

# De Lacy Primary School

## Pupil Premium strategy statement 2020 - 21

### School overview

Metric	Data
School name	De Lacy Primary School
Pupils in school	323
Proportion of disadvantaged pupils	163
Pupil premium allocation this academic year	£186,958.00
Academic year or years covered by statement	2020 - 21
Publish date	November 2020
Review date	July 2021
Statement authorised by	Tom Fay – Interim Head Teacher
Pupil premium lead	Claire Hughes
SPRB lead	Trish Hollies

### Disadvantaged pupil progress scores for the academic year of 2019-20 \*\*\*(No results due to COVID 2020)

Measure	Score
Reading	NA
Writing	NA
Maths	NA

### Disadvantaged pupil performance overview for the academic year of 2019-2020 \*\*\*(No results due to COVID 2020)

Measure	Score
Meeting expected standard at KS2 (R, W, M, Combined)	NA
Achieving high standard at KS2 (R, W, M, Combined)	NA

### Overall strategy aims for disadvantaged pupils

Measure	Activity
Improvement in overall attendance	The involvement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible.
Improvement in progress in reading, writing and maths	To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.

Improvement in speech and language development of disadvantaged children	Ensuring that staff are trained by the speech and language therapist to deliver interventions that are needed.
Access to age appropriate texts and a love of reading is fostered	Buy and embed the use of a reading initiative across all year groups to increase reading for pleasure.
Barriers to learning these priorities address	Attitudes to school attendance and the prioritisation of being at school. Lower academic starting points for Disadvantaged children. Pupils' communication skills putting them at a deficit in their learning. Access to a range of age appropriate texts being potentially limited.
To improve the emotional health and well being of learners across school in order to remove potential barriers to learning	To embed the Thrive programme across KS 1 and KS 2 with trained licensed practitioners in both key stages

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### Teaching priorities for current academic year

Aim	Target	Target met date
Progress in Reading	Based on March 2020 data an increasing proportion of disadvantaged pupils attaining age related expectation or above. 67% Key Stage 1 71% ARE - 24% GD Key Stage 2	Summer 2021
Progress in Writing	64% Key Stage 1 71% ARE - 20% GD Key Stage 2	Summer 2021
Progress in Maths	69% Key Stage 1 79% ARE - 21% GD Key Stage 2	Summer 2021
Phonics	74% Working at expected level	Summer 2021
Attendance / PA	96% attendance and 8% PA	Summer 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.
Priority 2	Embed the use of the reading initiative RWI and to increase reading for pleasure in lower Key Stage 2
Priority 3	The running of recovery sessions to target gaps identified through AFL during quality first teaching
Priority 4	Small group / 1.1 intervention with LSA/Teacher for disadvantaged children not making expected progress in reading, writing and maths

Priority 5	To support the implementation of the '50 things at De Lacy' across the curriculum to ensure that all pupils have access to a wider experience	
Barriers to learning these priorities address	Access to a range of age appropriate texts being potentially limited. Lower academic starting points for Disadvantaged children. SEND needs of some of the disadvantaged	
Projected spending	Purchasing texts to support the introduction of Accelerated Reader programme	£15,000
	Purchasing Read Write Inc. training and resources	£5,000
	Intervention materials and sessions ran by LSA / learning Mentors	£20,000
	To provide financial support for disadvantaged pupils in the '50 things to experience at De Lacy'	£7,000
	School Library Service	£2988
	Early morning booster sessions for targeted disadvantaged pupils	£3000
	<b>TOTAL</b>	<b>£52,988</b>

#### Wider strategies for current academic year

Measure	Activity
Priority 1	The involvement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible.
Priority 2	Ensuring that staff are trained by the speech and language therapist to deliver interventions that are needed.
Priority 3	To ensure that all disadvantaged pupils have access to music lessons in school
Priority 4	To ensure that children who are disadvantaged and at risk of exclusion are given support in order to avoid permanent exclusion.
Priority 3	To ensure that pupils who require additional support with emotional health and wellbeing have access to licensed Thrive practitioners
Priority 4	To improve the attendance of disadvantaged pupils to be in line with whole school attendance target of 96%
Priority 5	To ensure the in-school provision meets the needs of disadvantaged pupils in reading, writing and maths
Priority 6	Reading materials and Key Stage 2 reading programme to raise standards in line with reading for pleasure, purpose and productivity
Barriers to learning these priorities address	Attitudes to school attendance and the prioritisation of being at school.

	Pupils' communication skills putting them at a deficit in their learning. Behaviours for learning becoming a barrier	
Projected spending	Inclusion leader and Learning Mentor – focused attendance work	£15,000
	Speech and Language Therapist	£5,550
	Music Service SLA	£4,500
	Attendance rewards and initiatives	£3,000
	Reading Materials Key Stage 2	£10,000
	Thrive training and resources for Inclusion Leader and Learning mentor and SEND Teacher.	£6000
	Wave 3 specific interventions – (Third Space Learning, Nessy, Rapid Maths)	£10,000
	Sensory Room materials	£5000
	Elland Academy SLA	£15,000
		TOTAL

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of INSET days, staff meeting and trust CPD and additional cover required.
Targeted support	Ensuring enough time for school English and phonics lead to source, introduce and implement a reading initiative.	Use of INSET days and additional cover being provided by UPS teacher.
	To ensure that enough time for training and implementation of the Thrive programme is given to leaders	Training Sessions and additional cover as required
Wider strategies	To ensure that the approaches to improving disadvantaged and other pupils' attendance involve all staff, that attendance is given a higher profile and that work takes place with parents to support pupils' attendance.	Use of INSET days and staff meetings. Learning mentor to support families within her role. Inclusion AHT to track attendance for disadvantaged pupils across school.

## Review: last year's aims and outcomes

Aim	Outcome
A greater proportion of disadvantaged children at KS1 and KS 2 will reach the expected standard and GD	Due to COVID there are no comparative results for 2020. Standards in reading increased from 35% - 68%, in writing from 56% to 80% and in maths 32% to 92% for the academic year 2018/19. Teacher assessments (based upon mock data) demonstrated the 2019/20 data was on trajectory to at least meet targets – 60% combined PP RWM in KS2 and 10% GD.
Progress for disadvantaged children will be at least in line with other children	Standards in 2019 for disadvantaged children were in line or higher (maths) than other children at the end of KS 2.
The attendance of disadvantaged children will increase	Attendance was 95% for PP cohort in 2019/20 by close of school in March.

## 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers

<b>A.</b>	Attendance of disadvantaged pupils is lower than non-disadvantaged pupils, persistent absence is higher for disadvantaged compared to non-disadvantaged.
<b>B.</b>	Disadvantaged pupils not making as much progress as non-disadvantaged pupils.
<b>C.</b>	Percentage of disadvantaged pupils working at age related is lower than the percentage of non-disadvantaged.
<b>D.</b>	SEND needs of disadvantaged pupils – high proportion of EHCP

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

<b>D.</b>	Addressing low attendance rates and the importance of school.
<b>E.</b>	Support and completion of home learning: reading, spellings, multiplication tables, homework etc.
<b>F.</b>	Speech and language levels of disadvantage pupils are lower than non-disadvantage pupils.

## 2. Desired outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<b>Improvement in overall attendance including persistent absentees.</b> Will be measured by: Tracking attendance weekly and half termly for specific groups of vulnerable children. Following the Pontefract Academy Trust policy for fining for holidays and lates.	By summer 2021 attendance of disadvantaged pupils to increase to above 96% By summer 2021 persistent absence of disadvantaged pupils to be lower than 8%.
<b>B.</b>	<b>Improvement in progress in reading, writing and mathematics.</b> Will be measured by: Tracking progress and attainment every half term. Any child not making sufficient progress will receive specific intervention/support.	By summer 2021 disadvantaged pupils will have closed the gap and a greater proportion of these pupils will attain at age related expectations or above when compared to the 2019 data. (due to COVID no 2020 results)
<b>C.</b>	<b>Improvement in speech and language development of disadvantaged pupils.</b> Will be measured by: A baseline and exit assessment will be conducted on all pupils undergoing speech and language interventions. Any child not making sufficient progress will receive further intervention.	By summer 2021 pupils meet their speech and language targets and access an age related curriculum.
<b>D.</b>	<b>Access to age appropriate texts and develop their fluency skills as well as a positive attitude for reading through the implementation of Accelerated Reader Programme</b> Will be measured by: Increase in academic outcomes in reading. Pupil's voice will impact on the resources provided. Monitoring of reading for pleasure.	By summer 2021 disadvantaged pupils will have access through our library to a range of age appropriate texts. By summer 2021 disadvantaged pupils will have access to the reading initiatives in school. By summer 2021 disadvantaged pupils will meet or exceed their personal targets regarding reading fluency.

A baseline and exit assessment will be conducted on all pupils undergoing fluency interventions.
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### 3. Planned expenditure

<b>Academic year</b>	<b>2020-2021</b>
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#### 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 & cost	When will you review implementation?
<b>Improvement in overall attendance including persistent absentees.</b>	Link to attendance action plan.	DfE 2016 published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.	Weekly tracking. <ul style="list-style-type: none"> <li>• Half termly reports.</li> <li>• Staff training.</li> <li>• Inset days.</li> <li>• Parent friendly attendance guide distributed.</li> <li>• Identified families free breakfast club.</li> <li>• School reward system for attendance-raffle tickets prize draw for 100%.</li> <li>• CGB (Caught Being Good) points as attendance rewards.</li> </ul>	C Hughes  £18,000	September 2021

<b>Improvement in progress in reading, writing and mathematics.</b>	<ul style="list-style-type: none"> <li>• Feedback to disadvantaged pupils will be prioritised.</li> <li>• Early Phonics interventions.</li> <li>• Continued support for reading through rainbow words intervention.</li> <li>• To ensure that all children receive fair access to educational and residential visits financial assistance is available to families who meet the criteria.</li> <li>• Online 1 to 1 tuition for pupils in Mathematics.</li> <li>• Additional Third Space Learning</li> <li>• Nessie Intervention programme</li> <li>• Rapid maths Intervention</li> <li>• Accelerated Reading Implementation</li> </ul>	<p>EEF research indicates high impact for low cost +8 months.</p> <p>EEF research indicates moderate impact for moderate cost small group intervention +5 months.</p> <p>EEF research indicates moderate impact for moderate cost for outdoor adventurous learning +4 months.</p> <p>EEF research indicates moderate impact for high cost +5 months.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged students receive feedback first.</li> <li>• Same day feedback and response.</li> <li>• Book scrutiny.</li> <li>• A&amp;I meeting line of enquiry.</li> <li>• Interventions with baselines.</li> <li>• Inform parents that help is available for educational visits and residential.</li> <li>• Class teachers to analyse reports provided by the company for 1 to 1 tuition.</li> <li>• LSA training and implementation of wave 3 interventions</li> </ul>	<p>C Hughes M Winter</p> <p>£56,050</p>	<p>September 2021</p>
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**Budgeted cost**

**£74,050**

## 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 & cost	When will you review implementation?
<b>Improvement in speech and language development of disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>• Trained speech therapist to screen specific early years pupils to establish which pupils require support</li> <li>• WELCOMM screening for all EYFS pupils to assess understanding of language.</li> <li>• Interventions and school staff trained in the delivery.</li> <li>• Monitoring by SENCO and EYFS lead to measure impact.</li> <li>• SALT programme to be implemented</li> </ul>	<p>EEF research indicates moderate impact for Early Years intervention and oral language intervention +5 months each.</p>	<ul style="list-style-type: none"> <li>• Monitoring of interventions.</li> <li>• Termly reports from speech therapist.</li> <li>• Entry and exit data for interventions.</li> </ul>	<p>C Hughes K Johnson L Parker S Cooper-Smart H Dancy Speech Therapist</p> <p>£10,000</p>	<p>September 2021</p>



<p><b>Access to age appropriate texts and a love of reading is fostered</b></p>	<ul style="list-style-type: none"> <li>• Development of texts and resources to support the reading for pleasure element of the curriculum</li> <li>• Purchasing of First News for Upper Key Stage Two Children</li> </ul>	<p>EEF research indicates moderate to high impact for low cost - small group intervention +5 months.</p>	<ul style="list-style-type: none"> <li>• Book scrutiny.</li> <li>• A&amp;I meeting line of enquiry.</li> <li>• Interventions with baselines.</li> <li>• Inform parents that help is available for educational visits and residential.</li> <li>• Class teachers to analyse reports provided by the company for 1 to 1 tuition.</li> <li>• LSA training and implementation of wave 3 interventions</li> <li>• Pupil voice and feedback on reading materials</li> </ul>	<p>C Hughes J Shuttleworth M Winter</p> <p>£20,000</p>	
<p><b>Barriers to learning these priorities address To improve the emotional health and wellbeing of learners across school in order to remove potential barriers to learning</b></p>	<ul style="list-style-type: none"> <li>• Access to music sessions in school delivered through an SLA.</li> <li>• Implementation of the Thrive Programme across school</li> <li>• Breakfast club provided where needed</li> <li>• Sensory room development</li> <li>• Uniform (shoes, trousers, trainers, ties and winter clothing)</li> </ul>	<p>EEF research indicates moderate impact for moderate cost small group intervention +5 months.</p>	<ul style="list-style-type: none"> <li>• Behaviour Data</li> <li>• PP Pupils taking up music sessions (take up)</li> <li>• Disadvantaged pupils having access to breakfast club</li> <li>• Fixed term exclusion data</li> <li>• Peer reviews</li> <li>• Pupil Voice</li> <li>• Parental feedback</li> </ul>	<p>C Hughes L Thorpe H Dancy</p> <p>£32,988</p>	
<b>Budgeted cost</b>					<b>£52,988</b>

<b>Allocation of balance</b>	<b>Total budgeted cost</b>	<b>£127,038</b>
	<b>Total PPG</b>	<b>£186,958</b>

The remaining balance will be retained for ongoing priorities that are identified for pupils as the year commences. These could include:

- Newly introduced strategic approaches
- Payment for breakfast club to increase attendance
- Payment towards education visits
- Payments towards residential visits
- Payments towards winter coats and shoes.

**Remaining balance**

**£59,920**