



# Dry Drayton C of E Primary School

## Pupil Premium 2019-2020 Impact Report

**Pupil Premium** is additional funding for schools in England to raise the attainment of disadvantaged pupils and narrow the attainment gap between them and their peers.

Schools receive the funding (currently £1,300) for each child who is eligible for free school meals (FSM), is a looked after child (LAC), or a child whose parents are currently in the armed forces (AF) (£300). Pupil premium also covers those children who have been eligible for free school meals in the last six years (Ever6)

**Allocated funds for 2019-2020:** £6,900

|                                   |           |                                           |            |
|-----------------------------------|-----------|-------------------------------------------|------------|
| <b>Number of pupils in school</b> | <b>41</b> | <b>Proportion of Disadvantaged Pupils</b> | <b>38%</b> |
|-----------------------------------|-----------|-------------------------------------------|------------|

|                    |             |
|--------------------|-------------|
| Pupil premium lead | Sonia Hegan |
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|               |           |
|---------------|-----------|
| Governor lead | Sue Wyatt |
|---------------|-----------|

| How the funding is currently being spent                                        | Cost  | Intended Impact                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling support in small groups                                                | £2100 | To improve working knowledge of statutory spelling lists.                                                                                                                                                                                                                      |
| Times table learning in small groups                                            |       | To improve fluency in multiplication and prepare for the Year 4 summer statutory assessment.                                                                                                                                                                                   |
| Writing intervention group                                                      |       | To improve the quality of all written work and to widen vocabulary and improve grammar and punctuation knowledge and their application.                                                                                                                                        |
| Maths support with particular emphasis on improving arithmetic and basic skills |       | Improved progress in basic skills.<br><br>Pupils make accelerated progress.<br><br>Pupil confidence and self-esteem increases, leading to a more positive attitude to learning. Focused opportunities to enrich and develop learning.                                          |
| Reading interventions                                                           |       | Children develop and make progress in line with peers locally and nationally, but also develop a love of reading and books.<br><br>Parents are engaged and know how best to support their children in their literacy development.<br><br>Good levels of reading comprehension. |
| In class support in all curriculum areas                                        | £3600 | Pupils are able to access the curriculum with increased confidence and motivation and hence make accelerated progress in order to diminish the difference with non PP children                                                                                                 |

|                                                                                                                                                    |       |                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                    |       | Higher attaining PP children have challenge and support to reach highest possible levels in their learning e.g. target for greater depth                                                                                                                                                                                                                |
| Financial support for children to take part in residential and school trips, extra-curricular clubs, swimming and music lessons and breakfast club | £1200 | <p>Pupils gain wider, out of school experiences which contribute to their spiritual, moral, social and cultural development.</p> <p>Pupils develop meaningful relationships with their peers through social interaction and learn new skills.</p> <p>Pupils have the opportunity to learn a musical instrument and to perform in our music concert.</p> |

Progress is monitored regularly by the Head teacher, class teachers and teaching assistants. Use of Pupil Premium funding and the impact that it has had on pupil progress will be reported to staff, governors and parents.

## **Review of Impact**

### **Barriers to learning:**

#### **Covid-19 Review**

The academic year 2019-2020 included partial school closure from March until the last two weeks of the summer term. We made our best endeavours to support PP funded children both remotely and in school, but other factors, which affected this provision, need to be considered. Team members who may have otherwise supported our disadvantaged children, covered staff who had to shield. Work was set and marked via Seesaw, the online platform we used and most importantly, the wellbeing of all staff and children in our school took priority and time was made available for this.

We had a comprehensive intervention timetable to support these children either in lessons or for individual and group work and some had these sessions via Zoom during Lockdown.

The review is a summary of years 1 – 6. It was difficult to make reasonable judgements in the summer term following nearly four months of remote learning and just three weeks in school when wellbeing was priority. So the summer assessments were actually recorded as baseline data on return in September. The number of children making 6 levels of progress, as would normally be expected, was only just above 50% in reading and writing, but in maths, this was over 75%. Reading, with regards to comprehension and understanding rather than word recognition, was difficult to maintain during lockdown. This will be addressed in the academic year 2020-2021 should there be a need to return to remote learning.

Those children reaching age related expectation was lower than normal as we expected, but the additional 6 weeks of the summer holiday will also have contributed to final attainment and progress for the year.

PP greater than Non-PP

PP less than Non-PP

| Progress   |           |                              |      |
|------------|-----------|------------------------------|------|
| Subject    | PP/non-PP | 5 or more levels of progress |      |
|            |           | number                       | %    |
| Reading    | PP        | 4/7                          | 57   |
|            | Non-PP    | 15/27                        | 55.5 |
|            | All       | 19/34                        | 56   |
| Writing    | PP        | 3/7                          | 43   |
|            | Non-PP    | 17/27                        | 63   |
|            | All       | 20/34                        | 59   |
| Maths      | PP        | 5/7                          | 71   |
|            | Non-PP    | 22/27                        | 81.5 |
|            | All       | 27/34                        | 79   |
| Attainment |           |                              |      |
| Subject    | PP/non-PP | Working at ARE               |      |
|            |           | number                       | %    |
| Reading    | PP        | 1/7                          | 14   |
|            | Non-PP    | 10/27                        | 37   |
|            | All       | 11/34                        | 32   |
| Writing    | PP        | 1/7                          | 14   |
|            | Non-PP    | 9/27                         | 33   |
|            | All       | 10/34                        | 29   |
| Maths      | PP        | 1/7                          | 14   |
|            | Non-PP    | 12/27                        | 44   |
|            | All       | 13/27                        | 48   |

In class TA support takes one of two forms:

directly with PP children who may be in a focus group, to improve their access to the learning which could be helping with reading, improving editing skills, scaffolding the tasks and over-learning of the learning objectives;

or with non PP pupils so that the Class Teacher can spend teaching time with PP children or a focus group which includes the PP children.

Since there was no summer residential in 2020 or any other trips so this funding will be carried forward to 2021 to enable children to participate in the residential and also with other visits planned for the summer term.

We contributed to individual music lessons and after school clubs to enable children to develop further interests they may have and to provide additional social opportunities to develop new or strengthen existing relationships with peers.

## **Attendance**

Generally, in school attendance of PP children is as good, as or better, than non-PP children, but their attendance, quality and quantity of submitted work during Lockdown was below that of non-PP children. They were loaned school iPads and were given additional, individual support during this time.

## **Behaviour**

There were no behaviour concerns reported about our PP children during this school year.