



## Pupil Premium Strategy Statement

School name: **Dunstall Hill Primary**

Academic years covered by strategy: **2019/20 – 20/21**

Date this form completed: **30 October 2019** for AY **2019/20**

Next review date: **October 2020**

Overview and most recent published performance of disadvantaged pupils (figures relate to: 2019)					
- No 2019-20 data published due to covid-19 pandemic and impact on statutory assessment.					
Total school roll	440 471	Progress scores Reading, Writing, Maths	0.42	1.98	2.61
% disadvantaged pupils	35% 46% (R-Yr6)	% meeting expected standard R,W,M (KS2)	66%		
Pupil premium allocation this year	£178, 200 (2019-20) £193,680 (2020-21)	% achieving high standard R,W,M (KS2)	16%		
Senior leader signing off this strategy	Darryl Asbury	% of pupils reaching expected standard in phonics check (end of Y1)	85%		

Pupil Premium Strategy aims for disadvantaged pupils* medium term - cross-refer to School Improvement Strategy		By (date)
Progress in Reading, Writing	Achieve national average progress scores in KS1 and KS2 Reading and Writing No 2019-20 data published due to covid-19 pandemic and impact on statutory assessment.	2021
Progress in Mathematics	Achieve average KS2 Mathematics progress score No 2019-20 data published due to covid-19 pandemic and impact on statutory assessment.	2021
Phonics	Achieve national average expected standard in Phonics Screening Check No 2019-20 data published due to covid-19 pandemic and impact on statutory assessment.	2021
Other (e.g. attendance, subject specific etc.)	Improve attendance of disadvantaged pupils to National Average - No 2019-20 data due to covid-19 pandemic and impact attendance for the academic year.	2021

<b>Spending priorities and rationale (Current Academic Year)</b>	
<i>Teaching</i>	
Priority 1 A consistent focus on inclusive teaching and curriculum equity resulting in a relentless focus on English and language development	
Priority 2 To work with teachers to acquire the professional understanding and skills to develop their pupils' metacognitive knowledge and strategies to become self regulated learners. Review pre-teaching and over learning to support the recovery of learning loss.	
Barriers to learning these actions address To ensure the consistency of robust and rigorous monitoring and assessment, focus on language acquisition across the curriculum and ensuring staff use evidence-based research on metacognitive strategies.	
PP expenditure on teaching	
<b>Targeted academic support</b>	
Priority 1 To develop, embed and implement the social and emotional learning (SEL) intervention – See EEF research	
Priority 2 To establish impact and evaluation for identified interventions of disadvantaged pupils falling behind age-related expectations (keep up, not catch up motto). Re-teach/over learn to support the recovery of loss learning.	
Barriers to learning these actions address Encouraging staff to use SEL/metacognitive strategies from evidence-based research and evaluate the impact of interventions through the online platform (scholarpack). The unprecedented impact of covid-19 on learning and progress (SIP/Catch-up plan).	
PP expenditure on targeted academic support	
<b>Wider strategies</b>	
Priority 1 To improve learners' attendance and punctuality to align with national average	
Priority 2 To provide pastoral support to vulnerable families to improve attendance of identified families, to support the welfare of identified families such as asylum seekers/refugees/new to the area (relocated) and develop the provision for SEMH.	
Barriers to learning these actions address Improving attendance, developing heightened social and emotional resilience and independence, improved learning behaviours for the most disadvantaged pupils to achieve the best outcomes from their different starting points. Attendance, pupils SEMH  AEP/Breakfast club (Autumn Term Magic breakfast, ending Dec 2020)/FSW	
PP expenditure on wider strategies	

<b>Monitoring and implementation</b>	
Pupil premium strategy lead: Lee Fellows	Pupil premium lead governor: Joanne Allen
Teaching key challenge To ensure consistency in high-quality inclusive teaching embedded across the school supplemented by well planned structured interventions led by well-equipped staff.	

<i>Mitigating action</i> Use of phase meetings, staff meetings and INSET days to ensure focused and highly effective professional development (developing teachers subject pedagogical and pedagogical content knowledge).
Targeted support key challenge Ensuring enough time for school reading-lead to support small groups
<i>Mitigating action</i> Reading lead paired with identified teachers and year groups to support and lead small groups
Wider strategies key challenge To promote and support the acquisition of language (especially the hardest to reach and vulnerable families).
<i>Mitigating action</i> Working closely with the LA and the school's family support worker to support identified, vulnerable families. To ensure the development of vocabulary is a focus and a key priority throughout the curriculum.

<b>Last year's pupil premium priorities and outcomes (2018-19)</b>
Priority Regardless of languages children speak they are able to access the curriculum and make good progress
Outcomes Disadvantaged pupil progress (2018-19) at the end of KS1 and KS2 have improved and in some cases DP have out performed non-DP pupils
Priority Children to be making at least good progress against ARE (diminishing the difference)
Outcomes Steady improvement of DP progress in particular maths and reading in upper KS2.
Priority Key Stage 2 parents are more confident in supporting their children.
Outcomes Successful implementation pre-ESOL, inspire and workshops developed parents/carers knowledge and understanding of teaching strategies. Parent consultation evenings demonstrated an improvement in parents' confidence and engagement in their children's learning.
Priority Attendance is in line with national (96%)
Outcomes Improve attendance of disadvantaged pupils to National average. (R-YR 6 95.03%)

<b>Last year's pupil premium priorities and outcomes (2019-20)</b>
Priority: Regardless of languages children speak they are able to access the curriculum and make good progress
Outcomes: Disadvantaged pupil progress (2019-20). Unable to measure - unprecedented impact of covid-19 on learning and progress is yet to be identified.
Priority: Children to be making at least good progress against ARE (diminishing the difference)
Outcomes: Unable to measure - unprecedented impact of covid-19 on learning and progress is yet to be identified.
Priority: Key Stage 2 parents/carers are more confident in supporting their children.
Outcomes: Parent/carers consultation evenings demonstrated an improvement in parents' confidence and engagement in their children's learning.
Priority: Attendance is in line with national (96%)
Outcomes: Improve attendance of disadvantaged pupils to National average. (R-YR 6 95.13% - 13.03.2020 Spring Term before lockdown)

In light of the coronavirus pandemic and the changes which have occurred from Government Guidance the full extent to the gap between pupil premium and non-pupil premium pupils is yet to be identified. However, research and credible opinions have identified the gap to have widened and a focus on pupil premium will need to be robust and rigorous to ensure the gaps can be diminished and children are supported from their individual starting points. The systems and procedures, with quality teach first will provide a solid foundation to the challenges ahead. Reflection and reviews will be continuous to ensure pupil premium spend will be at its optimum and demonstrates impact.