The Trinity Partnership

Pupil Premium Strategy Statement

Diocese of Ely
multi-academy trust

1. Summary Information							
School	**The Duchy of Lancaster School**						
Academic Year	**2020-2019**	Total PP budget £28,020		Date of most recent PP Review		Sept 2020	
Total number of pupils	101	Number of pupils eligible for PP Including as a % of school **15%**		Date for next internal review of this strategy		August 2021	

School Profile for Eligible Pupil Premium Children

Year Group	Cohort Total	Pupil Premium	Forces	Ever 6	LAC	Pupil Premium Total	% of cohort
Reception	16	3	0	3	0	3	19%
1	12	1	1	0	0	1	8%
2	17	2	0	2	0	2	12%
3	15	6	0	5	1 (post LAC)	6	40%
4	12	1	0	1	0	1	8%
5	17	1	0	1	0	1	6%
6	12	1	0	1	0	1	8%
Total	101	15	1	13	1	15	

2. Current Attainment

	Pupils eligible for PP	*Pupils not eligible for PP*	*Difference*
% achieving in reading, writing & maths			
% at age related in reading	**57%**	**60%**	**3%**
% achieving greater depth expectations in reading	**5%**	**16%**	**11%**
% at age related in writing	**43%**	**53%**	**10%**
% achieving greater depth expectations in writing	**5%**	**10%**	**5%**
% at age related in maths	**62%**	**55%**	**+7% -**
% achieving greater depth expectations in maths	**5%**	**12%**	**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%**		

Barriers to Future Attainment (for pupils eligible for pupil premium, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A. Maths
- Automatic recall of mathematical facts such as times tables and number bonds
- Progression in learning calculations and application of mathematical reasoning

B. Reading
- Some pupils do not have a secure phonics foundation to support, reading, writing and spelling throughout ks1 and ks2.
- Some pupils have not had access to a range of good quality texts at home.
- Children starting school do not have the oral language skills to support them in learning phonics and reading

C. Mental Well-being
- Some children have experienced difficulties with a range of mental health needs which has been amplified by the covid-19 lockdown.
- Some children have found it difficult to sustain learning behaviours particularly following lockdown.

	D.	Maintaining age related expectations in all CORE areas.
	•	attainment gap in combined subjects is reducing but still evident

External barriers (issues which also require action outside school, such as low attendance rates)

	E.	Continue to sustain pupil premium attendance to ensure it is comparable to national

Desired Outcomes and how they will be measured	Success Criteria
A	Maths progress will improve and attainment gap reduce.	• Pupils will be confident in knowing their times tables and number bonds, and use them to support their maths work. (tables monitoring data, pupil voice, book scrutiny) • 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) • Pupils will have access to a wide range of equipment and understand how to use them (observation)
B	Pupils will engage confidently and enthusiastically in whole class reading sessions. Pupils will enjoy reading activities both in class and at home and will start to use more sophisticated language in their writing work as a result.	• Pupils will display a love of reading (pupil voice, observation) • Pupils will have access to high quality challenging texts (planning, curriculum) • Pupils will have access to take home books that accurately match their reading level (parent voice, monitoring) • Pupils will use a wider range of sophisticated vocabulary (book monitoring) • Pupils will demonstrate good verbal skills and understanding of spoken lanaguge
C	Provision for pupils with social emotional or mental health needs is personalised, sensitive and has a benefit on their mental well-being.	• Reduction in fixed term exclusions (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) • Staff increased understanding of mental health and how to support.
D	Reduce combined core attainment gap between pp and non pp	• KS1 & KS2 SATs results will improve (data) • Where intervention/ catch-up programmes are accessed there is a measurable impact (data)
E	Pupil's attendance will be at least in line with non-pupil premium attendance	• Pupils will maintain an attendance of 96%+ • Pupils will arrive in school on time • No individual attendance will drop below 90% (attendance figures and monitoring)

Planned Expenditure

Academic Year	2020-2021

The three headings below enable schools to demonstrate how they 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 of this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – Maths progress and attainment & D - Reduce combined core attainment gap between pp and non pp	**White Rose maths planning** • A clear structured planning framework to follow • Regular assessments to help teachers target gaps in knowledge • Mastery of learning through heavy focus on number sense Mastery learning Moderate impact for very low cost, based on moderate evidence. £ £ £ £ £ 🔒🔒🔒🔒🔒 +5		Monitoring of planning and book looks	L.Bagge – Maths lead (T.Coote to cover whilst L.Bagge on maternity leave)	Termly
	Times tables Rock star – online programme whole school approach • times table recall speed is fundamental to later success in maths • Engaging programme for children • Incorrect answers are always immediately corrected in front of the pupil so that they start to associate the correct answer to every question. • 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. • It will also ask related division questions 20% of the time in order to reinforce division facts. Digital technology £ £ £ £ £ 🔒🔒🔒🔒🔒 +4		View data online half termly to monitor progress.		Termly

	Individualised instruction Moderate impact for low cost, based on moderate evidence. £££££ ⓐⓐⓐ +3				
B – Reading and vocabulary & D - Reduce combined core attainment gap between pp and non pp	**Whole class reading of challenging texts** • creating a positive, pleasurable experience • Encountering new words and enriching vocabulary – you experience words that would almost never come up in conversation. • Helps students appreciate the beauty and rhythm of language • Children can enjoy and understand texts beyond their own reading ability. • Enhances imagination and observation skills • Improves critical and creative thinking skills • Expands a student's general knowledge and understanding of the world • Empathy is developed as they make connections with the experiences of the characters in the text and with each other • Fluent, expressive reading is modelled • Enables them to make meaning from more complex texts • Conditions the brain to associate reading with pleasure • Plants a desire to read **Speech and Language** • Skill up current staff with Elklan training to improve speech and language provision across EYFS **Sounds Write** • All EYFS and KS1 teachers receive high quality training to deliver new phonics programme • New books that link into sounds write scheme of work purchased. Oral language interventions Moderate impact for very low cost, based on extensive evidence. £££££ ⓐⓐ +5	Monitoring of planning, learning walks, environment monitoring	A.Fisher – English lead J.Hardie – phonics lead.	Termly	
C- Mental Well-being	**Whole School holistic behaviour policy** • New school rules – Ready, Respectful, Safe • Links to Thrive provision within school • Scripted responses to behaviour provides consistency • Everyone is responsible for behaviour • Protective and educational consequences instead of punishment • Celebration of positive behaviour first • Links to Norfolk Steps approach • Behaviour appendix – what good behaviour looks like – shared with teachers and pupils. Metacognition and self-regulation High impact for very low cost, based on extensive evidence. £££££ ⓐⓐⓐ +7 **Mental Health First Aid** • Staff training to ensure mental health first aiders are present in school • Widening knowledge of all staffs' understanding of mental health via staff training	Learning walks, pupil voice, assemblies	Senior Leadership team.	annually	

Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale of this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B – Reading and vocabulary & D - Reduce combined core attainment gap between pp and non pp	**Targeted phonics intervention** • to enable Y1 pupils to achieve phase 5 phonics • phonics lead has the knowledge and experience to raise attainment • new sounds write programme can be used for targeted intervention. Phonics Moderate impact for very low cost, based on very extensive evidence. £££££ ⓐⓐⓐⓐ +4 **Dyslexia Gold intervention** • an evidence based program to help pupils who aren't making progress despite high quality phonics teaching. • Engaging and fun computer programme • Children can access at home as well • Shown to increase reading speed and accuracy	Regular phonics assessments to monitor progress Observations of phonics sessions Observations of all interventions Monitoring of assessments and changing groups or reading stage when needed. Use of Salford tests to monitor if interventions are	J.Hardie – phonics lead A.Fisher- English lead C.Hague - Inclusion	Termly

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			providing accelerated learning		
	Digital technology Moderate impact for moderate cost, based on extensive evidence. £££££ 🔒🔒🔒🔒 +4 **Rapid Reading – Reading catch-up programme** • High quality and age appropriate texts • 1:1 quality catch up provision • All teaching assistants appropriately trained • Follow up work to embed learning **Wellcomm** • Clear assessment tool to identify children in need of language support. • Targeted intervention to support language learning and understanding which links well to Elklan whole class approach.				
C – Mental well-being	**Step On & Step Up Training** • Class room based behavioural strategies to support PP children amongst their peers. **Behaviour interventions** Moderate impact for moderate cost, based on extensive evidence. £££££ 🔒🔒🔒🔒 +3 **Thrive** • Structured emotional support for key group of SEN &PP children. • Social skills • Emotional regulation • Hands on learning **Social and emotional learning** Moderate impact for moderate cost, based on extensive evidence. £££££ 🔒🔒🔒🔒 +4 **Small group tuition** Moderate impact for moderate cost, based on limited evidence. £££££ 🔒🔒🔒🔒 +4 **Sensory Circuits** • Equipment purchased and training undertaken • Research shows links to calming and emotional regulation, alerting and organising abilities • Focus children (pp/SEN) or small groups within bubbles	Monitoring of behaviour data Learning walks Number of fixed term exclusions Number of threshold letters Pupil voice	C.Hague - inclusion	Half termly/ongoing

Other Approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale of this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E - Pupil's attendance will increase so absence does not interrupt learning.	**Approach to absence** • 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.		Regular monitoring of attendance as well as lateness.	School secretaries O.Rhodes – Exc Head	Termly

Total budgeted cost	**TT Rockstar subscription = £95** **Elklan training = £700** **Wellcomm subscription = £85** **Wellcomm training by SENCO = £50** **Sounds Write training for three staff members = £600** **Dandelion books to support sounds write = £626.45** **Rapid Reading training by SENCO = £50** **Rapid reading books = £84** **Behaviour appendix and staff training by SENCO=£200** **Mental Health first aid training for one staff member = £54** **Mental Health first aid training staff member time = £120** **Dyslexia gold subscription = £600** **Step on tutor – refresher course + SENCO time = £200** **Step on training delivered by SENCO - £100** **Thrive annual subscription = £250** **Thrive on going cpd =£50**

	Thrive practitioner = £12,000 **Mental health first aider = £12,000** **Sensory Circuits equipment = £200** **Sensory circuits training x 2 members of staff = £50** **£28,114.45**
Budget Allocation 2019 - 2020	£28,020