# Implementation of the Pupil Premium for 2020/21

*"If we can respond to the massive challenge to use the pupil premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others."* (Sir John Dunford, National Pupil Premium Champion)

In 2011-12 the Government launched its Pupil Premium funding. This money is given to schools based on the number of pupils in the school who are, or have been in the past 6 years, eligible for Free School Meals (FSM) with the intention of raising the attainment of disadvantaged pupils and closing the gap between them and their peers.

In September 2020, Dunkirk Primary School was allocated £122.050, based on pupils who have previously claimed Free School Meals, for this academic year.   Pupil premium children currently make up 31% of the pupils at Dunkirk, which is slightly above the national average.

Our analysis has found that individual and small group tuition focused on literacy and maths has a significant impact on pupils' achievement. Regular attendance and improved learning behaviour are also crucial to children's academic success.

The money helps to fund the following key initiatives, which are aimed to support pupil premium children.  For 2020-21, the school has 3 key objectives which it is targeting this year's Pupil Premium funding towards:

> 1. To raise attainment by targeting and intervening with under-achieving pupils
> 2. To raise attainment of the lowest attending Pupil Premium pupil by raising their attendance
> 3. To raise attainment by improving the learning behaviours of targeted pupils.

This will be reviewed in Sept 2021.

## School Information

| 1. Summary Information | | | |
|---|---|---|---|
| **School** | Dunkirk Primary School Nottingham | | |
| **Academic Year** | 2020-21 | **Total Pupil Premium budget** | Allocated £122.050 |
| **Total number of pupils (1/9/2019)** | 335 | **Number of pupils eligible for Pupil Premium** | 104 |

| 2. Attainment at end of KS2 (taken from the 2019 data collection) | | |
|---|---|---|
| | All pupils Dunkirk Primary School | Pupils eligible for Pupil Premium at Dunkirk Primary School (16 pupils) |
| **Percentage attaining the expected level in reading, writing and maths.** | 56% | 63% |
| **Progress score in reading** | 2.72 | 3.31 |
| **Progress score in writing** | 3.28 | 2.49 |
| **Progress score in mathematics** | 3.19 | 3.70 |

| 3. In-school barriers to future attainment for pupils eligible for PP funding | |
|---|---|
| **A.** | Pupils eligible for PP funding across KS2 are generally below the age-related expected level, and below their peers. Of the 16 Pupil Premium pupils in the 2019 cohort, three were registered as receiving SEN support for their learning. The attainment of these 16 pupils at the end of KS1 was below the national average at 12.8points in reading, 12.3 in writing and 14.1 in maths. Progress is good above peers in reading and maths and is successful in closing the attainment gap. |
| **B.** | The very high and unpredictable nature of the mobility of pupils in and out of Dunkirk Primary School means that it is difficult to plan for effective, on-going support. The arrival of pupils, many of whom speak little or no English, means that plans have to adapted to best meet the needs of all pupils. |
| **C.** | Passive learning behaviours and low motivation of a number of pupils results in slow progress. Analysis of reasons for this behaviour shows a range of causes from low self-esteem to low aspirations. |

| 4. External barriers to future attainment for pupils eligible for PP funding | |
|---|---|
| **A.** | Persistent absenteeism of a significant group of pupils eligible for PP funding (see Key Objective 2) |
| **B.** | High mobility throughout school year |

## Key Objective 1:
*To raise attainment by targeting under-achieving pupils and further develop and refine the intervention strategies used to accelerate progress.*

**This objective will be met by the following means:**
- Identification of pupils who made slow progress during the previous academic year.
- Identification of pupils who are attaining below their age-related expectation.
- Deployment of two intervention teachers to accelerate progress in Year 6.
- Deployment of one Teaching Assistants to run targeted 6 Literacy groups
- Deployment of Teaching Assistants to run dedicated Nurture groups.

**Action 1:** Identification of pupils who made slow progress during the previous academic year

**Action 2:** Identification of pupils who are attaining below their age-related expectation.

**Rationale –** In order to close the attainment gap, the school needs to identify underachievement and the reasons for it.

| Date | Person responsible | Monitoring and evaluation | Cost | Success criteria |
|------|-------------------|---------------------------|------|------------------|
| September 2020 | Headteacher and Deputy Headteacher with responsibility for data management | Pupil progress meetings take place to review performance in 2019-20 and plan actions to accelerate learning. Focus on SEND/EAL PP children with multiple barriers. | Supply cover to release teaching staff £1,400 | Intervention groups are created and recorded. They correspond to the attainment and progress pupil lists. |
| December / January 2020/21 | Deputy Head Teachers | Pupil progress meetings implemented with year group data to ensure greater understanding of PP children as a group and share effective QFT, differentiation and AfL outcomes strategies. | Internal cover arrangements | Staff know the overall RWM cohort picture to improve understanding of PP accountability. |
| Termly | Deputy Headteacher with responsibility for data management | Progress reports are created tracking the progress of the identified pupils | None | Pupil progress meetings take place to discuss and plan for the performance of Pupil Premium children. |

**Action 3:** Deployment of intervention teachers to accelerate progress in reading in Year 6.

**Rationale -** Sutton Trust research shows that small group tuition has a moderate impact for moderate costs.

'*Schools have no more fundamental responsibility than teaching children to read…..of those children who fail to achieve Level 4 in reading at the end of primary school, only one in 10 went on to achieve five good G.C.S.E.s*' (Nick Gibb – Minister of State for School Standards).

| Date | Person responsible | Monitoring and evaluation | Cost | Success criteria |
|---|---|---|---|---|
| Sept 2020 | Deputy Headteachers with responsibility for campus management | Reading groups are identified and dedicated times are agreed for targeted teaching | £28,331 | Year 6 reading groups take place daily |
| Sept 2020 | Deputy Headteachers with responsibility for campus management | Maths groups are identified and dedicated times are agreed for targeted teaching | £33,242 | Year 6 maths groups take place daily |
| Ongoing | Deputy Headteacher with responsibility for data management | Termly assessment data Appraisal observations-linked to fluency/ reasoning to support understanding questions | **N/A** | Pupils make above expected progress and increase their standardised scores. |

**Action 4 -** Deployment of Teaching Assistant to run targeted Year 6 Literacy groups
**Rationale –** as action 3

| Date | Person responsible | Monitoring and evaluation | Cost | Success criteria |
|---|---|---|---|---|
| Sept 2020 | Deputy Headteacher with responsibility for data management and Y6 team | Literacy groups are identified and dedicated times are agreed for targeted teaching | £12,834 | Q1 |

**Action 5:** Deployment of Teaching Assistants to run dedicated Nurture groups

**Rationale –** Sutton Trust research shows that behaviour intervention and social and emotional learning both have a moderate impact for moderate costs.

*'When the nurture groups were working well they made a considerable difference to the behaviour and the social skills of the pupils who attended them.  Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.'* Ofsted

| Date | Person responsible | Monitoring and evaluation | Cost | Success criteria |
|---|---|---|---|---|
| Sept 2020 | SENCo 2 x L4 TA L1 TA x1 MDS x1 | Nurture group pupils identified Nurture group takes place daily Baseline assessment takes place using P-levels and Boxhall profiles | £68,103 | Baseline assessments/data recorded using alternative assessment system Dedicated time for Nurture group is allocated |
| Ongoing | SENCo | Monitoring quality of provision within Nurture group, ensuring that academic skills progress, as well as the social and behaviour ones, so they do not fall behind. | N/A | Boxhall profile records shows progress in the social and behavioural skills P-level record show academic progress. |

## Key Objective 2:
*To raise attainment of the lowest attending Pupil Premium pupil by raising their attendance*

**This objective will be met by the following means:**
- Identifying the lowest attending Pupil Premium pupils
- Planning personalised intervention plans to support each identified family in order to improve attendance.
- To monitor attendance on a half-termly basis

- **Action 1:** Identifying the lowest attending Pupil Premium pupils
- **Action 2:** Planning personalised intervention plans to support each identified family in order to improve attendance.
- **Action 3:** To monitor attendance on a half-termly basis

**Rationale** – '*In general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2. In particular, pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 per cent of all sessions.'* The link between absence and attainment at KS2. DfE February 2015

| Date | Person responsible | Monitoring and evaluation | Cost | Success criteria |
|---|---|---|---|---|
| September 2020 | Deputy Headteacher with responsibility for data management | Pupil Premium pupils with attendance below 95% (minus Covid-related absence) in 2019-20 are identified and shared with key staff | N/A | Groups are identified Key staff are aware of these pupils |
| Autumn 2020 | Attendance Officer Head Teacher | Plans are devised to support the improvement of the identified pupils These may include incentives, targets, rewards, home-school communication books, regular meetings etc | £16,620 | Attendance rates increase by a minimum of 2% for all identified pupils and to above 90% for those beneath this figure in 209-20 |
| Ongoing | Attendance Officer Deputy head teacher with responsibility for data management | Termly analysis of attendance of the identified pupils. Where slow or no improvement to include analysis of non-attendance to identify any patterns or causes | Within allocated costs | Attendance is analysed Continued low attendance is brought to HT's attention |

## Key Objective 3:
### *To raise attainment by improving self-esteem, aspirations and learning behaviours.*

**This objective will be met by the following means:**
- Identification of pupils who demonstrate low self-esteem, lack confidence or who regularly show low-level disruptive behaviour
- Plan group intervention aimed at raising confidence and improving learning behaviours
- Monitoring the progress in terms of classroom engagement as well as academic progress

**Action 1:** Retain part-time learning mentors to run targeted groups
**Action 2:** Identification of pupils who show low self-esteem and confidence, or who regularly demonstrate low-level disruptive behaviour.
**Action 3:** Monitor the progress of the targeted pupils

**Rationale –** In order to close the attainment gap, the school needs to identify underachievement and the reasons for it, at the earliest possible moment.

| Date | Person responsible | Monitoring and evaluation | Cost | Success criteria |
|---|---|---|---|---|
| September 2020 | HT DHTs | Half termly learning impact reviews | £22,807 | 2 part-time learning mentors are retained |
| October 2020 | HT DHT Learning mentors | Groups are identified and weekly timetable of intervention is in place. | See above | Identified pupils receive their planned intervention on a regular, weekly basis. Learning mentors share plans/ resources to further improve provision. |
| Ongoing | DHT Phase leaders | Half-termly checks of classroom learning behaviour Termly checks of academic progress | Phase leader release time Internal cover | Behaviour records and teacher accounts show greater levels of engagements and fewer incident of low-level disruptive behaviour Progress scores are accelerated above the expected 1 point per term. |

| Total income | £122,050 | Total planned spend | £183,337 |
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