

Dartford Primary Academy Pupil Premium Strategy 2020-2021



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| Pupils in school | 619 |
| Total number of pupils eligible for pupil premium grant | 114 |
| Proportion of disadvantaged pupils | 18% |
| Pupil premium allocation this academic year | £153,330 |
| Publish date | October 2020 |
| Review date | October 2021 |
| Statement authorised by | Rebecca Roberts |
| Pupil premium lead | Jenni Haywood |
| Governor lead | Anne Barrite |

Aims

- 1) To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium grant and those who are not (less than -7% in all areas) across the school.
- 2) To narrow the gap in attainment at 'higher standard' between pupils in receipt of the Pupil Premium grant and those who are not (less than -10% in all areas) across the school.
- 3) To narrow the gap in progress between pupils in receipt of the Pupil Premium grant and those who are not at the end of KS2.
- 4) To ensure all pupil premium pupils feel safe, happy and are ready to learn each day through support and wider strategies of engagement

Barriers

Our Pupil premium children lack a wealth of cultural capital experiences which limits their ability to explore their imagination or peak their curiosity. A limited reading exposure also limits a child's ability to progress in line with their peers. Raising aspirations and engaging parents in support workshops will help support our disadvantaged families.

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Current Outcomes

NB: Due to the Coronavirus pandemic there is no national data for 2019/2020 therefore comparisons are taken from the 2018/2019 results.

| | Key Stage 2 | | | | | | Key Stage 1 | | | | | |
|------------|-------------------|--------|------|-----------------|--------|------|-------------------|--------|-----|-----------------|--------|------|
| ATTAINMENT | Expected Standard | | | Higher Standard | | | Expected Standard | | | Higher Standard | | |
| | PP | Non PP | Gap | PP | Non PP | Gap | PP | Non PP | Gap | PP | Non PP | Gap |
| Reading | 55% | 72% | -17% | 14% | 30% | -16% | 80% | 77% | +3% | 10% | 22% | -12% |
| Writing | 72% | 89% | -17% | 7% | 34% | -27% | 70% | 73% | -3% | 0% | 15% | -15% |
| Maths | 66% | 85% | -19% | 14% | 30% | -16% | 80% | 81% | -1% | 10% | 27% | -17% |
| Combined | 55% | 72% | -17% | 0% | 13% | -13% | | | | | | |

| | Key Stage 2 | | |
|----------|-------------|--------|------|
| PROGRESS | PP | Non PP | Gap |
| Reading | -3 | -2.4 | -0.6 |
| Writing | -1.5 | 1.3 | -2.8 |
| Maths | -2.1 | -0.3 | -1.8 |

| | PP | Non PP | Gap |
|------------|-----|--------|------|
| EYFS GLD | 71% | 78% | -7% |
| Phonics Y1 | 75% | 88% | -13% |

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Action Plan

At Dartford Primary Academy we used a tiered approach to Pupil Premium spending to balance approaches:

- 1) improving teaching
- 2) targeted academic support and
- 3) wider strategies.

| Improving Teaching | | | | | |
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| Intervention | Purpose | Target Pupils and Barriers to learning | Cost | Success Criteria (How funding overcomes barriers) | Review |
| Reading Creation and purchase of a high-quality reading spine across the school. | To broaden pupils' vocabulary. <i>Research shows that improving a child's vocabulary improves their reading ability as they have a better understanding.</i> | Whole school strategy Lack of background knowledge of vocabulary. | £1,800 | Pupils will be able to use vocabulary they have learnt accurately in their own speech and writing. When introduced to a new text, pupils will be able to use their background knowledge of vocabulary to construct meaning. All pupils will be able to talk about what they have enjoyed about their class reader. | |
| Reading Training in whole class strategies for teaching reading. | To ensure highly effective teaching of reading across the school in specific reading lessons. | Ys 2-6 (Staff in EYFS and Y1 also trained) Inconsistent approach and lack of clarity in the teaching of reading. | £250 | All pupils will be able to access reading lessons except those partaking in RWI. Reading lessons will be engaging and exciting. % of pupils working at both the expected standard and higher standard will increase from baseline assessments in October. | |
| Maths Purchasing Power Maths which ties into White Rose Maths. | To provide staff with high-quality, tailored resources for teaching which will support them in embedding a Mastery approach. | Ys 1 - 6 Staff currently spend too much time sourcing and resourcing lessons rather than focusing on the quality of what they are teaching and their delivery. | £960 | No of pupils working at both the expected standard and higher standard will increase from baseline assessments in October to be in line with the national averages as cited above. 100% of maths lessons will be judged to be at least effective by January 2021 with 25% judged to be highly effective. | |

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| Maths Times Table Rockstars program and Numbots | To ensure all pupils have a solid grounding in times table knowledge. | Ys 1-6 Speed and accuracy of calculation is impeded by poor times table knowledge. | £232 | 90% of pupils will meet the threshold of the Y4 table check. Pupil voice will evident that pupils feel confident in their times table ability and attribute | |
| Writing Development of approaches to writing in order to energise pupils and give them purpose to write. | To have a document of strategies for staff to dip into in order to generate ideas for writing. | Nursery - Y6 Not enough opportunities are given for purposeful speaking and listening | None | Pupil voice will evident that pupils are excited about opportunities and the purpose for writing. Pupils will generate relevant ideas for writing based on the opportunities they've had building up to this. | |
| Coaching Programme Implementation of a CPD coaching programme for all teachers. | To develop teachers' skills in reflecting on and improving their own practice. | Nursery - Y6 Coaching has not yet been used as an approach within the school. | £2300 | Staff voice will evident the effectiveness of the coaching model in enabling to review and improve their practice through self reflection and targeted CPD. This will be evidenced through positive nps scores and the Leigh Voice survey. | |

| Targeted Academic Support | | | | | |
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| Intervention | Purpose | Target Pupils/Barriers to learning | Cost | Success Criteria (How funding overcomes barriers) | Review |
| Speech and Language EYFS speech and language programme and allocated HLTA to run this. | To quickly assess, address and, where needed, refer pupils for speech and language support. | EYFS Many pupils start DPA with delayed spoken language and understanding of language skills. | £364 £20,217 | Reduction in the number of children with Speech & Language support by the summer term. This figure will be confirmed following assessment and updated data analysis. | |
| AR @ KS1 Implementation of the reading challenge program. | To motivate all pupils to read for enjoyment by a target-led and reward system. To ensure all pupils are reading appropriately | Initially Y2 with extension to Y1 later in the academic year. | £1976 | Pupils' reading ages will increase over the 4 month assessment period to be closer to or at least in line with their chronological reading age. | |

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| | pitched books. | | | | |
| PiXL Therapies Purchase of the PiXL intervention strategy to accelerate progress. | To provide targeted, accurate, impactful interventions to close key gaps in pupils' learning. | KS1 and KS2 Teachers don't always have time to plan high-quality interventions for themselves or TAs to lead. | £2,700 | Year 1 to 5 Children will be working in line with or above national averages as cited above. Year 6 children will be working at 60% age expected. | |
| 1:1 Phonics Targeted phonics sessions for those working in the lowest 20% | To provide regular, personalised intervention to close gaps in pupils' phonic knowledge. | Y1 and Y2 Some pupils need more support in order to acquire the level of phonic knowledge needed to read. | Free (May also pay a TA on claim) | All pupils will progress within RWI groups and those in the lowest groups will make it to pink by June. | |
| Reading Crew TAs paid overtime to hear groups of pupils who do not read at home read 1:1. | To develop pupils' reading fluency. | Whole school Not all pupils are heard read 1:1 at home. | £19,019 | All targeted pupils will make progress in reading fluency to be able to read age-appropriate books. | |
| Recruitment Employment of 2 teaching assistants - one for KS1 and one for KS2 - to ensure capacity for targeted interventions. | To run targeted interventions to close gaps in pupils' knowledge. | TBC Not all year groups have the staffing capacity to run the interventions needed. | £34,920 | Pupil progress meetings evidence that pupils have made progress against targets set in interventions planned and delivered. | |

| Wider Strategies | | | | | |
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| Intervention | Purpose | Target Pupils/Barriers to learning | Cost | Success Criteria (How funding overcomes barriers) | Review |
| Inclusion team Employment of a team to focus on attendance, mental wellbeing, family relationship and provide | To work with families and children to break down any external or emotional barriers to learning. | Whole school Pupils' family situations can inhibit attendance or readiness to learn. | £53,340 | Pupils have access to a range of holistic interventions which enable them to access their learning. | |

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| specific interventions they are trained in | | | | | |
| Immersive EYFS reading corridor A colourful reading area to encourage reading for enjoyment | To provide a welcoming and exciting reading zone in order to engage children in reading. | EYFS Classrooms were too small to create inviting reading zones. | £390 book boxes £263 cushions | Pupils choose to spend time in the reading corridor and share books. | |
| Pupil Support Mentor A focus adult in Y6 to encourage and model learning behaviours. | To provide a key adult to support pupils in accessing their learning. | Y6 Pupils do not always demonstrate appropriate learning behaviours. | £22,527 | Y6 pupils are all able to access the learning they are set. | |
| ELSA TAs Specific TAs trained in ELSA. | To provide counselling through ELSA to those pupils identified as needing it. | Whole school Pupils' experiences outside of school negatively impact on their focus on learning. | £9335 | Pupils who access ELSA are more settled into their learning and are therefore able to progress. | |
| Solihull Parent Groups Targeted support group for families run by FLO | To provide parents with support groups to build relationships with other parents and develop strategies for dealing with parenting challenges. | Whole school Parents are not keen to access groups provided by Early Help or children's centres | £189 training and resources £40 refreshments | Pupils have more settled experiences at home due to the skills learnt by parents. | |
| Uniform To fund new uniform | To ensure all pupils are wearing the correct team colours to feel part of the Dartford Primary team. | Whole School Cost of school uniform can prevent parents from buying it. | £500 | All pupils are able to proudly wear team colours. | |
| Cultural Capital Opportunities Funding of trips, experiences and clubs | To enable all pupils to access a range of experiences to broaden their cultural capital. | Whole school Cost of experiences can prevent pupils from accessing it | £1000 | All pupils have the opportunity to access cultural capital experiences. | |