

## Davington Pupil Premium Grant 2020-2021

### What is Pupil Premium?

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed service personnel. It is allocated to schools based on the number of children entitled to free school meals (FSM). Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils currently there are 79 pupils having free school meals in addition to the universal free school meal allocation.

### Context:

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent changes faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. The Covid19 pandemic has exacerbated issues faced by many of our vulnerable families and impacted widely on our entire school community. Some families have needed to apply for FSM for the first time during the pandemic. Our school office manager and FLO assist families with this process when families require assistance.

### Experiences

To address the afore mentioned barriers to learning, we believe that there are certain experiences that every child should have in order to help develop their language and communication skills, their confidence and self-esteem and their knowledge of their own skills and attributes. At Davington, all staff embrace this challenge and provide our children with key experiences that encourage the following attributes to create well-rounded individuals: Empathy, Independence, Resilience, Responsibility, Resourcefulness and Creativity. These experiences are not centred on learning, rather than they are centred on creating positive experiences and hooks for learning for children to then build on in their education.

### Key principles:

By following the key principles below, we believe that we can maximise the impact of our pupil premium spending in order to build strong foundations for children's learning based on their ability to demonstrate the Davington aims; **Empathy, Independence, Resilience, Responsibility, Resourcefulness, Creativity.**

### Culture

We will provide a culture where:

- Staff believe in ALL children
- There are no excuses made for underperformance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop a 'growth' mind set towards learning

### Analysing data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

### **Identification of pupils**

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better

### **Day to day teaching**

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables e.g. marking
- Sharing good practice within the school and drawing on internal expertise
- Assessing accurately and making good use of joint levelling and moderation

### **Increasing learning time**

We will maximise the time children have to 'catch-up' through:

- Improving attendance and punctuality
- Providing earlier intervention
- Making good use of 'early morning work'

### **Individualising support**

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their children's learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

### **Going the extra mile**

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children.

### **Monitoring and evaluation**

We will ensure that:

- A wide range of data is used – achievement and progress data, pupils' work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate

- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A governor is given the monitoring focus for pupil premium

## **Reporting**

When reporting about pupil premium finding we will include:

- Information about the context of the school
- Objectives for the year; reasons for decision making, analysis of data, use of research
- Nature of support and allocation; learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
- An overview of spending; total grant received, total spent and total remaining
- A summary of the impact of pupil premium funding; performance of dis-advantaged pupils and implications for pupil premium spending the following year. All schools are required to report on the amount of funding received and how this is being used.

We currently use the additional funding in the following ways:

- Further Development of Well Being Support
- Targeting support during Lockdowns and periods of individual or bubble isolation
- Intensive catch-up time with class teachers following a bubble/school closure
- Purchase equipment for specific clubs to allow children to attend
- Provide 1-1 support and group support on key skills
- Additional Support from Outside Agencies
- Additional teachers for programmed support
- Additional Teaching Assistants for High Level Support
- Increase in Hours for the Family Liaison Officer
- Subsidise school educational trips
- Access to transition opportunities

Pupil premium funding for academic year April 2020 to March 2021 is £80,700 + £620 (2 service pupils) = £81,319

The Pupil Premium Strategy will be reviewed in September 2021.

## **How we measure the impact and effect of Pupil Premium Grant spending**

- Assessment data on attainment and progress
- Pupil voice – gathering pupil feedback
- Attendance and punctuality tracking
- Record of attendance on trips and after school clubs

## Year 6 2019-2020

Teacher assessments of children on track to meet the expected standards at the end of KS2

% EXS 2020	Expected standard			Greater Depth	
	All pupils (60)	Pupil Premium (8)	Pupil Premium excluding SEND (6)	All pupils (60)	Pupil Premium (8)
Reading	83	63	83	33	13
Writing	83	63	100	25	33
Maths	85	75	83	27	33
RWM combined	70	50	67	8	0

## Year 2 2019-2020

Teacher assessments of children on track to meet the expected standards at the end of KS1

% EXS & GDS 2019	Expected standard			Greater Depth	
	All Pupils (59)	Pupil Premium (8)	Pupil Premium excluding SEND (4)	All Pupils (59)	Pupil Premium (8)
Reading	78	38	75%	17	0
Writing	73	38	75%	13	25%
Maths	76	38	75%	19	0

(Looked after children, FSM6 = Free School Meals)

## Strategy for Pupil Premium Grant Expenditure

Disadvantaged pupils	
Number of pupils recorded as disadvantaged (Yrs. R-6)	79
Number of Children in Care	0

Pupil Premium Grant for Davington Primary School	
Total number of pupils on roll (January 2021 census)	410
Total number of disadvantaged pupils FSM6 (January 2021 census)	76
Total number of disadvantaged pupils (January 2021 census)	0
Total amount of PPG funding for academic year	£80,700

## Attendance (March 2021)

All pupils: **96%**

FSM6 Pupils: **91%**

## **Children accessing school clubs**

During the academic year 2019-20, Davington offered a range of clubs to all year groups which Pupil Premium children were able to access free of charge. 48 spaces were filled by children accessing Free School Meals in terms 1-4 before the school closures were enforced due to the first lockdown. These clubs are tailored to the interests and talents of our Pupil Premium children and we use pupil voice in order to target this group of students and offer clubs that they will want to join.

## Pupil Voice

I liked the trip in Year Two when we went to Dover Castle. Our group went down to the dungeons and then right up to the top where we could see the English Channel!

-Year 6

I really like P.E. My favourite activity is hockey. I hope that I can join the hockey club this year!

-Year 6

I love doing art and I like lunch times. -Year 3

My favourite thing I love to do at school is Handball tournaments. I last did this in Year 4 and my team came second. We played this as an inter-house competition.- Year 5

I like doing Science experiments and I like Art because I am creative. I get to write in English which I love and I love my teachers because they're funnnv. -Year 4

I loved it in Year Three when we went to Creed Outdoor Learning Trust. I enjoyed the climbing wall as this was something I'd always wanted to do. We also sat around the campfire and sang. -Year 5

I like being able to play with my friends. I like talking to my teacher and I like art and being happy. -Year 3

I like English because I get to write stories. I loved the story about three pigs and the bad witches! - Year 2

I love school because I get to see my teacher. -Year R

I love doing maths and adding because it's a little bit easy! -Year 2

I like to paint Maya masks because it makes me feel happy. I like playing rock, paper, scissors with my friends. - Year 4

I really like ICT because we get to do Scratch. I also really like Maths.- Year 4