

# Disadvantaged Pupil Premium Strategy Statement

## School overview

School name	Leeming RAF CP School
Pupils in school	185
Proportion of disadvantaged pupils	4% [8*] * N.B. Due to mobility, DPs on roll often vary substantially from this figure
Pupil premium allocation this academic year	£10,760
Academic year or years covered by statement	2020-23
Publish date	September 2020
Review date	September 2023 (Interim reviews: 2021,2022)
Statement authorised by	Robert Campbell
Pupil premium lead	Headteacher
Governor lead	Katrina Davies

## Disadvantaged pupil progress scores for last year (2019 data)

Measure	Score
Reading	1.24
Writing	-3.66
Maths	-1.75

## Disadvantaged pupil performance overview for last year (2019 data)

Measure	Score
Meeting expected standard at KS2	75% (national 71%)
Achieving high standard at KS2	25% (national 13%)

## Strategy aims for disadvantaged pupils

Priority	Aim
Priority 1	Support pupils with self-regulation and emotional resilience in order to foster learning dispositions
Priority 2	Address academic gaps which have grown due to poor engagement with home learning during COVID19 pandemic
Barriers to learning these priorities address	Limits to progress caused by inability to access curriculum due to behaviour / focus / concentration Limits to progress caused by inability to build on prior learning which has been missed Limits to progress caused by lack of parental support and engagement.

## Specific Objectives

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
<i>Progress in Reading</i>	Achieve national average DP ARE in KS2 Reading Improve PIRA outcomes	Sept 23
<i>Progress in Writing</i>	Achieve national average DP ARE in KS2 Writing Improve Formative Writing Outcomes	Sept 23
<i>Progress in Mathematics</i>	Achieve national average ARE in KS2 Maths Improve PUMA outcomes	Sept 23
<i>Phonics</i>	Achieve national average expected standard in PSC	Sept 23
<i>Other</i>	Ensure all DPs are able to access home learning if required during COVID19 pandemic	Sept 21

## Spending Priorities and Rationale for Current Academic Year

### Teaching strategies for the current academic year

<b>Priority</b>	<b>Activity</b>
<i>Priority 1</i>	Ensure all staff have up to date Compass buzz training at relevant levels for creating a class climate that supports self-regulation Maintain current class structure, including small Y6 during autumn term, to allow significant investment of teacher time into DPs
<i>Priority 2</i>	Supplement COVID catch-up fund to offer DPs specific access to small group teaching programmes, led by teachers, out of school hours, to enable them to accelerate progress
<i>Barriers to learning these priorities address</i>	Limits to progress caused by inability to access curriculum due to behaviour / focus / concentration Limits to progress caused by inability to build on prior learning which has been missed
<i>Projected spending</i>	£3,500

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
<i>Priority 1</i>	Increase TA support in Y4 to offer enhanced provision to DPs, alongside those with EHCPs, offering both pastoral and academic input Provide teachers with additional TA support, especially in EYFS, to provide scope to offer direct support to DPs struggling with acquiring learning dispositions
<i>Priority 2</i>	Ensure when class structure changes, ATA time is available in Y5/6 to continue to allow focussed input for DPs

<i>Barriers to learning these priorities address</i>	Inability for pupils to access learning when experiencing heightened emotions linked to home environment / welfare issues Limits to progress caused by lack of taught / acquired skills due to inability to access nursery provision Limits to progress caused by gaps in learning linked either to multiple transitions or COVID19 absence
<i>Projected spending</i>	£6,000

## Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
<i>Priority 1</i>	Resource the re-opening of 'Zone' pastoral club in COVID-secure manner to permit DPs and other pupils experiencing emotional issues to have safe space during lunches
<i>Priority 2</i>	Procure laptops and resource SICT time to prepare these for distribution DPs (or other low-income households) to permit access to home learning
<i>Barriers to learning these priorities address</i>	Inability to access curriculum content due to wellbeing / behavioural challenges caused during breaktimes which pose threat to regulation and focus during class time Inability to learn remotely (homework / self-isolation) due to lack of appropriate access to technology.
<i>Projected spending</i>	£1,260

## Monitoring and Implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating Action</b>
<i>Teaching Strategies</i>	Class Structures etc. have high impact, but relate to the DP proportion in school at any point, which changes.	Ensure sufficient flexibility in arrangements to permit alterations to approach according to redistribution of DPs
<i>Targeted Support</i>	Providing enhanced TA support during COVID restrictions	Use of TAs already working within each 'bubble' to provide additional support to DPs, rather than drawing on others.
<i>Wider Strategies</i>	Providing access to technology is only effective if parental support for use of this technology is forthcoming.	Specific support offered to parents of DPs in terms of both technical and learning aspects relating to technology use at home – including 'tech support', in school setup, phone calls to follow up on missed learning, and frequent personal contact / communications.

## Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b> (N.B. 2019 data)
<i>Progress in Reading</i>	DPs made excellent progress, and outperformed their non-disadvantaged peers in KS2 In other year groups, DP progress was in line with peers.
<i>Progress in Writing</i>	DPs progress was negative, but disproportionately offset by 1 pupil (-11.46). DP attainment was above National average for non-DPs. In other year groups, DP progress was in line with peers, or slightly below.
<i>Progress in Mathematics</i>	DPs progress was slightly below, but confidence intervals easily straddle 0. DP attainment was above National average for non-DPs. In other year groups, DP progress was in line with peers.
<i>Phonics</i>	No DPs took the Phonics test in 2019
<i>Other</i>	N/A