children. Huge reduction in SLT involvement in behaviour issues as teachers are confident to deal with themselves apart from the very high level cases which are diminishing.</p> <p>On the whole classrooms are happy and calm environments. There are some children who are still not always showing best learning behaviours and some class teachers who need to ensure high expectations of behaviour are evident all the time. There is a better learning environment than last year.</p> <p>Regular Thrive sessions have run regular this year but the amount of time dedicated to this has reduced due to a Thrive practitioner leaving. Individual and small group thrive groups have been set up for pupils who need them with the key to be to enable children to return to whole class learning. Some key pupils have been identified as being in need of increased thrive sessions so <b>thrive practitioner hours have been increased for next year</b>.</p> <p>Assistant Head completed Steps Tutor training and ran an inset on strategies to use to help manage behaviour. Training was well received and staff confidence improved.</p> <p>Clear good relations with pupils. – observation.</p> <p>Attainment in upper KS1 has broadly remained the same. <b>100% of pupils</b> in upper KS1 have made expected or better progress in all subject areas.</p> <p>Attainment in lower KS2 has remained broadly the same. <b>90%</b> of lower keystage 2 pupils have made expected or better progress in maths, 97% in writing and 93% in maths. Although due to small cohorts this amounts to 3,2 and 1 child respectively not making the desired progress.</p>	<p>Norfolk Steps tutor training = £1295</p> <p>One day assistant head time to lead training = £220</p> <p>Thrive training £1394</p>
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A – Maths progress and attainment &amp; D - Reduce combined core attainment gap between pp and non pp &amp; F – parental engagement</p>	<p><b>Tackling tables (KS2) Tackling Add and Subtract (KS1)</b> children can play in groups Age-related 60 second baseline assessments to get a snapshot of levels of competence in class Colour coded mixed Multiplication and Division 100 Question "Beat Your Best" tests and answers to monitor progress against age related expectations Student monitoring sheets to enable them to track their own progress</p>	<p>Pupils will be confident in knowing their times tables and use them to support their maths work. (tables monitoring data, pupil voice, book scrutiny)</p> <p>KS1 &amp; KS2 SATs results will improve (data) (Teacher Assessment due to Covid-19)</p> <p>Where intervention/catch-up programmes are accessed there is a measurable impact (data)</p>	<p>Times table knowledge has improved although timetable rock star has had more of an impact (and numbots for KS1). This has particularly been the case whilst the children learn from home during covid-19 outbreak. Pupils feedback that these programmes are fun and parents report that their children are regularly accessing it.</p> <p>Whilst tackling tables was purchased it was not used with children. So no packs were purchased by families.</p> <p>No parent cafes were run – this is due to covid-19</p> <p>SLT to ensure subject leaders are aware of their responsibilities to implement the pupil premium strategy.</p>	<p>Tackling tables subscription and packs = £125</p>

		<p>Families will attend parent cafes promoting how to support their child's learning in different key curriculum areas (café register)</p> <p>Pupils will make use of learning packs provided</p> <p>Pupils will log on to learning computer programmes at home.</p> <p>Pupils will attend SATs revision club (club register)</p>												
<p>B – Reading and vocabulary &amp; D - Reduce combined core attainment gap between pp and non pp</p>	<p><b>Targeted phonics intervention</b></p> <ul style="list-style-type: none"> <li>to enable Y1 pupils to achieve phase 5 phonics</li> <li>phonics lead has the knowledge and experience to raise attainment</li> </ul> <p><b>Dyslexia Gold intervention</b></p> <ul style="list-style-type: none"> <li>an evidence based program to help pupils who aren't making progress despite high quality phonics teaching.</li> <li>Engaging and fun computer programme</li> <li>Children can access at home as well</li> <li>Shown to increase reading speed and accuracy</li> </ul>	<p>Pupils will display a love of reading (pupil voice, observation)</p> <p>Pupils will have access to high quality challenging texts (planning, curriculum)</p> <p>Pupils will have access to take home books that accurately match their reading level (parent voice, monitoring)</p> <p>Pupils will use a wider range of sophisticated vocabulary (book monitoring)</p> <p>KS1 &amp; KS2 SATs results will improve (data)</p> <p>Where intervention/catch-up programmes are accessed there is a measurable impact (data)</p>	<div data-bbox="862 575 1000 1100"> <p><b>Improved WPM By</b></p> <table border="1"> <thead> <tr> <th>Improvement Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>70%</td></tr> <tr><td>388%</td></tr> <tr><td>38%</td></tr> <tr><td>86%</td></tr> <tr><td>417%</td></tr> <tr><td>15%</td></tr> <tr><td>57%</td></tr> <tr><td>30%</td></tr> </tbody> </table> </div> <p>Dyslexia Gold data clearly shows that for most of the pupils using the software they have gains in words per minute reading speed (also accounts for accuracy).</p> <p>Although the year 1 phonics assessment has not taken place due to covid-19 via continuous assessment by class teacher gains have been made.</p>	Improvement Category	Percentage	70%	388%	38%	86%	417%	15%	57%	30%	<p>Dyslexia gold subscription = £600</p> <p>TA time = £6500</p>
Improvement Category	Percentage													
70%														
388%														
38%														
86%														
417%														
15%														
57%														
30%														

<p>C - There will be less incidences of high level disruption. Pupils will be supported to stay in class with peers</p>	<p><b>Alpha inclusion</b> 1 term of targeted work on social and emotional needs. Training of staff to put in place key strategies for individuals Provider has skills and knowledge to increase participation of children within classes. <b>Step On &amp; Step Up Training</b> Class room based behavioural strategies to support PP children amongst their peers. <b>SEMH specific TA</b> Support for specific SEN&amp;PP children with complex needs to enable all children to learn without disruption To support the reintegration of pupils into class.</p>	<p>Reduction in fixed term exclusions (data – PA) Reduction of internal exclusion/ involvement of SLT (data PA) Happy, calm classroom environments (observation, pupil voice) Regular opportunities for pp pupils to access learning to regulate their emotions via Thrive intervention (thrive data) Staff more confident at dealing with disruption effectively (observation) Staff relationship with pupils is good. (observation, pupil voice) Progress and attainment will improve in lower KS2 and upper KS1 (data)</p>	<p>Fixed term exclusions <b>2019/2020= 0 which has been reduced since 2018/2019 academic year when there was 1.</b> Assistant Head completed Steps Tutor training and ran an inset on strategies to use to help manage behaviour. Training was well received and staff confidence improved. Staff are more confident to complete assessments of children’s emotional needs and to have more ownership over positive behaviour risk management plans.  Alpha inclusion training has skilled up our SEMH TA who has been instrumental in providing support for our most in need pupils. This has been able to be transferred to other children not just the individual it was initially aimed at. As a result all pupils are currently taught in class with their peers but with access to calming spaces if needed.  Attainment in upper KS1 has broadly remained the same. <b>100% of pupils</b> in upper KS1 have made expected or better progress in all subject areas.  Attainment in lower KS2 has remained broadly the same. <b>90%</b> of lower keystage 2 pupils have made expected or better progress in maths, 97% in writing and 93% in maths. Although due to small cohorts this amounts to 3,2 and 1 child respectively not making the desired progress.</p>	<p>SEMH TA = £6500 Alpha inclusion = £3990</p>
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>E - Pupil’s attendance will increase so absence does not interrupt learning.</p>	<p><b>Approach to absence</b> Robust approach to tackling persistent absence Clear tiered approach and formal letters Attendance meetings with Head teacher when attendance falls below acceptable levels Parental education via leaflets and letters as to the importance of regular attendance Good attendance valued and celebrated via newsletters and certificates.</p>	<p>Pupils will maintain an attendance of 96%+ Pupils will arrive in school on time No individual attendance will drop below 90%</p>	<p>Overall pupil attendance in the period before covid lockdown was 96% for pp pupils and school wide which is very positive.  Average minutes late according to pupil asset is 11 minutes. This may improve as we adopt a “soft start” under covid restrictions.  There is still a group of children whose attendance is in the 80-90% range this has improved since last year when a small group were in the 70-80% range.</p>	

<p>F - Pupils and their families will engage fully in the learning opportunities offered within school and will experience a wide range of opportunities.</p>	<p><b>Funded places on school trips</b> To enrich the experiences of pupils and to see the wider area. Trips planned linked to curriculum and offer opportunities to see beyond the locality in which they live</p> <p><b>Parent Cafes</b> To educate how to best help their child at home To encourage family learning To give parents confidence to support their children.</p> <p><b>Offer funded parent packs</b> Tackling tables student packs Phonics packs</p>	<p>Families will attend phonics workshops (workshop register)</p> <p>Families will attend parent cafes promoting how to support their child's learning in different key curriculum areas (cafe register)</p> <p>Pupils will make use of learning packs provided</p> <p>Pupils will log on to learning computer programmes at home.</p> <p>Pupils will attend SATs revision club (club register)</p> <ul style="list-style-type: none"> <li>- Sats booklets go home RPG</li> </ul> <p>Pupils will attend at least one trip out of the village (curriculum maps, PA records)</p> <p>Pupils will consider goals beyond school</p>	<p>Years 5 and 6 attended a performance of Match Girl in Norwich which the children greatly enjoyed. Lots of positive feedback from children many of whom would not normally get the chance to attend a theatre performance.</p> <p>Year 5 and 6 were offered Manderin lessons at the local High School high school which as well as acting as part of the transition and familiarisation – it also opened their eyes to other languages and cultures.</p> <p>The trip to Kingswood was cancelled due to covid-19 as were all other trips from March 2020 onwards.</p> <p>Parent workshops cancelled due to covid-19</p>	<p>X</p>
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**Additional detail**

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