

Pupil premium strategy statement

School overview

Metric	Data
School name	Duke Street Primary School
Pupils in school	337
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£129,360
Academic year or years covered by statement	2019-20
Publish date	1 st February 2020
Review date	31 st December 2020
Statement authorised by	Mr A. Kidd
Pupil premium lead	Mr L. Reay/Mr A. Kidd
Governor lead	Standards and Effectiveness Committee
Statement Number	1

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.17
Writing	-0.45
Maths	-1.98

Measure	Reading	Writing	Maths
Meeting expected standard at KS2	50%	58.3%	50%
Achieving high standard at KS2	12.5%	4.2%	8.3%

Disadvantaged pupil performance overview for last academic year

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that Nurture support is available by paid professionals within the nurture room and also through support from Child Action North West (CANW), to ensure that the well-being of children is supported and nurtured.
Priority 2	English (Focus scheme) to establish and embed Mastery within elements of the English curriculum.

Barriers to learning these priorities address	Ensuring that the children make adequate progress to reach Mastery with the aid of well-planned progress groups. Also ensuring that children are well equipped with strategies to support their emotional well-being and social difficulties.
Projected spending	Refer to annex for finance breakdown.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Raise attainment in reading through regular Guided Reading sessions.	July 2020.
Progress in Writing	To increase the number of children reaching the expected standard and greater depth through focussed progress groups and English teaching.	July 2020.
Progress in Mathematics	Raise attainment in Mathematics, through high quality teaching for mastery, with a particular focus on increasing the number of children reaching the expected standard or greater depth.	July 2020.
Phonics	Achieve national average in Phonics screening check scores.	July 2020.
Other	Ensure that all children are making adequate progress in line with their abilities across the curriculum.	July 2020.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchased materials for Maths (Times table Rock stars and Numbots)
Priority 2	Specialist EAL support to support disadvantaged pupils with EAL to make further progress.
Barriers to learning these priorities address	Children to develop fluency with number facts and times tables to support with children's arithmetic skills. Children with EAL to be given an opportunity to make further progress with the English language and learning opportunities.
Projected spending	Refer to annex for finance breakdown.

Wider strategies for current academic year

Measure	Activity
Priority 1	Subsidised breakfast club for children each morning to have a free breakfast.
Priority 2	Outreach support team to provide support with family routines within school.
Barriers to learning these priorities address	Improving punctuality, attendance and enriching social relationships. Also providing support positive mental health (PMH) for children and families.
Projected spending	Refer to annex for finance breakdown.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that training is delivered to teaching staff and support to embed and promote Mastery.	Use of twilight sessions to deliver training and also LA training sessions.
Targeted support	Use of progress groups to allow teachers to further extend or support pupils through clarifying misconceptions, promoting mastery or extending to greater depth.	Progress groups delivered twice daily by class teachers. Use of support staff to cover the classes to allow this opportunity.
Wider strategies	Engaging 'hard to reach' families or families experiencing difficulties.	Outreach support workers (x2) working with families to support routines, parenting and signposting for financial support.

Review: last year's aims and outcomes

This is the first Pupil Premium Strategy report, therefore the outcomes listed below were from Pupil Premium Self review.

Aim	Outcome
C2 – The process for allocating and monitoring the impact of PP funding is clear and transparent. Governors are involved in how PP money is spent and why. They can question spending regularly and can make changes quickly. They understand the link between PP funding and improved school performance.	<p>Redevelopment and structure of the Standards and Effectiveness Committee to discuss progress being made by PP children and also to discussing funding.</p> <p>The school finance governors committee also discuss the allocation of funding.</p>

<p>E7 – Other evidence suggest that provision and outcomes for disadvantaged pupils are improving.</p>	<p>Case studies regularly presented at full governors meetings from outreach support workers.</p> <p>Provision maps also used to highlight extra support being issued and the impact of this on a termly basis.</p>
<p>F3 – On transition, receiving schools are informed about additional support being given to the child through PP funding.</p>	<p>Use of CPOMS system to send along logs and information documents to feeding schools to inform of relevant PP additional support.</p> <p>Transition meetings and, in some cases, plans also created.</p>