



# Deal Parochial C.E.P School. Pupil premium strategy statement

## Vision Statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.  
Our Christian ethos is upheld by respecting humanity fostered through our community  
that is welcoming, inclusive and forgiving.  
Together we flourish through courageous learning, friendships and generosity.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

**Deal Parochial Church of England Primary School** is a Church of England Voluntary Aided Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with 6 Christian values (Kindness, Courage, Trust, Respect and Forgiveness) based on the fundamental beliefs in one God, Jesus Christ, the Holy Spirit and the Anglican tradition.

### School overview

2019-2020 Pupil Premium was 55 pupil = £72,600

2020-2021 Pupil Premium is 62 pupils = **£83,390**

Metric	Data
School name	Deal Parochial C.E.P.School
Pupils in school	204
Proportion of disadvantaged pupils	55/204 = 27% FSM= 49 PP+6= 6
Pupil premium allocation this academic year	<b>£72,600</b> Budget spent
Academic year or years covered by statement	2019-2020.
Publish date	September 2020
Review date	September 2021
Statement authorised by	Strategy team
Pupil premium lead	Ms J Brown.
Governor lead	M Heard

**Disadvantaged pupil progress scores for last academic year 2018-19 (No assessments 2019-20)**

Measure	Scaled Score (2 pupils)
Reading	
Writing	
Maths	

**Disadvantaged pupil performance overview for last academic year 2019-20 (No assessments 2019-20)**

**(No**

<b>Measure</b>	<b>Score (2 pupils)</b>
Meeting expected standard at KS2	
Achieving high standard at KS2	

**Strategy aims for disadvantaged pupils 2020-21**

<b>Measure</b>	<b>Activity</b>
<p>Priority 1</p> <p>Improve progress outcomes for all children, particularly Pupil Premium through quality of teaching interventions and assessment.</p>	<p>To improve the quality of T &amp; L</p> <p>To provide quality interventions</p> <p>To apply catch-up to pupil premium children</p> <p>To raise staff accountable</p> <p>To provide highly effective assessment systems</p> <p>To track and monitor progress rigorously</p> <p>To carry out Termly Progress meetings and track attainment and progress.</p>
<p>Priority 2</p> <p>Attendance – to improve attendance for disadvantaged groups</p>	<p>To monitor and track attendance data rigorously</p> <p>To address issues of poor attendance quickly</p> <p>To provide support for families in need of help with attendance</p>
<p>Priority 3</p> <p>To improve the mental health &amp; wellbeing of PP children.</p>	<p>To improve engagement for learning</p> <p>To monitor and track children’s well being and mental health.</p> <p>To support children and families who are vulnerable.</p>
<p>Barriers to learning these priorities address</p>	<p>Attendance</p> <p>SPLD and SEND</p> <p>Pupil Wellbeing, self-esteem and confidence</p>
<p>Projected spending</p>	<p><b>£83,390</b></p>

## Teaching priorities for current academic year 2020-21

Aim	Target	Target date
Progress in Reading	Achieve national average or better progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve national average or better progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve national average or better progress scores in KS2 Maths	Sept 21
Phonics	Achieve national average or better expected standard in PSC To close the gap for Year 2 children who were absent due to Covid 19	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21
To identify gaps in learning, due to Covid 19 absences, across all areas and close the gaps through a targeted programme of interventions.		

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	<p>To provide effective intervention and support for pupils identified as needing catch-up particularly in response to Covid19 in order for pupils to make accelerated progress.</p> <p>Use of Reading Recovery teacher, BRS TA, small intervention groups and 1:1 support to address gaps identified.</p> <p>To provide online learning and catch up support to target pupils gaps</p> <p>Encourage daily reading and phonics.</p> <p>Provide catch-up maths, SPAG and writing interventions.</p> <p>Dyslexia Training improved whole school knowledge to become a dyslexia school of excellence, improved provisions of resources for classrooms and individual pupils, increasing pupil self-esteem and engagement towards achievement.</p> <p>To provide training: EEF Maximising impact of TAs to improve progress. A whole school approach.</p>

	<p>Numeracy Catch up training and program – EEFfor TAs  Problem solving &amp; Reasoning Maths Hub NCTM participation – leadership team  Reading Inference and comprehension training and monitoring by RR teacher as additional time to monitor and track pupil standards and TA</p>
Priority 3	<p>To provide whole school and individual training to support Reading, Writing, Maths. skills  Resilience Training – The Key  PSHE – wellbeing support – Head Start Program.  THRIVE program continues across the school as a Thrive school – with access to on line reports, training and support for the THRIVE practitioner.  Mental Well-being Champion on-going training for SENCO</p>
Barriers to learning these priorities address	<p>Attendance  Pupil engagement  Pupil well being  Covid 19 lockdown and willingness to engage in home learning</p>
Projected spending	<p>£21,655 – TA intervention support across the school  £980 Morodo / SATS Companion Online learning catch-up intervention (catch-up funding) Training required  £5,000 - Training inc Dyslexia and National College membership for all staff and governors.  £34,194 - Reading Recovery &amp; BRS  £1000 Assessment (SIMS, Training, Assessment materials)  £349,94 Kindles - Kids Addition and download of books</p>

### Wider strategies for current academic year 2020-21

Measure	Activity
Priority 2 - Attendance	To provide financial support for enrichment activities eg residential trip, school trips, sport, music

	To encourage participation in clubs to improve well being
Priority 3 - Wellbeing	Embed and cascade the Mental Health Champion Training Talk Time with TAs Head start program – lunch time buddies, healthy play and pupil independence
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. To provide opportunities that pupils would otherwise not experience.
Projected spending	£16,341 – Thrive £500.00 - School Counselling Services £1,500. Activeall, drumming, horse riding, inclusive tennis, STEM workshops £1000 Coaching and Mentoring Time £150 Champion Well being Training £350 - Free school milk £1000 - Breakfast Club £200 Headteacher Cup, stickers, certificates & prizes / rewards £100 Trips (Covid allowing)

**TOTAL = £84,019.94 2020-21**

### Monitoring and Implementation 2020-21

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and assessment Covid impact on staff availability Time – professional time to embed To implement SATS Companion remotely. Children are able to access remote learning when needed.	Use of INSET days and additional cover being provided by senior leaders and DEALT Training. Rigorous assessment in place to track attainment and progress. Catch-up and Pupil Premium funded booster sessions and targeted support
Targeted support	Ensuring enough time for school maths & literacy -leads to support small groups	Maths Lead, Literacy Lead and SENCO work closely with RR Teacher to identify gaps in learning

	Time Money and staffing to deliver interventions and support	and plan interventions. IMPACT measured. Interventions and Boosters
Wider strategies	Engaging the families facing most challenges regarding attendance and provision of enrichment activities Covid – capacity to support children’s mental health Time for staff training and to deliver emotional support	Monitor attendance and support families with breakfast club provision to facilitate improved attendance. To provide enrichment activities to develop wider experiences. Regular phone contact with families and support with remote learning.

### Review: last year’s aims and outcomes 2019-20

Aim	Outcome
Progress in Reading and Writing	n/a no assessment in July 2020 due to Covid19
Progress in Mathematics	n/a no assessment in July 2020 due to Covid19
Phonics	n/a no assessment in July 2020 due to Covid19 Assessments to be carried out in Term 2 /Oct 2020
Other	Attendance figures skewed due to Covid 19

Provision	Cost £72600
<b>Pupil premium received (55) 72600</b>	<b>Post lac funding received 3 children £6900</b>
Breakfast Club	£975
Counselling	£735
Clubs / Swimming	£110
Trips / Residential	£300
Reading Recovery & BRS	£29,314
Uniform	£55
Staff Training	£1,000
DEALT Training	£500

Music, Horse riding, drumming, dance, tennis, Beanstalk	£1,996
Pro Reader & Books & Resources	£2,000
Free School Milk	£350
TA support / interventions	£20,000
Nurture / THRIVE	£20,143
<b>Budget £72,600</b>	<b>Expenditure £72,335.00</b>