

# Pupil premium strategy statement

## School overview

| Metric                                      | Data                       |
|---|----------------------------|
| School name                                 | Danemill Primary School    |
| Pupils in school                            | 421 (including Pre-school) |
| Proportion of disadvantaged pupils          | 19.5%                      |
| Pupil premium allocation this academic year | £104.140                   |
| Academic year or years covered by statement | 2020 - 2021                |
| Publish date                                | September 2020             |
| Review date                                 | July 2021                  |
| Statement authorised by                     |                            |
| Pupil premium lead                          | J. Hickinbottom            |
| Governor lead                               | M. Moger                   |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score                 |
|---------|-----------------------|
| Reading | Not available ~ COVID |
| Writing | Not available ~ COVID |
| Maths   | Not available ~ COVID |
|         |                       |

## Strategy aims for disadvantaged pupils

| Measure                          | Score   |
|----------------------------------|---|
| Meeting expected standard at KS2 | 56%   |
| Achieving high standard at KS2   | 6%  |
| Measure                          | Activity  |
| Priority 1                       | Wellbeing of our PP pupils following the closing of schools & the impact of the COVID pandemic.<br>Our pastoral team has expanded to meet the increased SEMH & Wellbeing needs of our pupils & families.<br>This will ensure that our pupils are then ready to learn. |
| Priority 2                       | Academic achievement of our PP pupils.  |

|   |  |
|---|--|
|   | Ensuring that bespoke interventions support the pupil's learning & ensure that the gap between the PP & non PP pupils is closing. We have employed further adults to lead these interventions so that we are addressing any gaps / misconceptions / lack of opportunities. |
| Barriers to learning these priorities address | Impact of not being in school.<br>Impact of not having access to equipment for online learning<br>Impact of SEMH because of the impact of Covid.<br>Impact of the attainment gap widening because of this.   |
| Projected spending                            | £104,140   |

## Teaching priorities for current academic year

| Aim                     | Target  | Target date               |
|-------------------------|---|---------------------------|
| Progress in Reading     | Accelerate progress of all pupils through whole class reading, comprehension, Accelerated Reader programme, Blended learning.   | July 2 <sup>nd</sup> 2021 |
| Progress in Writing     | Accelerate progress of all pupils through an exciting & multi-sensory approach to writing. Lots of talk & extended activities, as well as modelling, to enable pupils to achieve their best.  | July 2 <sup>nd</sup> 2021 |
| Progress in Mathematics | Accelerate progress of all pupils through structured QFT focussing on possible gaps missed through Covid. Low key tests identify the gaps to be taught to whole class as well as specific interventions required by smaller groups of pupils.   | July 2 <sup>nd</sup> 2021 |
| Phonics                 | Ensure rigorous teaching & tracking of the teaching of phonics from pre-school to year 3. Individual checks reveal any gaps to be covered by QFT or interventions.  | July 2 <sup>nd</sup> 2021 |
| SEMH / Wellbeing        | Pupil wellbeing is at the heart of a pupil's learning. Staff are hyper aware of pupils' wellbeing needs. Wellbeing team are available to intervene with children as soon as a concern is raised. Action is taken to address needs immediately. External support is sought if the need is greater than school can provide for. | July 2 <sup>nd</sup> 2021 |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

| Measure                            | Activity   |
|------------------------------------|--|
| Priority 1<br>Academic achievement | All PP pupils receive targeted & focussed interventions that enable them to close the attainment gap between PP & non PP groups. |

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|---|---|
| Priority 2<br>SEMH / Wellbeing                | All PP pupils receive targeted & focussed interventions that enable them to cope effectively with the demands of school & home life. In-school & out of school support is sought & provided to achieve the highest level of mental health support possible. |
| Barriers to learning these priorities address | Impact of not being in school.<br>Impact of not having access to equipment for online learning<br>Impact of SEMH because of the impact of Covid.<br>Impact of the attainment gap widening because of this..   |
| Projected spending                            | From school budget  |

### Wider strategies for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Ensure that our pupils receive the teaching & learning that they require throughout the year so that they can make the expected & planned progress.  |
| Priority 2                                    | Supporting our parents & families in these difficult times   |
| Barriers to learning these priorities address | Pupils not having access to appropriate equipment to access online learning ~ Refer to Catch Up Covid document.<br>Outside agencies not able to support school effectively due to staff absence, PPE limitations, local lockdowns etc. |
| Projected spending                            | From school budget   |

### Monitoring and Implementation

| Area             | Challenge  | Mitigating action  |
|------------------|--|--|
| Teaching         | Close monitoring will be implemented across all classes. Pupil's progress will be tracked half termly.         | If pupils have to be taught at home we will have evidence of their engagement & standard of work through TEAMS. However, this will not provide the face to face contact that our pupils require. |
| Targeted support | Interventions are monitored weekly to ensure that they are taking place & they are having the required impact. | If pupils have to be taught at home, it is planned that the interventions would be able to continue through live lessons   |
| Wider strategies | Ensure that our pupils &   | Close contact with pupils,   |

|  |   |  |
|--|---|--|
|  | parents are receiving the support that we would normally provide. | parents, families, support agencies through our teachers, support staff & our pastoral team. |
|--|---|--|

**Review: last year's aims and outcomes**

See separate document.

| <b>Aim</b> | <b>Outcome</b> |
|------------|----------------|
|            |                |
|            |                |
|            |                |