

Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

“...encourage one another and build each other up...”

1 Thessalonians 5:11.

2021 – 2022 PUPIL PREMIUM STRATEGY

REVIEW OF 2020 – 2021 PUPIL PREMIUM STRATEGY

REVIEW OF 2019 – 2020 PUPIL PREMIUM STRATEGY

Our Pledge

Our Pledge to the children of Davenham C of E Primary School is ...

“To help and support them to become rounded, educated citizens with confidence and an appreciation of human diversity, creativity and achievement.”

To help children achieve these goals, we will ensure that they

- **Visit and explore our local church and other places of worship.**
- **Learn about and celebrate different faiths, cultures and festivals.**
- **Develop an understanding about the diversity of the world we live in.**
 - **Have the opportunity to learn two modern foreign languages.**
 - **Support the people in our local community.**
 - **Support charity at a local, national and global level.**
- **Learn about how to care for and protect the environment we live in.**

- **Learn to play a musical instrument.**
 - **Perform to an audience.**
 - **Work with an artist in residence.**
- **Have the opportunity to represent school at a sporting event.**
 - **Visit a city of culture.**
 - **Enjoy a range of residential visits.**
- **Study and meet a range of people who can widen their understanding of the world, including people who have made a difference or overcome adversity.**

What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

“Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.”

Education Endowment Foundation – The EEF Guide to Pupil Premium funding.”

[https://educationendowmentfoundation.org.uk/public/files/Publication s/Pupil_Premium_Guidance_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publication%20s/Pupil_Premium_Guidance_iPDF.pdf)

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Davenham C of E Primary School
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Current Year
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Joanne Hyslop and Debbie Mercer
Pupil premium lead	Joanne Hyslop and Jessica Ollier
Governor / Trustee lead	Vicky Curran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,970
Recovery premium funding allocation this academic year	£1885
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1425
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,280

PART A

Statement of intent

Our ultimate objective for our disadvantaged children is to narrow any gaps between them and other groups of children.

Our plan helps support disadvantaged children (and other children) by providing quality interventions, reducing pupil to teacher ratios and providing quality training for staff.

We focus on basic literacy and numeracy skills

‘The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.’

Marc Rowland, Deputy Director of the National Education Trust

Challenges

Challenge number	Detail of challenge and actions to address challenge
	Poor fluency in reading and spelling (1 – 3)
1	We will ensure that all children access a wide range of high quality reading materials, including a consistent and progressive phonics scheme for our youngest children.
2	We acknowledge the link between reading and spelling and have invested in high quality reading materials both for independent and guided reading.
3	We recognise the importance of a high quality phonics scheme for our younger children (RWInc.), followed by a robust spelling scheme for our older children (RWInc Spelling).
	Staff knowledge and skills (4-6)
4	We recognise the importance of high quality teaching staff, teachers with specific expertise (Maths) and teaching assistants who are able to deliver a range of interventions and small group tutoring to support and challenge children, where necessary.
5	We are committed to high quality staff training and development. This may be in house or from external providers. Staff must be aware of, and equipped to tackle, the barriers facing our disadvantaged pupils. Time is dedicated each term to Pupil Progress Meetings where we are able to consider pupil progress and the impact of interventions.
6	We expect all staff to have high expectations for all pupils regardless of background.
	Low self-confidence, self-esteem and poor communication skills.
7	We will support children to demonstrate their understanding, express their feelings and ask questions.

8	Where children struggle with specific areas of learning, teaching assistants are employed to work with children in small groups or individually with the aim of improving understanding, skills and confidence. The impact of these interventions is monitored and adjusted termly by our SENCO.
9	Where children struggle with communication skills, support will be provided through interventions, including speech and language and ELSA (Emotional Literacy Support Assistants).

Intended outcomes

How Pupil Premium funding is used at Davenham – The 3 Tiered Approach

A tiered approach helps schools to balance approaches to improve teaching, targeted academic support and wider strategies.

Teaching	<p>Spending money on teaching may include professional development, training and for early career teachers and recruitment and retention.</p> <p>Ensuring an effective teacher is in front of every class, and that every class is supported to keep improving is the key ingredient of a successful school and will be a key priority for our Pupil Premium spending.</p>
Targeted Academic Support	<p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, will be another key priority of our Pupil Premium strategy.</p>
Wider Strategies	<p>Wider Strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p>

TIER I TEACHING

(40% of total spend)

- Quality First Teaching supported by CPD for all staff
- Retention of Maths Specialist to develop a consistent approach to the teaching of Maths across school and provide support and CPD for all staff.
- Additional teaching support staff to support Maths and English teaching
- Continued in house training for all EYFS and KSI teachers and TAs in RWInc (funded from budget)
- Development Days for SLT for RWInc (funded from budget)
- Non-contact time for all subject leaders and middle leaders (funded from budget)

TIER 2

TARGETED ACADEMIC SUPPORT

(29% of total spend)

- Termly progress meetings with all teachers to focus on progress
- Bespoke interventions / catch up sessions where required
- KS2 booster sessions in English and Maths
- Tutoring of Maths for PP children in Ks2 from Maths Consultant

TIER 3

WIDER STRATEGIES

(31% of total spend)

- A broad and engaging, thematic curriculum
 - Daily Mile initiative
 - Forest School initiative
 - Subsidised trips and visitors
- Whole school focus on resilience / curiosity
- Nurture Provision – a dedicated ELSA room
- A dedicated, non-class based ELSA Assistant
- 2 additional, class based ELSA Assistants
 - Outdoor chapel / ELSA Area

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Total Amount
TIER 1 TEACHING			
Additional teaching staffing for English and Maths	<i>Smaller groups reduce pupil to adult ratio.</i>	1- 3	£13,160.50 (contribution to overall cost of £46,446)
TAs delivering RWInc Phonics Programme	<i>By training all staff, children can be in smaller groups reducing pupil to adult ratio and providing a wider range of differentiation to meet children's needs.</i>	1- 3	£8,660
Total Spend Tier 1			£21,820.50

TIER 2			
TARGETED ACADEMIC SUPPORT			
Private Speech and Language Support	<i>Using experts in the field can accelerate progress. Upskilling staff to continue support means more children can access support.</i>	4- 6	£532.50
TAs delivering bespoke interventions in afternoons (including Tier 3 interventions)	<i>By training all staff in a range of interventions, means that children receive bespoke interventions.</i>	4-6	£12,896
Small group tutoring for KS2 Maths	<i>Using experts in the field can accelerate progress. Small groups enable bespoke teaching.</i>	4-6	£2500
Total Spend Tier 2			£15,928.50

TIER 3 WIDER STRATEGIES			
ELSA, supervision of ELSA	<i>By having a dedicated out of class ELSa, children's needs can be met more easily and allows class teachers time to focus on class. Out of class ELSa can respond to situations more quickly than timetabled ELSa providing support to both children and staff.</i>	7 - 9	£14,606
	Subsidised Visits		£2500
Total Spend Tier 3			£17,106
Total PP Spend			£54,855
Less expected PP income			£51,280
Projected Overspend			£3575

*any over - spend will be absorbed by school budget

TIER 1 TEACHING PRIORITIES

Measure	Activity	Impact (completed at the end of the cycle)
Additional teaching staff to support teaching across school	Reduced ratio class teaching of Maths and English (1-15 rather than 1-30)	
RWInc Phonics Scheme continues across school	<p>All staff in EYFS and KSI to receive continued training (in house and external) to deliver the phonics scheme effectively</p> <p>All staff in EYFS and KsI to continue to deliver RWI to their own group of children.</p>	
Barriers to learning that these activities address	<p>Gaps in children's learning due to school closure</p> <p>Range of ability in classes</p> <p>Mixed year class in Key Stage One</p> <p>Gaps in phonics addressed through bespoke teaching</p>	
Projected Spend	£21,820.50	

TIER 2 TARGETED ACADEMIC SUPPORT

Measure	Activity	Impact (completed at the end of the cycle)
Private Speech and Language	Half termly visit from Private S&L therapist Programme put in place for TA to follow	
Implement bespoke interventions for children across school. SENDCO to monitor termly	SENDCO to organise termly interventions and to monitor termly interventions SENDCO to provide training	
Small group tutoring	Teachers work with small groups or 1 -1 for Maths in KS2	
Barriers to learning that these activities address	Underlying S&L difficulties impacting progress Range of SEND across school SEND children require more than Quality First Teaching in order to make good progress	
Projected Spend		

TIER 3 WIDER STRATEGIES

Measure	Activity	Impact (completed at the end of the cycle)
ELSA Sessions	Implement ELSA sessions for children in need ELSA timetable (for non-class based ELSA) allows time to see children as need arises 1-1 and Group sessions	
Barriers to learning that these activities address	Behaviour and social and emotional well-being impacting on academic progress	
Projected Spend		

MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is dedicated to staff training and monitoring	<p>Management Time for Reading Leader</p> <p>On-going in-house support for teachers and TAs delivering RWInc</p>
Targeted Support	Ensuring interventions are adequately monitored	<p>Time for SENDO each term to complete analysis via Target Tracker</p> <p>Time each term for dedicated Pupil Progress Meetings</p> <p>Time for staff development – time with SENDCO for TA training</p>
Wider Strategies	<p>Ensuring sufficient time for all children in need</p> <p>Ensure all ELSAs have contact time with children to ensure skills are maintained</p>	<p>Half termly reviews</p> <p>SENDCO prioritises pupils each half term</p> <p>All ELSAs to access supervision</p> <p>All ELSAs to be allocated at least one child each week</p>

MOST RECENT NATIONAL PERFORMANCE DATA (2019) End of Key Stage 2 (for all pupils *)

Progress score in reading (confidence interval) 3.2
(1.4 to 5)

Progress score in writing (confidence interval) 2.5
(0.9 to 4.2)

Progress score in maths (confidence interval) 2.7
(1.1 to 4.2)

Percentage of pupils meeting the expected standard in reading, writing and maths 81%

Percentage of pupils achieving at a higher standard in reading, writing and maths 13%

Average score in reading 107

*Suppressed: in certain circumstances we will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. We avoid making these figures public to protect individual privacy. We may also suppress data on a case-by-case basis.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

School Name	Davenham C of E Primary School
Pupils in school	315
Proportion of disadvantaged pupils	*6% (see DFE note regarding suppressed data)
Expected Pupil Premium Allocation this academic year	£44,843
Publish Date	December 2020
Review Date	November 2021

2020 – 2021 CYCLE

TIER 1 TEACHING

(44% of total spend)

- Quality First Teaching supported by CPD for all staff
- Rigorous approach to teaching of basic skills; number bonds, times tables, phonics, spelling etc.
- Support from Maths Consultant to develop consistent approach to the teaching of Maths across school.
- Training for all EYFS and KSI teachers and TAs in RWInc (Catch Up Funding)
- Development Day for SLT for RWInc
- Whole-class writing and reading approach
- Emphasis on reading, including reading for pleasure
- 10% non-contact time for RQT for CPD
- Dedicated, termly subject leader time (school budget)

TIER 2

TARGETED ACADEMIC SUPPORT

(51% of total spend)

- Termly progress meetings with all teachers to focus on progress
- Bespoke interventions / catch up sessions where required
- KS2 booster sessions in English and Maths
- Additional (self – employed / agency) support staff

TIER 3

WIDER STRATEGIES (5% of total spend)

- A broad and engaging, thematic curriculum
 - Daily Mile initiative
 - Forest School initiative
 - Subsidised trips and visitors
- Nurture Provision - ELSA, Lego Therapy,
 - Access to library for all pupils.

Davenham Primary School received £46,380 during the 2020 – 2021 cycle.

The money was spent as follows

Focus	Total Amount
TIER 1	
Numicon Resources	£634
Books for Pathways Reading Programme (Spring and Summer Term)	£480
Maths Consultant Support	£1150
TAs delivering RWInc Phonics Programme	£15,200
Total Spend Tier 1	£17,464
TIER 2	
Private Speech and Language Support	£325
SENCO Management Time – training of TAs and monitoring of interventions	£2375
TAs delivering bespoke interventions in afternoons (including Tier 3 interventions)	£19,436
Total Spend Tier 2	£22,136

TIER 3	
Supervision of ELSA	£525
Re-decoration of ELSA Room	£1366
Forest Schools Training	£997
Total Spend Tier 3	£2888
Total PP Spend	£42,488
Less PP income	£46,380
Underspend	£3892
Over-spend 2019 – 2020	£2467
Anticipated under- spend 2020 – 2021	£1425

*any over spend will be absorbed by school budget

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Externally provided programmes (none)

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

STRATEGY AIMS 2020 – 2021

TIER 1 TEACHING PRIORITIES

Measure	Activity	Impact														
<p>Implementing a whole school approach to the teaching of phonics</p>	<p>All staff in EYFS and KSI to receive training to deliver the phonics scheme effectively (funded from Catch Up funding)</p> <p>All staff in EYFS and Ks1 to deliver RWI to their own group of children.</p> <p>SLT to be involved in Development Days to monitor impact and address misconceptions.</p> <p>Reading Leader to monitor phonics across EYFS and KSI</p>	<p>Kayleigh Phillips, Reading Leader attended training and then delivered remote Zoom training to all staff.</p> <p>All EYFS and KSI staff began to deliver RWI Phonics in Autumn Term</p> <p>SLT attended 3 Development Days where progress was evaluated and misconceptions were addressed through I-I coaching, thus improving the quality of teaching and learning.</p> <p>Reading Leader now monitors phonics across EYFS and Ks1.</p> <p>Coaching sessions support staff and address misconceptions.</p> <p>Monitoring shows excellent progress. External RWInc advisor reports that children’s progress is ‘excellent’</p> <p>Where children are making insufficient progress or are below ARE, I-I coaching / interventions are put in place.</p> <p>Termly assessment and monitoring takes place.</p> <p>Reading Data at end of Year 1 Summer Term shows (please note for comparison only 1 PP child)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">Year</th> <th style="width: 10%;">Exp PP</th> <th style="width: 10%;">Exp Non PP</th> <th style="width: 10%;">GD PP</th> <th style="width: 10%;">GD Non PP</th> <th style="width: 15%;">Progress PP (6 points = good progress)</th> <th style="width: 15%;">Progress Non PP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 (1)</td> <td style="text-align: center;">0</td> <td style="text-align: center;">76</td> <td style="text-align: center;">0</td> <td style="text-align: center;">13</td> <td style="text-align: center;">4.0</td> <td style="text-align: center;">7.0</td> </tr> </tbody> </table>	Year	Exp PP	Exp Non PP	GD PP	GD Non PP	Progress PP (6 points = good progress)	Progress Non PP	1 (1)	0	76	0	13	4.0	7.0
Year	Exp PP	Exp Non PP	GD PP	GD Non PP	Progress PP (6 points = good progress)	Progress Non PP										
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RWI DATA (RECEPTION) Shows improvement over time despite school closure.

	No of children	A	B	C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	At / + ARE
Baseline														
Autumn HT														0
End Autumn Term	45	16%	20%	31%	33%									64%
Spring HT														
End Spring Term	45		16%		24%		29%		31%					60%
Summer HT	45					27%		38%	36%					73%
End Summer Term	45					24%	27%	24%	18%					74%

YEAR 1 (Number of children at ARE or + has increased by 37% over the year)

	No of children	A	B	C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	At / + ARE
Baseline														
Autumn HT	42		19%		24%		19%	29%		7%	2%			38%
End Autumn Term														
Spring HT														
End Spring Term	41			15%				12%		51%		22%		22%
Summer HT	40					12%				18%	20%	25%	25%	70%
End Summer Term	41					12%				12%	22%	29%	24%	75%

YEAR 2 (Number of children at ARE or + has increased by 36% over the year)

	No of children	A	B	C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	At / + ARE
Baseline														
Autumn HT	43				9%		2%	14%		16%	21%		37%	37%
End Autumn Term														
662Spring HT														
End Spring Term	45							2%	16%			20%	62%	62%
Summer HT	45									4%	7%	7%	62%	62%
End Summer Term										9%	7%	11%	73%	73%

<p>Developing a love of reading and linking reading to writing.</p>	<p>Further develop guided reading across school using a whole class approach and develop a love of reading through reading for pleasure.</p>	<p>Pathways to Read has been introduced from Year 2 onwards.</p> <p>Reading for Pleasure was encouraged throughout school with focused activities around reading during lockdown.</p> <p>Still some issues around spelling, particularly in Ks2. RWI Spelling Programme purchased for Ks2 children due to success of RWI Phonics Scheme.</p> <p>Comparison of Non PP and PP children can be seen in the table below but low numbers () of PP in year groups must be considered when making comparisons.</p> <p>Progress in all year groups for PP and non PP children was at least 6.</p> <p>In Years 2, 3 and 4 progress for PP and non PP children was above 6 (better than good)</p> <p>Progress of PP children was in line with Progress of non PP children.</p> <table border="1" data-bbox="517 810 1617 1364"> <thead> <tr> <th>Year</th> <th>Exp PP</th> <th>Exp Non PP</th> <th>GD PP</th> <th>GD Non PP</th> <th>Progress PP (6 points = good progress)</th> <th>Progress Non PP</th> </tr> </thead> <tbody> <tr> <td>2 (8)</td> <td>25</td> <td>68</td> <td>0</td> <td>16</td> <td>8.3</td> <td>8.0</td> </tr> <tr> <td>3 (3)</td> <td>66</td> <td>80</td> <td>0</td> <td>18</td> <td>6.3</td> <td>6.1</td> </tr> <tr> <td>4 (5)</td> <td>40</td> <td>90</td> <td>0</td> <td>18</td> <td>7.0</td> <td>6.6</td> </tr> <tr> <td>5 (2)</td> <td>50</td> <td>82</td> <td>50</td> <td>27</td> <td>6.0</td> <td>6.2</td> </tr> <tr> <td>6 (1)</td> <td>100</td> <td>89</td> <td>0</td> <td>48</td> <td>6.0</td> <td>6.5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Exp PP	Exp Non PP	GD PP	GD Non PP	Progress PP (6 points = good progress)	Progress Non PP	2 (8)	25	68	0	16	8.3	8.0	3 (3)	66	80	0	18	6.3	6.1	4 (5)	40	90	0	18	7.0	6.6	5 (2)	50	82	50	27	6.0	6.2	6 (1)	100	89	0	48	6.0	6.5							
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<p>Implementing a new long term maths plan to ensure sufficient coverage of all topics each term</p>	<p>SLT and Maths Lead to work with Maths Consultant to develop long term plans</p> <p>Maths Leads to conduct review of basic skills including number bonds, times tables etc.</p> <p>Purchase Numicon Scheme and resources for EYFS</p>	<p>Long term Maths plans and mixed age planning was produced and used in 3/4 and 5/6 classes.</p> <p>Concerns remain over basic skills and reasoning.</p> <p>Numicon used in EYFS. Data shows at end of EYFS, 78% of children are expected or exceeding in number with 24% exceeding ELG.82% of children at the end of EYFS were expected or exceeding in Space, Shape and Measures with 22% exceeding.</p> <div style="text-align: center;">  <h3>End of Reception ELG Report</h3> <p>Y1 - All Pupils (45 pupils)</p> <p>12 October 2021 Reception Summer 2</p> <table border="1" data-bbox="712 531 1912 715"> <thead> <tr> <th>Aspect</th> <th>Emerging</th> <th>Expected</th> <th>Exceeding</th> <th>Expected or Exceeding</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td>10 (22.2%)</td> <td>24 (53.3%)</td> <td>11 (24.4%)</td> <td>35 (77.8%)</td> </tr> <tr> <td>Shape, space and measures</td> <td>8 (17.8%)</td> <td>27 (60.0%)</td> <td>10 (22.2%)</td> <td>37 (82.2%)</td> </tr> <tr> <td>Average:</td> <td>9.0 (20.0%)</td> <td>25.5 (56.7%)</td> <td>10.5 (23.3%)</td> <td>36.0 (80.0%)</td> </tr> <tr> <td colspan="4">Expected or Exceeding in all displayed Aspects:</td> <td>35 (77.8%)</td> </tr> </tbody> </table> </div> <p>Due to success of Numicon in EYFS, Numicon scheme, training and resources purchased for whole school for Autumn Term 2021.</p>	Aspect	Emerging	Expected	Exceeding	Expected or Exceeding	Numbers	10 (22.2%)	24 (53.3%)	11 (24.4%)	35 (77.8%)	Shape, space and measures	8 (17.8%)	27 (60.0%)	10 (22.2%)	37 (82.2%)	Average:	9.0 (20.0%)	25.5 (56.7%)	10.5 (23.3%)	36.0 (80.0%)	Expected or Exceeding in all displayed Aspects:				35 (77.8%)
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<p>Barriers to learning that these activities address</p>	<p>Inconsistent delivery of phonics leading to slower reading progress for younger children</p> <p>Staff misconceptions around the delivery of</p>	<p>Limited grouping of children was possible due to Covid restrictions.</p> <p>Phonics Screen did not take place but internal data is pleasing and shows impact of RWInc (see data in tables above)</p> <p>High quality texts have been available for all children through Pathways to read.</p> <p>Achievement and progress in Maths as follows. Please note small numbers of PP () children make comparisons difficult.</p> <p>PP children in Year 4,5 and 6 made at least good progress. Other year groups progress for PP children was less than good.</p> <p>Due to slow progress / achievement of PP children in Maths compared with Reading, allocated Dfe tutoring funding for 2021 – 2022 has been targeted for Maths tutoring in KS2.</p>																									

<p>phonics</p> <p>Limited access to a range of high quality children's literature in order to develop their own vocabulary, writing and in particular spelling</p> <p>Mixed year group classes mean two curriculums need to be delivered in Maths and a wider range of abilities across classes as a result.</p>	Year	Exp PP	Exp Non PP	GD PP	GD Non PP	Progress PP (6 points = good progress)	Progress Non PP
	1 (1)	0	76	0	11	4.0	7.0
	2 (8)	38	84	0	16	3.5	7.0
	3 (3)	33	77	0	10	5.0	6.6
	4 (5)	40	85	20	10	6.6	6.7
	5 (2)	50	79	50	27	6.0	6.4
	6 (1)	0	75	0	34	6.0	6.0
Projected Spend	£19,681						

TIER 2 TARGETED ACADEMIC SUPPORT

Measure	Activity	Impact
<p>Implement bespoke interventions for children across school. SENDCO to monitor termly</p>	<p>SENDCO to organise termly interventions and to monitor termly interventions</p> <p>SENDCO to provide training</p>	<p>Interventions were limited due to bubbles and school closure. Each term we considered available staff and restrictions imposed by Covid. SENDCO then prioritised interventions each term as follows.</p> <p>In the autumn term classes were in bubbles which meant we could only run a skeleton intervention programme. We prioritised; ELSA for 14 children, IDL for 39 children, Precision Teach for 6 children and speech therapy for 4 children.</p> <p>In the spring term, school was closed to most children for most of the term. We continued with speech therapy for 4 children who were in school, ELSA for 14 children (remotely) and IDL for 39 which children were able to access online.</p> <p>In the summer term, we re-introduced; Maths Interventions, Fine Motor, Reading Interventions, Beat Dyslexia in Y5 and 6, 1:2 Booster for Y6 with SENDCO in addition to ELSA, SALT, Precision Teaching and IDL.</p> <p>SENDCO was available to support TAs and ELSAs throughout the year.</p> <p>Training was limited due to pandemic but SENDCO was available remotely for all staff. Refresher training for Beat Dyslexia and Precision Teach took place with individual TAs.</p>
<p>Barriers to learning that these activities address</p>	<p>Lack of progress for SEN children who require more than Quality First Teaching</p> <p>Lack of confidence from TAs to deliver interventions</p> <p>Lack of confidence / self-esteem of children.</p>	<p>Remote sessions for ELSA were received positively by both children and parents / carers</p> <p>2 children were discharged from SALT due to making good progress and no longer needing targeted support. 9 new referrals were made, 5 of which were children in Reception.</p> <p>Table below shows the impact of interventions in the summer term. +2 = good progress. +3 is better than good progress.</p>

		Intervention	Maths +2	Maths +3	RWInc 1:1 +2	RWInc 1:1 +3	Beat Dyslexia +2	Beat Dyslexia +3	1-2 Boosters +2	1-2 Boosters +3	Precision Teach +2	Precision Teach +3
	Year 1	-	-	80%	40%	-	-	-	-	-	-	-
	Year 2	100%	100%	90%	70%	-	-	-	-	-	-	-
	Year 3	100%	100%	-	-	-	-	-	-	-	89%	44%
	Year 4	100%	50%	-	-	-	-	-	-	-	100%	0%
	Year 5	-	-	-	-	75%	61%	-	-	100%	100%	100%
	Year 6	-	-	-	-	70%	30%	0% (50% +1)	50%	100%	100%	100%
Projected Spend	£22,876											

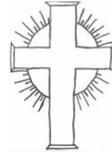
TIER 3 WIDER STRATEGIES

Measure	Activity	Impact
<p>ELSA Sessions</p>	<p>Implement ELSA sessions for children in need (this may need to be remotely in some instances)</p>	<p>1:1 ELSA sessions continued to run even during school closure.</p> <p>Autumn Term – 14 children had ELSA sessions.</p> <p>Spring Term – 16 children had ELSA sessions.</p> <p>Summer Term – 16 children had ELSA sessions. However, 6 children finished their course of sessions and 6 new ones started.</p> <p>38% of children no longer require ELSA.</p> <p>Group work also took place in the summer term.</p> <p>Provision of ELSA was maintained at similar levels to previous year, despite school closure</p> <p>2 of our 3 ELSAs saw children for sessions either in school or remotely.</p>
<p>Implement Forest Schools</p>	<p>Staff to attend training</p> <p>Obtain quotes for equipment and resources (link to Sports Funding)</p> <p>Implement Forest Schools across school over the next 18 months</p>	<p>HLTA attended training and is now leading sessions with each class in school. Each class has 1 session a term. Forest Schools has been implemented within 12 months rather than the projected 12 months.</p> <p>Outdoor area has been created including a pavilion type</p>

		<p>structure, logs for den building, a greenhouse and storage area.</p> <p>Questionnaires from children show that Forest Schools was one of the things children listed as a positive experience.</p> <p>Parents also commented positively on the introduction of outdoor learning in the end of year questionnaire.</p>
<p>Barriers to learning that these activities address</p>	<p>Lack of confidence / self esteem</p> <p>Lack of experience of learning outdoors</p>	<p>Questionnaires from children show that Forest Schools was one of the things children listed as a positive experience.</p> <p>Parents also commented positively on the introduction of outdoor learning in the end of year questionnaire.</p>
<p>Projected Spend</p>	<p>£2519</p>	

MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is dedicated to staff training and monitoring	Use of INSET Days Management Time for Reading Leader Additional non-contact time / training for RQT
Targeted Support	Ensuring interventions are adequately monitored	Time for SENDO each term to complete analysis via Target Tracker Time each term for dedicated Pupil Progress Meetings Time for staff development – time with SENDCO for TA training
Wider Strategies	Launching Forest Schools as a whole school initiative	Staff Meeting time once lead is trained Support from PE Governor



Davenham Church of England Primary School

REVIEW OF 2019 – 2020 CYCLE

REVIEW OF 2019 – 2020

In the 2019 to 2020 cycle, school received the following funding for each child:

£1,320 for pupils in Reception Year to Year 6 registered as eligible for free school meals at any point in the last 6 years.

£2,300 for each pupil identified in the spring [school census](#) in LAC or as having left local-authority care because of 1 of the following:

Adoption;

A special guardianship order;

A child arrangements order;

A residence order;

£300 for Service children

Davenham Primary School received £43,580 during the 2019 – 20 cycle.

The money was spent as follows

Training for 2 ELSA	£1200
Follow on supervision training for ELSA	£150
Speech and Language (external)	£1545
Beanstalk Reading Support	£660
Assistance with visits (Panto 2019)	£70
SENCO Time - training TAs and monitoring of interventions	£4750
TA Interventions and Support	
ELSA	£1813.50
Guided Reading Support	£151.32
Number Shark	£2016.30
IDL	£1209.00
1:1 Reading Support	£3627.00

Beat Dyslexia	£3627.00
Lego Therapy	£1360.71
Precision Teaching	£151.32
1:1 Teaching	£1209.00
Speech and Language Support	£604.50
In Class Support	£16,640.35
Total spend	£46047
Total PP income for the 2019/20 academic year	£43580
Overspend (absorbed by school budget)	£2467

OBJECTIVES FOR 2019 - 2020

Objective	Action	Success Criteria	Impact (measured at the end of the cycle)
<p>To provide 2 additional ELSAs in school who can support PP (and other children) with specific needs</p>	<p>Identify and train two additional TAs and Mentor</p> <p>Implement sessions in school once TAs are trained</p> <p>Monitor impact of sessions</p> <p>Provide a dedicated ELSA Room</p>	<p>We will have 3 qualified ELSAs in school</p> <p>Staff will understand the role of the ELSA, the criteria for support and how to nominate children</p> <p>More children will receive sessions on a basis of need.</p> <p>Children will feel more confident / will no longer require ELSA support</p> <p>We will have a dedicated ELSA Room</p>	<p>2 additional ELSAs were trained meaning that more children were able to access support.</p> <p>Sessions were in place by the end of the Autumn Term.</p> <p>Staff understand role of ELSA and now refer children to SENCO.</p> <p>Entry and exit criteria determined using ELSA Baseline Materials and Pupil Voice.</p> <p>Last Autumn and Spring Term 16 children accessed ELSA, compared with 9 the previous year, an increase of 56%.</p> <p>Out of those 16 children, 5 (32%) children no longer require ELSA. 4(25%) left for high school.</p> <p>A dedicated room is now available, providing a safe and comfortable space. Staff report that this has made the sessions more comfortable and productive. Children</p>

			<p>feel safe and value this space as “special”</p> <p>During school closure, nurture sessions continued for all PP children via telephone. This was received positively by both children and parents / carers.</p> <p>Some Zoom ELSA sessions have taken place since school re-opened to protect bubbles.</p>
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<p>To use Beanstalk Tutor to raise standards of achievement for pupils</p>	<p>Identify children</p> <p>Beanstalk Reading Intervention to take place twice a week 45 mins sessions with 3 children</p> <p>Progress tracked</p>	<p>Accelerated progress / increase in confidence in reading will be shown on Target Tracker</p> <p>Monitor termly and consider new children/ increasing level of support</p>	<p>Beanstalk sessions took place in the Autumn Term for 3 children.</p> <p>Progress is difficult to measure due to school closure. From Autumn 1 to Spring 2 (good progress = 4 pts)</p> <p>1 child made 4 pts</p> <p>1 child -1 pt</p> <p>1 child 1 pt</p> <p>This intervention is far more about increasing pupil confidence, nurture and 1:1 time. All children reported that they enjoy and look forward to this time with the tutor.</p>
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<p>Speech and Language Support</p>	<p>Identify children requiring support</p> <p>To continue to use a private S&L specialist to carry out S&L support</p> <p>S&L therapist to carry out initial assessment and to then implement bespoke support</p> <p>S&L therapist to feedback to class teacher / SENCO</p>	<p>S&L sessions will have a positive impact on S&L for specific children (measured from initial assessment)</p>	<p>6 children accessed for S&L, 4 (67%) of whom were PP.</p> <p>Private S&L therapist employed to work with 2 children and TAs trained to support S&L.</p> <p>1 of the 6 children has now been discharged. The other children are continuing due to high level of need.</p> <p>2 further referrals have taken place.</p>
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<p>SENCO Management / Training Time</p>	<p>SENCO to consider overlap between SEN and PP pupils</p>	<p>Grid created to show overlap</p> <p>Consideration of suitable interventions and TAs</p> <p>Consideration of required training for TAs and any additional resources</p> <p>Training of TAs</p> <p>Monitoring of interventions and impact</p>	<p>A grid has been created and one provision map now shows this information. Ofsted were particularly impressed with the tracking system we had in place.</p> <p>Strategic decision to give ELSA to all PP children regardless of need as early help.</p> <p>Training for TAs by SENCO included Quality Read, Number Shark, IDL, Guided Reading</p> <p>SENCO monitors impact of interventions. This is completed termly, and interventions are adjusted accordingly. Ofsted commended this.</p> <p>Trackers are stored on Staff Share so accessible to all staff.</p> <p>TA's received 84 hours of individualised training between them over the year plus 72 hours of ELSA training and 12 hours of Speech and Language training.</p> <p>9 teaching staff had 7 hours of group training with SENCO (a total of 64 hours)</p> <p>There was a huge impact from this dedicated support time from the SENCO, illustrated in the results from a survey conducted with all teachers and teaching</p>
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			<p>assistants.</p> <p>100% of teachers say they now feel very confident to identify pupils in their class that may need extra support.</p> <p>100% of teachers say they are now very confident to support pupils in their class through quality first teaching.</p> <p>84% of teachers are now very confident to approach the SENCO to discuss potential special educational needs of children in your class with the remaining 16% confident to do so.</p> <p>100% of teachers are now very confident that if they raise a pupil with the SENCO, that support will be given.</p>
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To ensure all PP children access all school visits	SBM to identify children who may require financial support and offer that support to parents	100% of PP children will access all school visits	100% of PP children accessed visits up to the Spring Funding was put aside for residential visits but these did not take place due to Covid.
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<p>TA support</p>	<p>SENCO to work with class teachers to identify suitable interventions for PP children</p> <p>TAs to deliver interventions</p> <p>SENCO to monitor impact of interventions</p>	<p>All PP children to receive suitable interventions (could be academic or social / emotional) and for the interventions to have a positive impact on progress / confidence</p> <p>All interventions to be monitored for impact</p>	<p>All TAs deliver interventions in the afternoons according to need. These are evaluated termly and adjusted as necessary</p> <p>All intervention sessions are recorded in a diary and SENCO evaluates impact – records are on Staff Share.</p> <p>TAs report increased confidence teaching a variety of interventions, illustrated in the survey below :-</p> <p>100% of teaching assistants now feel very confident about how to support pupils in class.</p> <p>100% of teaching assistants now feel very confident about how to support pupils through interventions.</p> <p>100% of teaching assistants rated their training in 2019-20 as very useful.</p> <p>The impact of interventions was more difficult to judge due to school closure. The table below shows the impact up to school closure.</p>
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Intervention	Year Group/s	Good Progress 4 points	Outstanding Progress 5 points or more
Number Shark	1 and 2	60%	53%
	3 and 4	80%	33%
	5 and 6	73%	73%
Quality Read	1	10%	5%
	2	25%	0%
	3	67%	6%
	4	67%	0%
	5	50%	50%
	6	75%	75%
IDL	2	100%	0%
	3	50%	30%
	5	63%	38%
	6	86%	50%
Extra Guided Reading	2	75%	0%
	4	86%	43%
	5	64%	43%

