



## Dove CE (VC) First School - Pupil premium strategy statement 2020-21

1. Summary information			
<b>School</b>	Dove CE (Academy)		
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£13,105
<b>Total number of pupils</b>	95	<b>Number of pupils eligible for PP</b>	14

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Some pupil premium children have low prior attainment resulting from gaps in schooling or having inconsistent support at home. This has been exacerbated due to school closure March 2020 because of COVID-19,	
<b>B.</b>	Parental engagement is low with regards to home support for reading and home learning taking place. – Especially important if school closures are to continue to take place or if families have to isolate.	
<b>C.</b>	Vocabulary gap, identified issues with speaking and listening.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	The COVID-19 pandemic has had an impact on children’s emotional wellbeing, social interaction, anxiety etc.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Good or better progress for all children from their starting point.	Pupil premium children make at least expected progress and many make accelerated progress.
<b>B.</b>	Parental engagement will increase with regards to home learning and home reading activities	Resources and online learning platform (Tapestry) will provide parents with the support to enable their children to continue with home learning.

<b>C.</b>	Increase in attainment in phonics and Early reading for pupils eligible for PP Vocabulary increased with specific targeted teaching linked to vocabulary.	Increase in % of children achieving ARE in phonics assessment. Pupil premium children make at least expected progress and many make better than expected progress in reading. The language gap decreases.
<b>D.</b>	Pupils will have had support with their social, emotional and behavioural needs to develop self-confidence and well-being at school and at home.	Interventions to support with well-being and nurture. Accessing support from external agencies when required. Happier, confident children. Willing learners.

<b>4. Planned expenditure</b>				
<b>Academic year</b>	<b>2020/21</b>			
<b>Planned expenditure :</b> The pupil premium allocation is used to address the barriers identified above. The way in which this money is spent and how the impact and effect of its expenditure is measured, is detailed below.				
<b>Priority area for Development for Disadvantaged pupils</b>	<b>Chosen action / How the pupil premium grant will be spent</b>	<b>Measure of success</b>	<b>Staff lead</b>	<b>Budget</b>
<b>A. Good or better progress for all children from their starting point.</b>	Ongoing assessment will provide staff with gaps for intervention groups to work on – online tracker to support with teacher assessment and data analysis.	PP children make at least expected progress from their starting points.  The number of PP children who achieve age related expectations and greater depth is in line with national average.	Principal	
	Ambitious targets are set to ensure high expectations for all pupils where data is monitored, analysed and questioned at Pupil Progress Meetings		Principal	
	Teaching assistants are employed in all classrooms to provide support and specific interventions for maths / reading / phonics and writing.		Principal / SENCo	<b>£12,877</b>
	Working alongside the English hub to support teaching and Learning in phonics. Early bird phonics sessions led by class teachers to support pupils to catch up from learning missed in lockdown.		Phonics and Reading Lead / Principal	

<b>Total budgeted cost</b>				
<b>Priority area for Development for Disadvantaged pupils</b>	<b>Chosen action / How the pupil premium grant will be spent</b>	<b>Measure of success</b>	<b>Staff lead</b>	<b>Budget</b>
B. Parental engagement will increase with regards to home learning and home reading activities	Tapestry online learning journal used to communicate with parents and share home learning.	Children are completing their homework tasks and reading at home with parents.	Teachers	<b>£228</b>
	Teacher engagement with disadvantaged families – encouragement to complete home learning.	Parents are in regular communication with school staff during isolation or periods of school closure due to COVID.	Teachers	
	Home learning and supporting resources available for families if school closure takes place.	Children are accessing any form of home learning during isolation or periods of school closure due to COVID.	Teachers	
	School staff in regular contact with PP families if they are isolating or in the case of a school closure.		Principal	
<b>Total budgeted cost</b>				
<b>Priority area for Development for Disadvantaged pupils</b>	<b>Chosen action / How the pupil premium grant will be spent</b>	<b>Measure of success</b>	<b>Staff lead</b>	<b>Budget</b>
C. Increase in attainment in phonics and Early reading	Working with English hub to support teaching and learning of phonics and early reading	The phonics results at the end of Y1 and Y2 is in line with national.	English and Phonics lead	
	High quality phonics teaching in class for all pupils.		Teachers	

for pupils eligible for PP. Vocabulary increased with specific targeted teaching linked to vocabulary.	High quality phonics interventions for those pupils falling behind the expected standard.		Teachers	
	Teaching assistants deliver 'Time to Talk' intervention in Reception.	Increase in number of pupils achieving ELG for communication and language at the end of Rec.	Teachers / SENCo	Included in <b>£12,877</b> above
	Targeted speech and language interventions delivered by Teaching assistants.	Children meet termly plan targets.	Teachers / SENCo	Included in <b>£12,877</b> above
<b>Total budgeted cost</b>				
<b>Priority area for Development for Disadvantaged pupils</b>	<b>Chosen action / How the pupil premium grant will be spent</b>	<b>Measure of success</b>	<b>Staff lead</b>	<b>Budget</b>
<b>D.</b> Pupils will have had support with their social, emotional and behavioural needs to develop self-confidence and well-being at school and at home.	Classroom Support Assistants to implement strategies and support programmes that will include Mindfulness Programmes, ELSA, Circle time , supporting target pupils with social, emotional and behavioural needs.	Through pupil voice and parental questionnaires, children will feel safe and secure at school. Effective Transition arrangements	Teachers /TAs / SENCo / Principal	Included in <b>£12,877</b> above
	Working closely with outside agencies, teachers and classroom support assistants to carry out strategies in school that are advised.	Nurture / Social Play Groups Personalised strategies.  Behaviour Rewards.	Teachers /TAs / SENCo / Principal	
	CPD training to support with children's mental health and wellbeing.	Secure social and emotional well-being for pupils with behavioural needs	Principal	
	Agencies to work with pupils who require specialist support to aid with behavioural, social or emotional needs.		Principal	

## Review of expenditure

Previous Academic Year

2019-2020

### How we supported pupils eligible for Pupil Premium during the Covid-19 School Closure.

- Eligible pupils were offered attendance at school.
- FSM pupils were offered a weekly food hamper and food vouchers over the summer holiday.
- Weekly work was set by class teachers online and Tapestry (online learning journal) was used for daily interaction, praise and support.
- Where IT access was limited pupils had resources supplied to them individually and these were collected from school.
- Weekly telephone calls were completed to offer support and provide wellness checks.
- Additional resources were purchased for school for when school re-opened so that we are able to teach and address gaps in learning and adapt teaching methods as needed.
- Training was completed to address emotional aspect of the crisis.