

Pupil Premium Strategy Statement 2020-2021



School overview

Metric	Data
School name	Dorridge Primary School
Pupils in school	697
Proportion of disadvantaged pupils	4.5%
Pupil premium allocation this academic year	£48,720
Academic year or years covered by statement	2019-2022
Publish date	September 2019
Review date	April 2020
Statement authorised by	Ros Ashe
Pupil premium lead	Mel Green
Governor lead	Antoinette Fisher

Disadvantaged pupil progress scores for last academic year (5 children)

Measure	Score
Reading	-3.35
Writing	-5.16
Maths	-1.00

Disadvantaged pupil performance overview for last academic year (5 children)

Measure	Score
Meeting expected standard at KS2 in Reading, Writing and Maths	60%
Achieving high standard at KS2	0%
Achieving expected standard in Reading KS2	60%
Achieving expected standard in Writing KS2	60%
Achieving expected standard in SPAG KS2	60%
Achieving expected standard in Mathematics KS2	80%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 – To narrow the gap in attainment in RWM between disadvantaged and non-disadvantaged pupils.	Increase teaching staff in Year 6 to provide targeted support for disadvantaged pupils. Ensure Provision Mapping includes disadvantaged pupils in all year groups.
Priority 2 – To improve mental health and well-being, self-esteem of disadvantaged pupils	Increase Family Support Worker hours to enable more targeted work and support for pupils SEMH. Increase SEMH intervention strategies e.g Choose To Cope resources, Lego Therapy, SMILE resources, lunchtime clubs. Implement Boxall Profile to track SEMH.
Barriers to learning these priorities address	External influences on pupil attainment and progress, lack of family support, poor mental health and well-being.
Projected spending	£48,720

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading.	Sept 22
Progress in Writing	Achieve at least national average progress scores in KS2 Writing.	Sept 22
Progress in Mathematics	Achieve at least national average progress scores in Mathematics.	Sept 22
Phonics	Achieve at least national average expected standard in Phonics Screening Check	Sept 22
Other	Improve attendance of disadvantaged pupils	Sept 2020
Measure	Activity	
Priority 1 – All Year 1 pupils achieve expected standard in PSC.	Ensure targeted phonics intervention is timely and effective. Purchase of Readwriter to support spelling.	
Priority 2 – Increase stimulus for writing opportunities in KS1.	Use of Big Writing Adventures to provide stimulating writing opportunities.	

Barriers to learning these priorities address	Gaps in pupils phonological knowledge. Lack of engagement in writing.
Projected spending	£2922.40 Readwriter £155 BWA

Targeted academic support for current academic year 2020-2021

Measure	Activity
Priority 1 – Targeted support in English and Maths KS2.	Increased staffing in Year 6 for smaller class sizes in English and Mathematics.
Priority 2 – To ensure all disadvantaged pupils are receiving targeted support.	Establish small group English and Maths interventions for disadvantaged pupils falling behind age-related expectations. Outline these on Provision Mapping.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in writing typically an area of development.
Projected spending	£27021

Wider strategies for current academic year 2020-2021

Measure	Activity
Priority 1 Provide wider enrichment opportunities for all.	Support families eligible for Pupil Premium to access all enrichment opportunities in the curriculum.
Priority 2 – Attendance of disadvantaged pupils at least 90%	Support families with attendance through partnership with CSAWS Central Schools Attendance and Welfare Service. Family Support Worker outreach to parents and children in school to improve support for all.
Barriers to learning these priorities address	Improving attendance, readiness to learn for the most disadvantaged pupils
Projected spending	£21334

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching and standards	Time for subject leads to monitor the impact of Phonics, Reading, Writing and Maths	Use of INSET days and additional cover being provided 1 day a week to release subject leads to monitor the impact of the Quality of Education in their subject area.
Targeted support	Ensuring enough time for small group intervention programmes in all year groups	Provision maps for disadvantaged pupils in all Year groups shared with all staff,

		impact reviewed and discussed at termly accountability meetings with SMT.
Wider strategies	Engaging families facing most challenges circumstances.	Vulnerable Core group meet weekly to discuss strategies and action to support pupils. Increased hours of Family Support Worker in school to reach more children and families in need of support.

Review: last year's aims and outcomes

Aim	Outcome		
Progress in Reading and Writing	Year Group	Reading	Writing
	Data Autumn 2020		
	Year 1 (3)	66% WTS 33% EXP	66% WTS 33% EXP
	Year 2 (3)		
	Year 3 (4)	Isolating	
	Year 4 (5)	80% WTS 20% EXP	100% EXP
	Year 5 (1)	100% WTS	100% WTS
	Year 6 (8)	12.5% WBY 37.5% WTS 25% EXP 12.5% GDS (1 missing data)	12.5% WBY 62.5% WTS 25% EXP
<p>We are seeing the effects of Covid 19 on our Pupil premium results in both Reading and Writing. The children have missed an enormous amount of in-school teaching. We are using our catch up funding to ensure that the children who are vulnerable and have been particularly badly affected by lockdown plus those who have had bubble closures receive additional support and tailored intervention. This is being delivered remotely whilst we are in our third lockdown.</p>			

Progress in Mathematics	Year Group	Maths
	Year 1 (3)	66% WTS 33% EXP
	Year 2 (3)	
	Year 3 (4)	
	Year 4 (5)	60% WTS 40% EXP
	Year 5 (1)	100% WTS
	Year 6 (8)	12.5% WBY 62.5% EXP 25% GDS
	<p>We are beginning to see an impact from the use of maths mastery. Although covid has had a massive impact on progress in Maths. The children were not in school between March and June and then only in phased return in some year groups.</p>	
Phonics	<p>In Year 2 children had to take the phonics screening check in December 2020 rather than June 2020 because of Covid 19. All pupils have had considerably less phonic teaching as schools reopened in June following lockdown in March.</p> <p>66% Working Below and 33% Working at the standard. (3 Children)</p>	
Other		