

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|-------------------------------|--|---|------------|---|------------|
| School | Lord Deramore's Primary School, York (DFE: 816/3158) | | | | |
| Academic Year | 2020/21 | Total PP budget (April 2020) | £38,300 | Date of most recent PP Review | Sept. 2020 |
| Total number of pupils | 214 | Number of pupils eligible for PP | 34 (15.7%) | Date for next internal review of this strategy | Jan. 2020 |
| Deprivation | 18 (8.4%) | Adopted from Care | 5 (2.3%) | Service/Armed Forces | 10 (4.7%) |
| Total to receive | £23,760 | Total to receive | £11,725 | Total to receive | £3,000 |

| 2. Current <u>attainment</u> across the school (September 2020 baseline) | | | |
|--|--|--|---|
| | <i>Pupils eligible for PP (Lord Dera.)</i> | <i>Non PP pupils (Lord Deramore's)</i> | <i>KS2 National Average (pre-Covid 19/2019 results)</i> |
| % achieving EXS+ in reading, writing and maths | 21% | 51% | 65% |
| % achieving EXS in reading | 39% | 61% | 73% |
| % achieving EXS in writing | 32% | 57% | 78% |
| % achieving EXS in mathematics | 29% | 65% | 79% |

| 3. Current <u>progress</u> across the school (September 2020 baseline) | | | |
|--|--|--|--|
| | <i>Pupils eligible for PP (Lord Dera.)</i> | <i>Non PP pupils (Lord Deramore's)</i> | <i>National Average for all pupils</i> |
| % making expected progress in reading | 71% | 79% | |
| % making expected progress in writing | 71% | 75% | |
| % making expected progress in maths | 71% | 65% | |

| 4. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|--|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Widening gaps (due to Covid-19 closures) in academic performance/attainment |
| B. | Social, Emotional, Mental Health needs – particularly in relation to self-esteem, self-regulation and relationships |

| | | |
|---|--|---|
| C. | Early language, speech and communication needs | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Poor engagement in learning during pandemic/lockdown/remote learning | |
| E. | High levels of transient education / school mobility / relocation (particularly for armed forces children) | |
| F. | Difficult circumstances facing some parents which limit their capacity to support their child's learning | |
| G. | Early attachment issues which can impact on early educational development within the home (particularly post-adopted children) | |
| 5. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improved attainment, particularly at EXS+ in mathematics | Mathematics % EXS+ to be above 60% Combined EXS+ in RWM to improve above 40% |
| B. | Pupils with SEMH needs will be happier within school | Pupil voice, lower behaviour incidences |
| C. | Parents with children adopted from care will feel better supported | Parental voice |
| D. | New service children joining the school will be well supported in terms of transition and unique issues | Pupil voice, parental voice |
| E. | Children from disadvantaged backgrounds will have access to great enrichment activities after school | Pupil voice, parental voice. |

6. Planned expenditure

It is important to recognise that the Pupil Premium Grant can be used in collaboration with the Covid Catch Up Grant to support the ongoing needs to children who have regressed due to the national pandemic. The expenditure outlined in this report should be reviewed alongside that outlined in the school's Covid 'catch up' plans.

Academic year **£38,300 per annum (April 2020 funding)**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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 |
|--|---|---|---|-----------------------|--------------------------------|
| Improved attainment, particularly in KS2 mathematics | Booster release time for individual and small group interventions in Year 6 | Tailored support and intervention led by the class teacher has proven successful in the past. | Timetabled each Monday and Friday afternoon, with pupil premium children prioritised for booster support. | Y6 Teacher Phase Lead | £9,440 in total (2 afternoons) |
| Total budgeted cost | | | | | £9,440 |

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 |
|---|--|---|---|--------------------------|------------------------------------|
| Pupils have bespoke, targeted support with TA | 1-to-1 time for all DPP & AFC pupils (23 pupils) | Worked well in previous years. Pupils and parents rate this approach highly. | Monitor TA deployment timetables and pupil passports. | Phase Leads Incl. Leader | £490 per child £11,270 in total |
| Social, Emotional and Mental Health improves | ELSA and well-being support interventions | Proven impact, particularly for children with attachment difficulties | Timetabled. Pre and post intervention reviews. | Incl. Leader ELSA | £8,510 in total |
| Service children receive induction support | TA/ELSA time during first term of arriving at school | Children perform better when settled and happy, especially after moving schools | Timetabled. | Phase Leads ELSA | £1,800 |
| Total budgeted cost | | | | | £19,780 |

iii. Other approaches

| 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 |
|--|--|--|---|-------------|--------|
| PPG provision is effective | SLT time to monitor and lead PPG provision | Senior Leadership must be fully supportive of the need to close the gap for PPG pupils | Timetabled | Headteacher | £3,836 |
| Staff are trained well to support PPG pupils | CPD training | Important for staff to understand varying barriers and needs of PPG children | Timetabled as part of CPD programme | Headteacher | £1,000 |

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|--|---|---|---|------------------------------|--------|
| Improved cultural capital | Financial support for enrichment and visits | Some children, particularly DDP, do not access the same experiences as peers. | Parents informed. Some pupils targeted (e.g. for music lessons, residential visits, wrap around club) | Headteacher | £3,000 |
| Improved cultural capital | Universal music lessons | Access to the arts curriculum (and learning an instrument) proven to have impact. | Timetabled. | Helen Smith/ Diane Martin | £1,500 |
| Total budgeted cost | | | | | £7,836 |
| 7. Review of expenditure | | | | | |
| Due to school closure in March 2020 because of Covid-19, many priorities and actions were not fully addressed and have been brought forward to the 2020/21 academic year. Review and impact of expenditure has therefore been difficult to evaluate effectively. | | | | | |