



# Denbigh Community Primary School

## PUPIL PREMIUM STATEMENT & ACTION PLAN 2020-2021

SUMMARY INFORMATION					
Academic Year	2020-2021	Total PP budget	£ 248,420	Date of most recent PP Review	Sept 20
Total number of pupils: R – Y6	408	PP Pupils	143 (35%)	Date for next internal review of this strategy	July 21

CURRENT ATTAINMENT		
<u>KS2 2019 RESULTS</u>	<u>Pupils eligible for PP (school)</u> <i>(national disadv average)</i>	<u>All Pupils (school)</u> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>69%</u> (71%)	<u>80%</u> (65%)
% achieving expected standard or above in reading	<u>78%</u> (62%)	<u>85%</u> (73%)
% achieving expected standard or above in writing	<u>75%</u> (68%)	<u>84%</u> (79%)
% achieving expected standard or above in grammar, punctuation and spelling	<u>84%</u> (67%)	<u>91%</u> (78%)
% achieving expected standard or above in maths	<u>88%</u> (67%)	<u>93%</u> (79%)
Average scaled score: reading	<u>104.4</u> (101.9)	<u>107.1</u> (104.9)
Average scaled score: maths	<u>106.8</u> (102.5)	<u>108.3</u> (105.3)
<u>KS1 2019 RESULTS</u>		
% achieving expected standard in Y2 for RWM (combined)	<u>58%</u> (65%)	<u>40%</u> (50%)
% working at Greater Depth in Y2 for RWM (combined)	<u>8%</u> (11%)	<u>0%</u> (5%)



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### BARRIERS TO FUTURE ATTAINMENT

#### **In-School Barriers** *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|---|
| <b>A.</b> | <b>School Context of Deprivation:</b> Our school context of deprivation means that there are a large number of families facing social and economic challenges. Our school deprivation indicator (IDACI) is 0.30 (decile 2) compared to National of 0.24. We have an IMD of 2 (score: 35.3). 37% of our pupils (185 pupils) live in decile 2. Many of our pupils have limited life experiences to draw experiences from for writing. (Ofsted 2013)                                 |
| <b>B.</b> | <b>Social Care Needs:</b> Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities.   |
| <b>C.</b> | <b>Attainment on Entry:</b> Most of our children enter FS1 with knowledge and skills that are below those expected for their age. A small proportion of pupils are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. Our current FS1 is below in Language and Communication, Managing Feelings and Behaviour, Moving and Handling and Mathematics. We also have a large number of SALT referrals. |
| <b>D.</b> | <b>SEND:</b> October 2019 school census data shows 16% of pupils have Special Educational Needs. Approximately <b>20 % of FSM6 pupils have SEND, this changes on a termly basis..</b>   |

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

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|-----------|--|
| <b>E.</b> | <b>Attendance:</b> Overall attendance half terms 1-4 in 2017-2018 showed FSM6 pupils at 4.5%. While as a group they performed better than national they were the lowest performing group in the school. 9% of FSM6 pupils were Persistent Absence (PA) pupils across half terms 1-4 in 2018-2019. This was better than the national benchmarks but is still too high. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment. |
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<b><u>OUTCOMES</u></b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	-Improve attainment and progress in reading, writing, maths and GPS in our current Y2 & Y6 class for pupils eligible for PP, including more able disadvantaged pupils -Outcomes to be measured via formal and teacher assessment termly	Pupils eligible for PP in Y2 & Y6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 1 or 2 and all have made at least good progress from their starting points.
<b>B.</b>	-Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. -Outcomes to be measured via formal and teacher assessment termly	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
<b>C.</b>	-Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes. -This will be measured via lesson observations, book scrutinies and appraisal systems.	Teaching, learning and assessment across the school will continue to be outstanding overtime ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
<b>D.</b>	-Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases. - Measured via monthly attendance analysis	Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP to be in line with national and comparable with other pupil groups.
<b>E.</b>	-42% of Y6 pupils are eligible for pupil premium -Improve the social and emotional wellbeing of Y6 (2021) disadvantaged pupils to ensure that their social and emotional capabilities enable them to access learning. -Outcomes measure by The Thrive Approach Assessments	Y6 disadvantaged pupils have improved assessments using THRIVE, so that they are socially and emotionally equipped for future learning.



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### PLANNED EXPENDITURE FOR 2020 - 2021

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 TEACHING FOR ALL

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
<b>A. Improve attainment and progress in reading, writing, maths and GPS in our current Y2 &amp; Y6 class for pupils eligible for PP, including more able disadvantaged pupils.</b>	-Spiral Curriculum Approach to ensure concepts are repeated and applied in new learning -CORE Curriculum ensures children have repeated access to schools defined basic skills	Our Key Stage 2 results are at least in line with the national average in reading, writing, maths and RWM combined.  Our progress measures are significantly above the national.  The school is consistently above floor target and has been for the last 6 years.  These results are sustained despite a low baseline on entry and rapid progress made through the school.	Regular lesson observations on key focus areas.  Regular focused learning walks and drop-ins by Headteacher.  Regular book scrutinies.  Regular moderation of pupils' work in school and externally.  Termly data input and analysis.  Termly pupil progress meetings with the Headteacher.  Termly pupil progress meetings with the class teacher and all pupils individually.	DHT LITERACY & MATHS SL	Termly pupil progress meetings with Headteacher  Termly data input and analysis  Termly pupil progress meetings with pupils  July 2021 final review



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<p><b>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</b></p>	<p>Quality First Teaching with clear strategies for differentiation and formative assessment.</p> <p>Summative assessment is detailed and diagnostic for future learning and interventions</p>	<p>Our Key Stage 2 results were significantly above the national average in reading, writing, maths and RWM combined. GPS was higher. We were one of the top performing schools in our LA for RWM combined.</p> <p>Across the school, achievement is outstanding. The proportions of children achieving ARE in the new curriculum from their starting points is outstanding.</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and subject leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p>	<p>Management Team</p> <p>All teaching and support staff</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2020 final review</p>
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<p><b>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.</b></p>	<p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning, for example: Focussed interventions and master classes</p>	<p>Teaching over time is outstanding as evidenced in pupils' books and the school's assessment information.</p> <p>In 2018-2019, almost all of the lessons observed were graded good or better. 50% were outstanding.</p> <p>Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school. This is supported by the views of our children during pupil interviews and termly pupil progress meetings.</p> <p>100% of our parents/carers in the November 2018 questionnaire agreed that teaching is good.</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. As a result there is a smooth progression in learning for all pupils.</p>	<p>Focused Leadership and Management time for Key Stage Manager to drive standards and impact on teaching and learning across their KS and school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and subject leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p> <p>Targeted CPD linked to individual staff needs and whole school development areas.</p>	<p>Management Team</p> <p>All teaching and support staff</p>	<p>Termly monitoring calendar and T&amp;L impact summary</p> <p>Performance Management midterm reviews (March 2020)</p> <p>July 2021 final review</p>
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### ii. TARGETED SUPPORT

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
<p><b>A.</b>  <b>Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 class has a 57% FSM6 entitlement).</b></p>	<p>Continue to implement targeted booster / intervention sessions in Key Stage 2 with an outstanding Deputy Head and appointed booster teacher aimed at closing the gaps and maximising achievement.</p> <p>Continue to implement Making Good Progress 1:1 tuition in Key Stage 2.</p>	<p>In 2019, disadvantaged pupils outperformed all pupils nationally and their national peers in all areas for EXS.</p> <p>This is evidence of the impact our pupil premium funding has had linked to targeted implementation of pure classes, booster sessions, 1:1 tuition and targeted intervention including specific programs.</p> <p>Progress for our disadvantaged pupils is outstanding over a 4 year period. This was confirmed by our Pupil Premium Award 2016 in the Key Stage 2 category in terms of the attainment and progress of our disadvantaged pupils since 2011.</p>	<p>Appointment of focused 1:1 tuition teacher for targeted intervention with specific children.</p> <p>Focused Leadership and Management time for SLT to drive standards and impact on teaching and learning across KS2 and Y6.</p> <p>Regular lesson observations on key focus areas. Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book scrutinies. Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis. Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p>	SLT	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2020 final review</p>



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<p><b>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</b></p>	<p>Maintain and fully fund part time Reading Recovery intervention in Key Stage 1 (ECAR).</p> <p>Continue to implement targeted booster sessions in KS1.</p> <p>Continue to implement targeted booster sessions in KS2.</p> <p>Continue to implement targeted booster sessions in EYFS.</p> <p>Fully fund 2x level 3 teaching assistant to continue to deliver targeted intervention programs across KS2 such as BRP, Dyslexia Interventions, Master Classes</p> <p>Maintain the additional teaching assistant to support teaching and learning in our current Year 1 class, providing additional support for literacy and numeracy sessions as well as delivering targeted intervention programs within KS1.</p>	<p>Y1 PHONICS there was not a significant difference between FMS6 and non FMS6 pupils.</p> <p>Our KS1 results show that our FMS6 pupils performed broadly in line with their national counterparts in RWM combined and were above national rates in Maths. Gaps in performance between FMS6 and non FMS6 were smaller than LA and National differences.</p> <p>Our Key Stage 2 results were significantly above the national average in reading, writing, maths and RWM combined. GPS was higher.</p> <p>Across the school, achievement is outstanding. The proportions of children achieving ARE in the new curriculum from their starting points is outstanding.</p> <p>Teachers and teaching assistants collaboratively plan systematically and effectively for the progress of different groups of learners across the curriculum through the use of bespoke assessment criteria, individual targets and intervention / catch up sessions.</p>	<p>Focused Leadership and Management time for Deputy Head to drive standards and impact on teaching and learning across the school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and Subject Leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Intervention tracking and analysis including entry and exit data.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p>	<p>Management Team</p> <p>ECAR Teacher</p> <p>All teaching and support staff</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2020 final review</p>
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iii. OTHER APPROACHES					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
<b>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</b>	<p>Maintain and fully fund our free breakfast club.</p> <p>Maintain focused leadership and management time to continue to raise standards across the school.</p>	<p>-We operate a <u>free</u> breakfast club from 8am every morning for FS2 to Y6 pupils. We have high attendance at breakfast club and as a result our punctuality across the school has significantly improved.</p> <p>-Our attendance for 2018-2019 was 95.5% which was an increase on the previous academic year and highlights the impact of our targeted action, new attendance procedures and rigorous monitoring. Attendance continues to be a focus area.</p> <p>-Our school has high levels of deprivation for income, health, education and employment.</p>	<p>-Regular focused learning walks and drop-ins by Headteacher.</p> <p>-Staff views and discussions.</p> <p>-Pupil views and discussions.</p> <p>-Parental views and discussions.</p> <p>-Monitoring of children accessing breakfast club for impact on PP achievement and attendance.</p> <p>-Weekly review of attendance.</p> <p>-Regular review of attendance data, eg termly, disadvantaged pupils, PA.</p>	<p>Management Team</p> <p>Breakfast Lead</p> <p>Attendance input</p>	<p>Regular meetings with Breakfast Club Lead</p> <p>July 2020 final review</p>
<b>A targeted vulnerable group of Y6 pupils gain improved social and emotional resilience to learn.</b>	A targeted group of Y6 pupils received intensive THRIVE WORK alongside their curriculum work	see Thrive Approach Rationale. This demonstrates social and emotional resilience has a positive impact on learning and reduces incidents of disengagement and exclusion.	Half termly implementation reviews. Thrive assessments	Thrive practitioners	half termly until July 2021
<b><u>TOTAL COST</u></b>					<b>£248, 420</b>



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## **PUPIL PREMIUM STATEMENT & ACTION PLAN 2020-2021**

### **Review of expenditure**

#### **Previous Academic Year**

**Please refer to the 2019-2020 Impact Statement Document on our website.**

### **Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

**Progress for our disadvantaged pupils is outstanding over a 5 year period.**

- **We will review our strategy for how we use the premium in July 2021 and will report to the full governing body and relevant committees.**
- **Information on how we spent last year's pupil premium and the impact this had on identified pupils attainment and progress can be found on our school website (2019-2020 report for parents)**