Pupil Premium Strategy Statement academic year 2020-21(updated April 2021)

1. Summary information						
School	**Dishforth CE Primary School**					
Academic Year	2020/21	**Total PP budget based on January 2020 census** (Sept 2020 +3 PP no funding until after Jan 21 census)	FSMs x 8	£10760	**Date of most recent PP Review**	July 2019
			Service Premium x 6	£1860		
Total number of pupils Jan 2020	78 plus 7 nursery	**Number of pupils eligible for PP**		8	**Date for next internal review of this strategy July 2021**	
		Number of pupils eligible for Service Premium		6		

Predicted Attainment & Progress of pupils eligible for Pupil Premium July 2020:		*Pupils not eligible for PP (national average)*
Number of pupils eligible for Disadvantaged pupil premium in this school at Jan 2020	**8 pupils**	
% achieving age-related expectations in reading, writing and maths (Rec – Y6)	5/8 = 63%	(61% at Y6 nationally) Non FSMs in school: 77%
% making at least expected progress from starting points in reading, writing and maths (Rec – Y6)	4/8 = 50%	
% making at least expected progress in reading	6/8= 75%	
% making expected progress in writing	6/8 = 75%	
% making expected progress in maths	6/8= 75%	
Number of pupils eligible for Service Pupil Premium in this school at Jan 2020	**6 pupils**	
% achieving age-related expectations in reading, writing and maths (Rec – Y6)	4/6 = 67%	77%
% making at least expected progress from starting points in reading, writing and maths (Rec – Y6)	3/6 = 50%	

Current Attainment & Progress of pupils eligible for Pupil Premium academic year 2020-21 updated termly April 2021:	End of spring term 2021 – 10 pupils aware of	*Pupils not eligible for PP (national average)*
Number of pupils eligible for Disadvantaged pupil premium in this school in April 2021	**10 pupils known**	
% achieving age-related expectations in reading, writing and maths (Rec – Y6) combined **% achieving age-related expectations in reading** **% achieving age-related expectations in writing** **% achieving age-related expectations in maths**	4/10 = 40% 6/10 = 60% 6/10 = 60% 6/10 = 60%	
% making at least expected progress from starting points in reading, writing and maths (Rec – Y6)	6/10 = 60%	
% making at least expected progress in reading	7/10= 70%	
% making expected progress in writing	8/10 = 80%	
% making expected progress in maths	8/10= 80%	
Number of pupils eligible for Service Pupil Premium in this school April 2021:	**8 pupils known**	
% achieving age-related expectations in reading, writing and maths (Rec – Y6) **% achieving age-related expectations in reading** **% achieving age-related expectations in writing** **% achieving age-related expectations in maths**	4/8 = 50% 7/8 = 88% 5/8 = 63% 6/8 = 75%	
% making at least expected progress from starting points in reading, writing and maths (Rec – Y6)	5/8 = 63%	
% making at least expected progress in reading	8/8= 100%	
% making expected progress in writing	5/8 = 63%	
% making expected progress in maths	8/8= 100%	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Lack of progress in specific areas of the curriculum for certain children
B.	Specific difficulties due to a physical/sensory need which necessitate individualised teaching based on individual starting points.
C.	Low self-esteem and emotional issues for some children
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	For a small proportion of children, unsettled home environment

3. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Children eligible for pupil premium grant make at least expected progress from starting points with a proportion of children making better than expected progress	• All children make at least expected progress. • The gap between pupil premium children and other learners is reduced. • An increased number of children achieve age-related expectations.

		• This will be measured through teacher assessments, termly standardised tests and statutory assessment. School tracking will compare the progress of Pupil Premium groups and other children.
B.	To improve self-esteem and resilience so that all children are ready to learn and able to make at least expected progress from starting points.	• Named staff in place to provide emotional support for specific children. • Children can access emotional support when needed. • Progress of children identified as having emotional needs is comparable to other children. • Children report that they are happier – measured through pupil voice. • Progress of children in their learning will be measured through teacher assessments, termly standardised tests and statutory assessment. School tracking will compare the progress of Pupil Premium groups and other children.
C.	High- quality, tailored interventions in place to ensure to support specific needs.	• Interventions are tailored to meet specific needs. • Successful delivery of tailored interventions results in more pupil premium children making at least expected progress.

4. Planned expenditure					
Academic year	**2020/21**				
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.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Children eligible for pupil premium grant make at least expected progress from starting points with a proportion of children making better than expected progress	**Ensure staff: pupil ratios are high and teachers have capacity to give the most disadvantaged pupils additional support in class. Increase teaching staff and deploy according to level of need.**	**A review of previous pupil premium strategy in school showed that improved teacher/pupil ratios where a cohort had a high level of need among of pupil premium was effective in ensuring all children made good progress. Maintaining good levels of TA staffing has also proved to be beneficial in allowing time for adults to ensure classroom environment supports learning effectively. EEF research shows that quality feedback promotes good progress for learners and this can be achieved by optimum staff/pupil ratios. Additional TA support frees teachers to provide quality feedback.**	**Baseline assessments of children to establish needs. Monitoring of teaching & learning. Monitoring of assessment & tracking. Progress of pupil premium spending will be reported to governors termly.**	**J Lyon**	**Progress of children reviewed termly and end of academic year.**
				Total budgeted cost	**£8000**
ii. Targeted support					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**

To improve self-esteem and resilience so that all children are ready to learn and able to make at least expected progress from starting points.	**Increase time for small group & individual nurtures groups**	**Interventions are recommended by external advisers.** **The trained TAs will have the knowledge to signpost staff to specific resources when required or to run individual or group sessions for specific children.** ***On average, social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.(EEF)***	**Nurture sessions to be timetabled Specific Resources to support delivery of programmes to be purchased and stored centrally. Improvements to the building in July/August 2019 will impact significantly on flexibility to run sessions.**	**SENCO**	**Termly review of progress of children receiving emotional support.** **Assessment & tracking data to be monitored termly.**
High-quality, tailored interventions in place to ensure to support specific needs.	Pre-teaching 1st Class @ Number Reading Intervention Dynamo Maths	**When pupils have had a pre-teaching session before the lesson, they are far more able to access the learning.** **Teachers know their children and are able to identify when they may struggle with a new concept.** **Pre-teaching allows all children to access learning**	**SENCo to monitor delivery of interventions**	SENCO	**Assessment & tracking data to be monitored termly.**
				Total budgeted cost	**£4000**

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise self- esteem of children	**Opportunity for Service pupils to participate in wider community events**	**Research shows that mobility can impact negatively on children's progress** **Majority of Service pupils in school making good progress but opportunities outside school are important to support well being**	**Governors to monitor through Headteacher report**	**SB**	**July 2021**
To ensure all children have access to residential activities for	**Funding for off-site visits & residential for children eligible for**	*On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an*	**Governors to monitor through Headteacher report**	**SB**	**July 2021**

outdoor and adventure learning	**Disadvantaged Pupil Premium**	*impact on non-cognitive outcomes such as self-confidence. (EEF)*			
To ensure all pupils regardless of background are able to participate in off-site educational visits to enrich the curriculum	**Funding for all pupils eligible for pupil premium to participate in off-site educational visits. Including residentials in KS2**	**All pupils to have equality of opportunity regardless of background**	**Governors to monitor through Headteacher report**	**SB**	**July 2021**
					£1000

5. Review of expenditure				
Previous Academic Year		**2018/19 (2019-2020 incomplete – Covid-19)**		
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**
Children eligible for pupil premium grant make at least expected progress from starting pints with a proportion of children making better than expected progress	**Ensure staff: pupil ratios are high and teachers have capacity to give the most disadvantaged pupils additional support in class. Increase teaching staff and deploy according to level of need.**	**Majority of Pupil Premium children made at least expected progress.**	**Additional staffing is beneficial in the progress of all learners. It has been most effective either delivered by a teacher or when support staff have had specific training tailored to the needs of individual children.**	£8500
ii. Targeted support				
To improve self-esteem and resilience so that all children are ready to learn and able to make at least expected progress from starting points.	**Small group & individual nurtures groups**	**Children have benefitted for the additional skills of TA trained in ELSA. Pupils identified with specific emotional needs have been effectively supported in school.**	**Having a TA with additional ELSA training has benefitted all children. Supporting children with emotional needs is needed in school and the use of small group and individual nurture groups will continue.** **Lack of quite space/extra room has sometimes been a barrier but this improvements to the building in summer July 2018 & 2019 will impact positively in this area.**	£1000
High-quality, tailored interventions in place to ensure to support specific needs.	**Pre-teaching** **1st Class @ Number Reading Intervention**	**Pre-teaching has been effective.** **Majority of PP children have made good progress. Where progress has been slower, other issues have impacted.** **Clicker has been introduced and is working well for some pupils.**	**Trained TAs were very effective in delivering the programme, engaging students and addressing misconceptions.** **These programmes will continue to be deployed according to need identified through whole school pupil tracking.** **Further staff training is needed to develop confidence in using Clicker to ensure more children have access to tailored support in its use. Some technical issues around its still to be resolved.**	£4770
iii. Other approaches				

To raise self- esteem of children	**Opportunity for Service pupils to participate in wider community events**	**Service pupils participated in the annual service of Remembrance at Ripon Cathedral giving an opportunity to meet with service pupils from other schools.**	**Children talked positively about their experience and were keen to share information about the event with their peers at school.** **Children will attend service again in autumn 2019**	£50