

Pupil Premium Strategy Statement



Metric	Data
School name	Delph Side Community Primary School
Pupils in school	194 (Reception to Y6)
Proportion of disadvantaged pupils	53% (103)
Pupil premium allocation this academic year	£138,535.00
Pupils in EYFS	29 (Pre-school)
Proportion of disadvantaged pupils	38% (11)
EYFS pupil premium allocation this academic year	£3872
Combined pupil premium allocation	£142,317.00
Academic year covered by statement	September 2020 – September 2021
Publish date	1 st November 2020
Review date	1 April 2021
Statement authorised by	Liz Ormerod
Pupil premium lead	Liz Burton
Governor lead	Karen Benson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.7
Writing	4.1
Maths	-0.3

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	64%
Achieving high standard at KS2	0%
Measure	Activity

Priority 1	To ensure that Disadvantaged pupils make rapid progress towards catching up missed learning following the COVID 19 school closure
Priority 2	To ensure that attendance of Disadvantaged pupils is high priority and that it is targeted in line with National attendance data
Barriers to learning these priorities address	Pupils attending school are able to access the curriculum. Catch up tutoring to plug gaps in missed learning allowing pupils to continue to make progress
Projected spending	£45,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	That Disadvantaged pupils will make reading progress in line with national 'other' pupils	September 2021
Progress in Writing	That Disadvantaged pupils will make writing progress in line with national 'other' pupils	September 2021
Progress in Mathematics	That Disadvantaged pupils will make mathematics progress in line with national 'other' pupils	September 2021
Phonics	RWI implemented in school and 69% of Disadvantaged pupils passing the screening test	June 2021
Other	To improve the attendance of Disadvantaged pupils to National expectation of 97%	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	To embed RWI teaching for EYFS and Year 1 Purchase of RWI subscription and resources. CPD for all teachers and TAs and close monitoring of the impact of RWI teaching (SDP priority)
Priority 2	To purchase hardware and software to facilitate the delivery of online tutoring
Barriers to learning these priorities address	Ensuring pupils access high quality phonics teaching and have gaps assessed and plugged to enable rapid catch up. Enabling pupils to be literacy confident by the time they reach year 2
Projected spending	£75,000

Wider strategies for current academic year

Measure	Activity
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Priority 1	To ensure that enrichment remains at the heart of our curriculum despite COVID restrictions
Priority 2	To provide nurture and sensory provision for pupils with SEMH needs
Barriers to learning these priorities address	Enabling pupils with SEMH needs to access learning. Providing Cultural Capital opportunities to all pupils
Projected spending	£22,300

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that staff can access relevant and appropriate CPD	Allocate funding and time for training for all staff. Utilise online training and training via zoom.
Targeted support	Ensuring that children accessing online tutoring do so on a regular basis and that they are regular assessed to track progress	Purchase appropriate hardware and software to enable online tutoring. Ensure class teachers have time to monitor progress and share with SLT in Pupil Progress meetings
Wider strategies	Unable to take children on many trips and visits due to Covid restrictions	Develop an enrichment calendar for the year identifying opportunities to enrich the curriculum safely, supporting Cultural Capital.

Review: last year's aims and outcomes

Aim	Outcome
To improve attainment in reading and writing	Due to Covid school closure no end of year or national data across school. On return in September assessments show that children have been significantly impacted by the school closures and have gaps in their learning.
To improve attainment in mathematics	Due to Covid school closure no end of year or national data across school. On return in September assessments show that children have been significantly

	impacted by the school closures and have gaps in their learning.
To improve the % of Disadvantaged pupils achieving GLD in EYFS	Due to Covid school closure no EYFS end of year assessments were not completed. September 2020 baseline of the new reception cohort showed none of the Disadvantaged pupils were on track for GLD
To develop and embed whole school mental health and nurture provision	Nurture provision was established. Mental Health was high priority and in house data from pupils showed they understood mental health. Mental health of pupils and parents high priority during lockdown. Regular support and contact from pastoral team.
To improve attendance of Disadvantaged pupils	Unable to provide attendance data due to Covid school closures. remains SDP priority for academic year 2020-2021