

Summary Information					
School	Dean Valley Community Primary School				
Academic year	2020-21 Funding March 2020- April 2021	Total PP budget	£24,865	Date of most recent PP Review	September 2020
Total number of pupils	207	Number of pupils eligible for PP	17 + 2 Looked after children	Date for next review of PP	September 2021

1. Barriers to future attainment (for pupils eligible for PP, including high ability pupils)	
In-school barriers (issues to be addressed in school)	
A	<p>Reading needs which create gaps in learning:</p> <ul style="list-style-type: none"> • EYFS and Year 1: The application of phonic knowledge to support reading increasing reading attainment and knowledge of vocabulary. • Whole School: Development of reading stamina • Whole School: Effective inference (referring to the text to support their answers) and understanding and in turn application of vocabulary. • Whole School: Increasing opportunities to read and developing love of reading both in school and at home. • KS1: Development of phonics and access to daily reading opportunities • KS2: Development of stamina and inference skills
B	<p>Writing needs which create gaps in learning:</p> <ul style="list-style-type: none"> • EYFS: Fine motor skills affecting handwriting development and speech and language development. • Whole School: Writing stamina • KS1: Writing stamina, application of appropriate use of grammar, widening use of vocabulary and cultural capital • KS2: Verb tense, grammatical structure of sentence, spelling
C	<p>Mathematical needs which create gaps in learning:</p> <ul style="list-style-type: none"> • Whole School: Problem solving • Whole School: Ability to visualise mathematical problems and present them in a variety of ways. • EYFS and Year 1: Early number development and understanding of number including Place Value and number bonds. • KS2: Calculations/Problem solving and resilience to problem solve

D	<p>Cognitive Barriers to Learning:</p> <ul style="list-style-type: none"> • Poor working memory capacity for pupils • Ability to apply previously taught skills to new learning. • Ability to discuss their learning and achievement. • Ability to articulate their reasoning for choices in learning/application/completion of a given task.
E	<p>Social and emotional complexities – young carer and social services</p> <ul style="list-style-type: none"> • Security and attachment issues • Lack of emotional communication skills including: understanding of how actions have consequences and how others perceive their actions. • Lack of self-belief and resilience leading to an inability to challenge themselves and see failure as essential for learning.
F	<p>SEND and Behaviour</p> <ul style="list-style-type: none"> • Increasing SEND needs within pupil premium group • Behavioural needs affecting learning and focus

Whole school Outcomes		Success Criteria
<p>Academic:</p> <ul style="list-style-type: none"> All PP pupils make at least good progress from their own prior attainment, meeting individual aspirational targets. 		<ul style="list-style-type: none"> Quality first teaching secures pupils make at least expected progress from their starting points Specific intervention support is timely and effective and ensures that the gap between PP and non-PP children in school is addressed and narrowing
Intended Outcomes (smart – specific and measurable)		Success Criteria
A	<p>Whole School Reading Attainment and Progress:</p> <ul style="list-style-type: none"> To accelerate the progress of PP children’s reading ability by developing the whole school reading scheme carefully tracking children’s progress through book bands. PP children can accurately decode age-appropriate texts and apply correct phonic strategies to reading new teaching pedagogies and targeted intervention including IDL and Nessy. PP children can apply effective inference skills as well as have a range of strategies to infer the meaning of words within the text they read. PP children have access to a wider range of vocabulary. Closely monitor PP children in relation to decoding, inference and vocabulary objectives during half termly assessments and pupil progress meetings. 	<ul style="list-style-type: none"> PP children are on age-appropriate book bands or reading schemes which support their learning. End of term NFER assessments KS1 50% or more PP chd will achieve national expectation in reading achieving in line with NA percentages in inference and vocabulary recognition. End of term NFER assessments KS2 54% or more PP chd will achieve national expectation in reading achieving in line with NA percentages in inference and vocabulary recognition. End of Year 1 – phonics screening will show 100% of PP children pass.
B	<p>Whole School Maths Attainment and Progress:</p> <ul style="list-style-type: none"> To rapidly accelerate PP children’s understanding of number and the associated vocabulary through quality first teaching of whole school maths teaching approach and focussed intervention including the introduction of a supportive intervention. To close gaps in attainment between PP and Non-PP children including ensuring most children reach ARE using targeted intervention and precision teaching using resources such as Numbots, TT Rockstars, Plus 1 and Power of 2 as well as through small group support led by TA under guidance from TA. <ul style="list-style-type: none"> Use of PP laptops to support children in gaining regular access to intervention programs such as Numbots and TT Rockstars. 	<p>End of term NFER assessments indicate that PP achievement is in line with NA and non-PP children’s attainment is no more than +/- 5% PP children.</p> <p>KS1 KS2 44% on track to reach ARE at the end of the year.</p> <ul style="list-style-type: none"> To increase the proportion of PP pupils achieving ARE in maths to 50% Weekly book sampling and moderation support focussed on PP children.

C	<p>Whole School Writing Attainment and Progress:</p> <ul style="list-style-type: none"> • Termly GPS assessments indicate that PP children understand the role of age-appropriate GPS within their writing. • To improve the application of age-appropriate grammar, punctuation, and spelling within independent writing. • To embed changes to writing pedagogy, using boxing up to support planning, embedding helicopter stories in EYFS and developing their use in Y1 and Talk for Writing in Y2 upwards where appropriate. Opportunities to experience wider community and build cultural capital through visits, theatre, books and visiting authors/people of interest. <ul style="list-style-type: none"> • Use of Nessy for PP chd who are experiencing difficulties with spelling. • Use of PP laptops to support children in gaining regular access to intervention programs such as IDL and opportunity to write at length using word processing and typing skills. 	<ul style="list-style-type: none"> • Review of learning during book scrutinies with a focus on use of age-appropriate GPS in PP children’s writing see progress against starting points. • Stamina of writing increases and there is no difference between the amount of writing produced by PP children and non-PP children. End of term assessments indicate that PP achievement is in line with NA and non-PP children’s attainment is no more than +/- 5% PP children. <p>KS1 KS2 44% on track to reach ARE at the end of the year.</p> <ul style="list-style-type: none"> • End of year assessments KS1 50% or more PP chd will achieve national expectation in writing • End of term assessments KS2 44% or more PP chd will achieve national expectation in writing.
E	<p>Social and Emotional Barriers to Learning:</p> <ul style="list-style-type: none"> • To develop the range of social and emotional interventions to support children’s emotional health and wellbeing. • To develop a second Escape Lounge for children to use to reflect, develop understanding of their feelings and to have support around their mental well-being. • To take a pro-active approach to working with families of PP children to address growing concerns before they arise following the ‘Signs of Safety’ and Early Help frameworks. • Staff CPD to be embedded surrounding attachment, autism and PDA and strategies to support these children to achieve well within their learning. <p>Treasure Box resources Nick Dux Joanna Page Emotionally Based Avoidance Training</p>	<ul style="list-style-type: none"> • children have access to a range of interventions to support their social and emotional health and well being • Escape Lounge used by children when and where needed. • Safeguarding Staff trained to use Signs of Safety and Early Help Frameworks • Range of CPD provided to support staff in attachment, autism, PDA • School Counsellor employed through school to support children – Joanna Page
F	SEND	

	<p>PP and SEND need (whole school) 50% of the PP chd are on SEN Support plans for cognitive and social and emotional need.</p> <ul style="list-style-type: none">• To develop the use of intervention for specific need with TA support• To implement use of Nessy with PP chd who need spelling support.• Resilience coaching to be used with PP chd to develop resilient natures and access their learning and understand their emotional need.• To implement interventions which inspire, offer support, and meet need including Resilient Classroom and Cool Connections.	
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Planned Expenditure – Academic Year 2020 - 21

The main expenditure linked to the development of Quality First Teaching for all pupils as outcomes for all. This strategy should be read in conjunction with the whole school development plan and individual subject leaders action plans.

Quality of Teaching for All

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
To purchase laptops for all KS2 Pupil Premium children	To support their learning in school and future proof their education should a second closure to school happen due to covid-19.	Many PP children sharing laptops or gaining access to home learning through phones. To future proof learning giving each child direct access to resources, Teams and recording will encourage learners to access education.	Teaching computer skills in school to ensure full understanding of log ins and accessibility of resources. Loan agreement and safety of accessing internet support for families. Monitoring of education through Teams for lockdown and homework can be fed back and phone calls offering support be given	RH/VM	In place and in use	£4615
To purchase tablets for all KS1 Pupil Premium children	To support their learning in school and future proof their education should a second closure to school happen due to covid-19.	Many PP children sharing laptops or gaining access to home learning through phones. To future proof learning giving each child direct access to resources, Teams and recording will	Teaching computer skills in school to ensure full understanding of log ins and accessibility of resources. Loan agreement and safety of accessing internet support for families. Monitoring of education through Teams for lockdown and homework can be fed back and phone calls offering support be given	RH/VM	In place and in use	£987

		encourage learners to access education.				
Pupil Progress Meetings cover for all staff.	To develop understanding of all staff around PP chd and the link to SEND and to reflect on progress being made.	Staff understanding of need and what is available will ensure best practice and matching need of chd.		VM	Half termly	£1000

Targeted Support - Intervention					
Action	Objective	How will you ensure it is implemented well?	Staff lead	Review	Cost
Reading focus interventions	Children to have access to an intervention to support reading and inference gaps in order for them to be targeted to close the gap in reading.	Monitored by class teacher and senco though intervention registers, observations and assessments.	PM	Half termly	2 x 1 hour sessions per week £1570
Cool Connections & Resilient classroom	Children to access intervention and to be given a toolkit of strategies in which to develop confidence to deal with situations which arise that are challenging emotionally and socially	Monitored by class teacher and TA, children to develop a range of strategies in which to deal with every day issues and develop in confidence within the classroom.	HS/MD	Half termly	MD £710 HS £826
Lego therapy	To develop social communication skills such as turn taking, sharing, following rules and problem solving.	Children increase in confidence within social situations.	CP	Half termly	Course cost £150 Resources £12 TA cost £500
TA support	Year 2 (1 LAC) Year 3 (2 PP) Year 6 (3 PP)				£2345 £2690 £2690

Further approaches			
Action	Objective	Success criteria/Impact	Cost
Resilience – Nick Dux	To develop resilience	Children to have a range of strategies in place in which to approach problems and to develop a confidence in approach to school and transfer to home situations too.	£510
Turn the Page Counselling service	To allow chd to have emotional support to talk with qualified counsellor to address their needs.	Children are able to talk in confidence and access therapy to support their emotional needs. This sees them approach learning with confidence.	£1406
Curriculum Enrichment Opportunities to support children's learning and provide a stimulus for learning.	To support children's experiences through sport, emotional well-being, and healthy life choices. This is to include AT Sports, Music lessons, Swimming transport, ASC/BSC	Children to engage and enjoy a range of experiences to support their learning and increase cultural capital. Children's self-esteem and confidence to increase. More PP children will participate in extracurricular activities.	£550 Sports £350 Music, £1500 ASC £300 Swimming transport
To support with uniform, class/individual photos, snack, trips	To support children in school to raise self-esteem and to see inclusivity in all aspects of school life.	Children's self-esteem and confidence to increase.	Uniform/trips £1050, snack £1000