

Dowson Primary Academy Pupil premium strategy / self-evaluation 2020-21

1. Summary information					
School	Dowson Primary Academy				
Academic Year	2020-21	Total PP budget	£139660	Date of most recent PP Review	09/20
Total number of pupils	475	Number of pupils eligible for PP	105	Date for next internal review of this strategy	01/21

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	54% (last recorded data due to pandemic)	71% tbc
Progress measure reading	1.48	0.24 tbc
Progress measure writing	1.38	0.22 tbc
Progress measure maths	0.29	0.28 tbc

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Lack of school readiness, in particular, poor oracy, communication and language skills upon entry to school.
B.	Additional or special educational needs or disabilities, including social, emotional and mental health issues which hinder learning
C.	Socioeconomic factors which prevent them accessing the full curricular offer and / or support for school learning and homework
Additional barriers	
D.	Parental engagement and support for children in their learning and to work with school in removing barriers to learning

4. Intended outcomes		Success criteria
A.	Pupils with poor communication and language on entry are supported to catch up.	Accelerated progress in CLL
B.	Proactive and reactive bespoke support for children and families to overcome barriers to learning.	PP children achieve in line with 'others'
C.	Disadvantaged children are afforded the same experiences and opportunities as others.	Children access full PP package
D.	Support and challenge for parents to increase their engagement e.g. attendance and punctuality	No difference in attendance of PP/others

5. Review of expenditure

Previous Academic Year

2019-2020

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Early interventions in Reception for children whose baseline indicates they will not meet GLD.</p> <p>TA3 x 6 hours</p>	<p>To ensure proportions achieving GLD is in line with National and that there is no gap between disadvantaged and others</p>	<p>GLD above National average and 100% PP children reached GLD</p>	<p>We will continue the approach as it has allowed children's improved CLL to support improved Reading and Writing outcomes also.</p>	<p>£2000</p> <p>Purchase of Welcomme package to screen CLL needs for informing Teaching £460</p>
<p>Part fund the SENDCO and designated LAC teacher to be non-class based.</p>	<p>No delay in identification of need and intervention, including liaison with or referral to external agencies for appropriate support.</p>	<p>Early identification and liaison with agencies such as health visitors and paediatricians meant that several Early Years children accessed support earlier than otherwise and therefore made good or better progress in their identified areas of need.</p> <p>Pupils in SEN group (including coincidence with PP) made good or better progress from their individual starting points and appropriate to their needs.</p> <p>Secured an EHCP and special school place for a child with complex need by working with parents and external agencies at a level that would not</p>	<p>Continue to fund this, particularly with the complexities of many of our children with Special Educational Needs and / or PP funding</p>	<p>£15,000</p>

<p>Partially fund a full time Pastoral Manager.</p>	<p>To ensure a dedicated person to remain abreast of the most up-to-date information and to coordinate all aspects of inclusion, safeguarding, including attendance monitoring etc. Meet the attendance target of 97% and ensure PA reduces from last year and is below National figures</p>	<p>Attendance figures for school ended 2018-19 academic year at 97.47% which is above the national average.</p> <p>Attendance figures for all groups in school were above national average in 2018-19.</p> <p>2018-19 PA figure was below national average at 4.31% which was a good reduction from 17-18 figures.</p> <p>Attendance agreements and the work our pastoral manager does with families around attendance is highly effective.</p>	<p>Continue to fund this in order to keep group attendance rates high and PA below National Averages</p> <p>Also fund an SLA with the EWS service through the LA in order that we continually review our procedures and ensure we maximise the opportunities we have to have the highest possible attendance rates.</p>	<p>£20,000</p>
<p>Training for staff development in areas identified which would enable them to support pupils with particular barriers to learning.</p>	<p>Staff will enhance and broaden their 'toolkit' of strategies and knowledge and understanding of issues facing children or of specific needs they may have in order to support them more effectively and allow them to access learning for maximum time.</p>	<p>Training in Makaton, attachment disorder have supported staff with identified pupils and more generally in terms of whole class approaches and strategies conducive to these children's learning, progress and more importantly, relationships and self esteem.</p> <p>Specialist SEN support and SENDco have supported TAs and Teachers with specific strategies and approaches for individuals with a broad spectrum of needs.</p> <p>Speech and Language courses have directly improved provision in Early Years through use of strategies at whole class and small group or individual level.</p>	<p>Training pot to continue but specifically focus on further Speech, Language and Communication interventions, ASD friendly classrooms and teaching and behaviour strategies and continuation of working towards Makaton school status.</p>	<p>£2174</p> <p>Makaton training (external) £845</p> <p>Nurture training £579</p> <p>Elkan Speech and Language training £750</p>

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Part fund Special Educational Needs Assistant (many PP have coincidence with SEND) to deliver bespoke interventions to needs.	Coordination and monitoring of all additional provision or support programmes suggested or directed by external agencies such as Occupational Therapists to ensure necessary therapies and interventions are occurring and having the desired impact.	PP with SEN group have made appropriate progress because of provision meeting need and Specialist support removing barriers and closing gaps with tailored interventions.	Continue with this with the intended outcome that the Specialist disseminates her skills in particular interventions for other TAs to then begin to deliver for further groups, thus impacting on a larger number of pupils across school.	£10,000
Beanstalk Volunteer Readers	Children are more regularly heard read and are given 1:1 adult support in place of home support, improving their enjoyment of reading and progress in skills.	All children who accessed this support made expected or better progress in Reading and for some, this support enabled them to retain age-related expectations or narrow the gap towards this.	Continue with this initiative with a new group of identified children who do not have enough support for reading at home with the intention that they are more likely to 'keep up' due to the additional practise.	£1320
Let Your Sunshine SLA 3 days a week of pastoral and family support for children, safeguarding expertise and training, individual, group and whole class teaching around self-esteem, managing feelings and behaviour, British values, citizenship and many other themes.	Confidence from leaders that school is fully compliant with all aspects of safeguarding. Bespoke support for children and families in a variety of forms in order to remove barriers to learning and for them to maximise their potential.	1:1s in particular have supported identified children with building resilience and strategies to deal with life events and difficulties they face emotionally in order that they can focus on learning in the classroom. Whole class teaching balances a strong citizenship curriculum to ensure full understanding of British Values and successful living in a modern day Britain, with teaching about a sense of self and understanding about the brain and emotional self-regulation in order that children can use this to more successfully engage with learning and make good progress.	Continue with the SLA. Focus on the provider disseminating some of her lessons and resources to staff, in order that they can also provide the support.	£23,500

<p>BLIS Pupil Support Service (LA SLA). School support in relation to social and emotional and behavioural difficulties, particularly exclusion etc.</p>	<p>School gains support or advice on strategies and provision where children's behaviour is impeding their learning and progress or that of others, or indeed they are at risk of exclusion. This is in the hope that this builds their ability to conform more with daily routines and demands of school life and therefore gain full access to their learning and reaching their potential.</p>	<p>School engaged the support of BLIS for a child in school after all of their consultation advice was already strategies school was using. Sessions were completed and the service eventually withdrew after exhausting possible strategies unsuccessfully and agreeing school had also implemented everything possible to meet the need.</p>	<p>Discontinue buying this service level agreement due to expertise in school already implementing strategies used and the cost Vs need being too high for impact received.</p>	<p>£12,500</p>
<p>Specialised therapies which are specific to children's needs in removing their particular barriers to learning, where internal expertise cannot cover these.</p>	<p>Where children cannot gain access to services that are stretched and/or their need cannot be met by internal or external services available and their learning is affected, school will seek to provide them with the therapy necessary to remove the barriers and allow children to learn more effectively, thus hastening progress.</p>	<p>Children engaging with therapies are making good progress as a result and are accessing school life and routines more successfully compared to before therapy.</p>	<p>Continue to budget for 'specialist' therapies with the same intended outcomes.</p>	<p>£10,075</p> <p>Expressive arts therapy £225</p> <p>NSPCC £2300</p> <p>Relax Kids £18615</p> <p>Therapeutic equipment £60</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>PPG Standard Package for all PP children, including:</p> <ul style="list-style-type: none"> -uniform -milk -trips and visits - after school clubs -wrap around care and holiday club funding (as necessary) 	<p>This package allows:</p> <ul style="list-style-type: none"> -reduced anxiety for parents in relation to payments for clubs, activities, trips and residential, thus strengthening home-school relationships -children feeling equal to their peers, wearing correct uniform for a sense of belonging - securing children's engagement with extra-curricular activities to allow them to create new or further develop existing interests. 	<p>** refer to case studies for detailed information</p> <p>At least a quarter of our PP children accessed one or more after school clubs each half term last year.</p>	<p>Continue with the package for PP pupils</p> <p>Monitor more closely those children who are not taking up aspects of the offer and engage families in order that they access more, especially the after school clubs.</p>	<p>£18,559</p> <p>After school clubs £808</p> <p>Trips £1175</p> <p>Milk £1826</p> <p>Uniform £3195</p> <p>Parent travel to school £365</p> <p>Dowson's Den £4006</p>
<p>Additional curriculum support and opportunities where relevant e.g. Revision Books for Year 6; music lessons, other educational equipment</p>	<p>To maximise opportunity to access all curriculum support and resource that may be afforded to non-disadvantaged children so that their learning is not impeded.</p>	<p>Year 6 children were given revision books for home to support their school learning towards SATs.</p> <p>Music lessons in a chosen instrument were provided to children who expressed an interest in this.</p>	<p>Continue to offer curriculum support in areas that children would otherwise be at a disadvantage / not be able to access.</p>	<p>£2185</p> <p>Extra Curricular activities £1031</p> <p>Learning equipment for home use £481</p>
<p>Attendance and punctuality incentives:</p> <ul style="list-style-type: none"> -family breakfasts for winning class -attendance trophy -funded places at breakfast club 	<p>Children not missing learning time through lateness or poor attendance and therefore making appropriate progress: PP children (without SEND) made expected progress in all subjects for all cohorts in 2018-19</p>	<p>All vulnerable groups had attendance that was above the National figures in the year 2018-19.</p>	<p>Continue the initiatives linked with improving attendance and also fund an SLA with the EWS service through the LA in order that we continually review our procedures and ensure we maximise the opportunities we have to have the highest possible attendance rates.</p> <p>How can we ensure the group data can be further lowered on PA for the PP and SEN groups?</p>	<p>£3000_{approx}</p> <p>Dowson's Den funding (mentioned in PP package) will include the breakfast club places as well as after school and holiday club.</p>

Global Policing – Project Chameleon for Year 5 and 6: A 10 week citizenship project looking at a different aspect of crime and the law, helping children to make the right choices and find their social and moral positions within the community as good citizens.	Children of a criminally responsible age will begin to understand the wider impact and implications of their behaviour choices and how these might influence their achievements and future successes as an adult. Improved behaviours in relation to in-school and community behaviour.	Programme very well received by pupils and their parents. Several pupils at risk of engaging in risky behaviours or anti-social behaviour in the community reported thinking about their choices and making active decisions to change which we noticed in school too. This meant less behaviours ‘spilling over’ into school and therefore more time to focus on learning than resolutions for non-academic issues.	Continue with the programme for our year 5 pupils as it is in-keeping with our vision, values and curriculum and improving pupil outcomes in a wider sense.	£10,000
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6. Planned expenditure

Academic year	2020-21
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Part fund an additional TA in each of the FSU year groups.	Early interventions in FSU year groups, particularly for CLL. Support nursery children to ensure school readiness	https://www.savethechildren.org.uk/content/dam/gb/reports/policy/early-language-development-and-childrens-primary-school-attainment.pdf Success with SALT and Wellcomm programmes last year for identified children.	Wellcomm assessments will be used for analysis to provide clear assessment for learning and then to measure progress against.	FS Lead	As part of termly pupil progress meetings

<p>Part fund an additional TA in Year 6</p>	<p>To provide additional support for identified pupils in danger of not meeting age-related expectations and also to provide Forest School Teaching across school.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p> <p>Necessity to ensure more pupils meet the combined measure and more disadvantaged pupils meet the standard in each subject.</p>	<p>Intervention groups will be identified using test analysis and planning will demonstrate how sessions will plan to close gaps from this.</p> <p>Progress will be measurable by improved test results in identified areas.</p>	<p>Year 6 teachers</p>	<p>As part of termly pupil progress meetings and at Year 6 target setting meetings and reviews with focus on key children each half term.</p>
<p>Additional curriculum support and opportunities where relevant e.g. Revision Books for Year 6; music lessons, other educational equipment</p>	<p>To maximise opportunity to access all curriculum support and resource that may be afforded to non-disadvantaged children so that their learning is not impeded.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p> <p>Children will be able to complete the same revision tasks as their peers or have access to the same resources and equipment to support home learning.</p>	<p>Discuss these children at pastoral team meetings and remain in constant liaison in order to discuss the offers.</p>	<p>Pastoral Manager</p>	<p>Termly at Pastoral team meeting.</p>
<p>Part fund the SENDCO and designated LAC teacher to be non-class based.</p>	<p>All SEND and PP pupils have provision matched to need at the earliest possible time.</p>	<p>No delay in identification of need and intervention, including liaison with or referral to external agencies for appropriate support.</p> <p>SENCO can monitor provision across school regularly to ensure implementation of all directed provision and suggest strategies for individuals in real time.</p>	<p>Monitor SEN and PPP spend</p> <p>Review meetings such as PCRs</p> <p>Oversight for provision and the progress of individuals from their starting points.</p>	<p>SENCO</p>	<p>Termly at pupil progress meetings</p>

Training for staff development in areas identified which would enable them to support pupils with particular barriers to learning.	Children with specific difficulties and / or complex needs will have their needs met in personalised ways for best outcomes.	Staff will enhance and broaden their 'toolkit' of strategies and knowledge and understanding of issues facing children or of specific needs they may have in order to support them more effectively and allow them to access learning for maximum time.	Make outcomes of training specific – i.e. non negotiables for provision implementation for example, all classrooms have a visual timetable. Update policies where necessary so that staff are aware of expected practice. Include in monitoring for checks	SENCO and Pastoral Manager	The end of the term following any training, which expects changes to practice to be implemented. Where relevant, review in steer / walk ahead groups or at staff meetings where impact of implementation is discussed and shared.
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Total budgeted cost £38,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Partially fund a full time Pastoral Manager.	To ensure a dedicated person to remain abreast of the most up-to-date information and to coordinate all aspects of inclusion, safeguarding, including attendance monitoring etc. Meet the attendance target of 97% and ensure PA reduces from last year and is below National figures	Having a Pastoral Manager deployed in this way allows classroom staff to focus more on teaching and learning and not have to deliver pastoral interventions or concern themselves with improving attendance other than liaising with the manager where they feel she could help with any of these things.	Identify needs at pupil progress meetings and discuss strategies / things to follow up / put in place and then review these at subsequent meetings. Weekly attendance update emails Half termly attendance analysis Pastoral team meetings	Pastoral Manager	Termly at Pastoral team meetings and via regular communication and liaison such as CPOMS and attendance email updates.

<p>Part fund Special Educational Needs Assistant (many PP have coincidence with SEND) to deliver bespoke interventions to needs.</p>	<p>Coordination and monitoring of all additional provision or support programmes suggested or directed by external agencies such as Occupational Therapists to ensure necessary therapies and interventions are occurring and having the desired impact.</p>	<p>Having someone check that all support packages / programmes of work are occurring for individual children will ensure their barriers to learning are removed or their difficulties supported in order that they maximise their learning potential.</p>	<p>TA files set up with programmes readily available</p> <p>Training provided in areas of need for programmes to be delivered effectively e.g. observing Specialist SEN support delivering package</p> <p>TA timetables to identify when these programmes will be delivered</p> <p>Time for SSS to monitor</p>	<p>SEN Team</p>	<p>Half-termly report from Specialist SEN Support.</p>
<p>Beanstalk Volunteer Readers</p>	<p>Children are more regularly heard read and are given 1:1 adult support in place of home support, improving their enjoyment of reading and progress in skills.</p>	<p>All research surrounding early reading, life chances and predictor of future success from a young age.</p>	<p>Liaison with the workers each half term to update them on specific areas their children need support with whilst reading in order that we are working on gaps as well as just getting more reading practice.</p>	<p>English Team</p>	<p>Review the children and impact of the work as part of termly pupil progress meetings.</p>
<p>Let Your Sunshine SLA 3 days a week of pastoral and family support for children, safeguarding expertise and training, individual, group and whole class teaching around self-esteem, managing feelings and behaviour, British values, citizenship and many other themes.</p>	<p>Children reach their potential academically because they have barriers to learning reduced or removed or have strategies to deal with them.</p>	<p>Confidence from leaders that school is fully compliant with all aspects of safeguarding.</p> <p>Bespoke support for children and families in a variety of forms in order to remove barriers to learning and for them to maximise their potential means that classroom staff can concentrate on curriculum delivery, learning and progress for these children.</p>	<p>Direct the timetable for the work and specifics for individual cases.</p> <p>Monitor the quality of teaching and curriculum delivery.</p> <p>Review documentation which shows compliance</p>	<p>Principal</p>	<p>Termly at Pastoral team meetings and via regular communication and liaison such as CPOMS and attendance email updates.</p> <p>Review the children and impact of the work as part of termly pupil progress meetings.</p>

Specialised therapies which are specific to children's needs in removing their particular barriers to learning, where internal expertise cannot cover these.	Children reach their potential academically because they have barriers to learning reduced or removed or have strategies to deal with them.	Where children cannot gain access to services that are stretched and/or their need cannot be met by internal or external services available and their learning is affected, school paying for them to access the therapy necessary to remove the barriers will allow children to learn more effectively, thus hastening progress.	Therapies sourced from previous experience and knowledge of impact or via recommendation from specialist agencies so careful match to needs. Monitor appropriate to desired impact for individuals	Pastoral Manager and SENDCO	Termly at Pastoral team meetings and via regular communication and liaison such as CPOMS and attendance email updates. Review the children and impact of the work as part of termly pupil progress meetings.
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Total budgeted cost £69,500

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PPG Standard Package for all PP children, including: -uniform -milk -trips and visits - after school clubs -wrap around care and holiday club funding (as necessary)	-Reduced anxiety for parents in relation to payments for clubs, activities, trips and residential, thus strengthening home-school relationships -children feeling equal to their peers, wearing correct uniform for a sense of belonging - securing children's engagement with extra-curricular activities to allow them to create new or further develop existing interests.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	Remind parents of their offer at appropriate times.	Business Manager and Finance officer	Monitor numbers of children accessing clubs and compare proportions to non-disadvantaged pupils on a termly basis.

Attendance and punctuality incentives: -family breakfasts for winning class -attendance trophy -funded places at breakfast club	Children not missing learning time through lateness or poor attendance and therefore making appropriate progress:	DFE research showing direct links between attendance and chances of age-related attainment at both KS2 and KS4.	Engage in LA Service Level Agreement with the Educational Welfare Service in order that they review our provision and practice and suggest improvements or additions	Pastoral Manager	Weekly attendance update emails Half termly attendance analysis
Global Policing – Project Chameleon for Year 5: A 10 week citizenship project looking at a different aspect of crime and the law, helping children to make the right choices and find their social and moral positions within the community as good citizens. 1:1 mentoring provision where needs are extreme or risk of exclusion.	Improved behaviour choices in relation to in-school and community behaviour.	Children of a criminally responsible age will begin to understand the wider impact and implications of their behaviour choices and how these might influence their achievements and future successes as an adult. Reducing out of school issues that impact on relationships in school will allow maximum teacher time to be focused on learning.	Observe sessions and monitor work produced. Pupil and Parent voice about impact.	Principal and Pastoral Team	At the end of the project.

Total budgeted cost £33,000

7. Additional detail

