



# Pupil premium strategy statement

## Duncombe Primary School

1. Summary information					
School	Duncombe Primary School				
Academic Year	2019-2020	Total PP budget	£315,000	Date of most recent PP Review	Aug 2020
Total number of pupils		Number of pupils eligible for PP	250	Date for next internal review of this strategy	Nov 2020

2. Pupil outcomes (2018-2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
EYFS	28 pupils	22 Pupils
Year 1 Phonics (Total 60 Pupils) (including Yr 2 retakes)	16 pupils 81%	30 pupils 54%
End of Year 2 ( 55 pupils)- 53% combined expected level and above	23 pupils Reading 65% Writing 60% Maths 53%	32 pupils Reading 53% Writing 53% Maths 65%

<b>End of Year 6</b>  <b>(58 pupils) 63% combined</b>	<b>41 pupils</b>  <b>Reading 73%</b> <b>Writing 81%</b> <b>Maths 75%</b>	17 pupils  Reading 76% Writing 76% Maths 82%
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### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers

<b>A.</b>	Not making accelerated progress in order to close the gap in reading, writing and maths
<b>B.</b>	Not making accelerated progress in order to achieve 'greater depth' at the end of key stages.
<b>C.</b>	Poor literacy skills and a lack of reading opportunities outside school.
<b>D.</b>	Children have social, cultural and emotional issues (compound disadvantage)
<b>E.</b>	Attendance rates are lower for pupil premium children compared to non-pupil premium children at Duncombe

4. Desired outcomes	Success criteria
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<b>A.</b>	To accelerate progress and improve attainment, including that of more able PP pupils.	<ul style="list-style-type: none"> <li>• 100% of pupils to achieve 'expected' level of attainment at the end of each key stage</li> <li>• Gaps in attainment between pupil premium and non-pupil premium pupils is narrowed or closed</li> <li>• Monitoring process is effective in identifying children's needs and meeting them through targeted intervention and quality 1<sup>st</sup> teaching</li> <li>• At least 40% of pupil premium pupils are working above national expectations in one or more subject area</li> </ul>
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<b>B.</b>	To provide an ambitious, engaging and empowering curriculum that includes rich educational opportunities to enhance learning.	<ul style="list-style-type: none"> <li>• To target and ensure pupil premium children take part in experiences that give them opportunities to build on understanding of the curriculum.</li> <li>• Targeting and ensuring pupil premium children are provided with enrichment opportunities that they would not otherwise have access to</li> </ul>
<b>C.</b>	To improve confidence, articulation and capacity to learn	<ul style="list-style-type: none"> <li>• Pupil premium pupils are confident in speaking in different situations and are better equipped to communicate clearly</li> <li>• Pupil premium pupils are given opportunities to talk and present their learning in a variety of situations</li> </ul>
<b>D.</b>	To put effective support in place to support children's social, emotional and mental wellbeing.	<ul style="list-style-type: none"> <li>• There is a clear process to identify and refer vulnerable pupils to services that can support individuals and families.</li> <li>• Pastoral care and provision maps reflect the support in place to meet children's identified needs</li> <li>• Monitoring and tracking shows the impact of the support</li> <li>• Behaviour and exclusion data show the impact of effective pastoral care.</li> </ul>
<b>E.</b>	To increase attendance of PP pupils, driving the focus of new target and punctuality	<ul style="list-style-type: none"> <li>• Attendance data of pupil premium children is in line with national non-pupil premium pupils and</li> <li>• Duncombe non pupil premium</li> </ul>

5. Attendance		
2019 - 2020	Pupil premium	Whole school
	91%	93%

### 6. Planned expenditure

Academic year	2019-2020
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#### RECORD OF PUPIL PREMIUM SPENDING

Intended outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<b>To continue to drive and enhance the quality of teaching and learning through a consistent ethos and approach including AFL, critique and the principles of cognitive acceleration to ensure that 'rapid progress is made for all' within a lesson and over time</b>	2 full time intervention teachers	£78000	<p>According to the Educational Endowment Foundation, Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of five months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. As such, Duncombe has been part of a CPD programme cycle of improving the 'thinking skills' of pupils.</p> <p>The Rose Report identified the need for systematic phonics teaching. The school introduced the RWI in January 2020 to improve reading and phonic provision at the school</p>	<p>Phase leaders support year groups with teaching &amp; learning (planning, model lessons, book looks, environment checks) ensuring good to outstanding lessons are delivered.</p> <p>In-depth pupil progress meetings are held termly and half-termly for all year groups which focus on identifying individual needs of pupils, including more able. Intervention groups are tailored to the needs of pupils and reassessed according to progress made.</p>	PL AHT DHT
	2 x HLTA's	£32,000			AHT DHT
	Additional intervention groups with teaching assistants, AHTs & DHT	£38,540			DHT KS1 Phase lead
	Implementation of a new Phonics Scheme (Read, Write Inc.)	£16,000			

	<p>Personalised provision through Action Tutoring and SATs companion</p>	<p>£5,500</p>		<p>Action Tutoring work with Year 6 pupil premium pupils 1:1 or 2:1 focusing on Reading and maths skills. SATs companion license has been purchased for Years 5 &amp; 6 pupils to support and consolidate learning with targeted support for pupil premium children.</p>	
	<p>Detailed feedback in the form of conferencing (cover)</p>	<p>£3,780</p>		<p>AHT &amp; DHT provide tailored intervention for range of needs targeting pupils to achieve 'greater depth' in reading and maths.</p>	<p>DHT AHT</p>
	<p>Weekly booster sessions for reading and maths (cover)</p>	<p>Included in intervention Costs</p>		<p>Additional support from teaching assistants and learning mentoring support</p>	<p>LSA</p>
	<p>To build on activating prior knowledge and effective teaching to establish learning in the long term memory (FZ)</p>	<p>£8,000</p>		<p>Year 6 pupils with conferencing to 'up level' writing</p> <p>Weekly booster sessions are used for targeted intervention supported by class teachers, AHTs &amp; DHT.</p> <p>Staff CPD focuses on cognitive acceleration skills, prior knowledge, promoting Growth mind-set and evidence based</p>	

	Purchase of 30 chrome books	£7,500		learning to support building long term memory.	
	Family maths support group	£100		Monitoring of T&L by SLT to see practices in place.	
	Islington Reading Road map	£6,480		Additional ICT resources are used to support learning in the classroom.	
				Targeting specific pupil premium pupils, parents are invited to take part in sessions to support basic maths skills and how to work with their children at home.	
				This initiative has been bought to given pupil premium pupils the opportunity to develop a passion for reading through being introduced to a range of books, genres and new authors. Rewards are offered for 'improved readers' and children are praised in shared assemblies.	

<p><b>To provide an ambitious, engaging and empowering curriculum that includes rich educational</b></p>	<p>Duncombe passport of opportunities</p>		<p>11 by 11 is a borough-wide call to action for the council, schools and cultural organisations to work together to ensure equality of access to enrichment activities for children and young people, particularly targeting those who are most in need and most disadvantaged</p>	<p>Duncombe Pupil passport will detail opportunities that many children do not have access to due to their social/ economic backgrounds. These will be a range of opportunities will be built into the curriculum to not only support academic achievement</p>	<p>CT's PL's</p>
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<p><b>opportunities to enhance learning.</b></p>	<p>Islington 11 by 11</p> <p>Now Press Play</p> <p>Bigfoot Drama opportunities</p> <p>Shakespeare project</p> <p>Subsidies for residential trips</p> <p>Subsidised</p>	<p>£2,395</p> <p>£36,270</p> <p>£563</p> <p>£3,000</p>		<p>but to prepare children with skills for the wider world.</p> <p>Islington 11 by 11 cultural experiences offer a range of experiences that include the Arts, music, theatre, workshops to enhance the curriculum. These events will be targeted towards pupil premium pupils to give them opportunities they would not receive at home.</p> <p>Now Press Play is a multi-sensory resource to bring learning to life, engaging interactive story telling opportunities that support all areas of the curriculum.</p> <p>Drama workshop opportunities to bring Literacy to life. Additional curriculum workshops e.g. Science to engage and enhance learning. Year 6 Shakespeare projects allows pupil premium pupils to have an opportunity to perform and take part in a stage production.</p> <p>Pupil premium pupils are targeted to attend the range of residential trips offered by the school and the school assists parents by paying for travel or</p>	<p>DHT PL CT</p>
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				putting down a deposit payment. Parents are also supported as the	
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	Scholarships for music and P.E	£500		<p>school provides specific kit such as sleeping bags for specific pupil premium pupils.</p> <p>Targeted pupil premium children are offered scholarships to attend Guildhall music services and Rightway Sports camps. In addition specific families are offered 'free' after school clubs to give children the opportunity to take part in extracurricular sports.</p>	
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<p><b>To improve confidence, articulation and capacity to learn</b></p>	<p>To roll out and deliver an effective programme of Oracy.</p>	<p>£3,000</p>	<p>In general, pupils from economically deprived backgrounds are less likely to have a rich talk experience in their home environment. Therefore, when they start school, there is already a barrier to language and communication. Therefore if we dedicate time and resources to develop teachers understanding of how to explicitly teach communication skills and give children ample opportunities to apply these, this will ensure that we are closing the gap for pupil premium pupils</p>	<p>Debate Mate Language interventions Oracy framework to identify strengths and areas of development for pupils Ambitious vision in our school priorities  Class assemblies</p>	<p>AHT</p>
<p><b>To put effective support in place to</b></p>	<p>1 x school Speech and Language Therapist</p>	<p>£25,000</p>	<p>Social/emotional gains associated with effective spoken communication skills include increased self-esteem and self-</p>	<p>Targeted provision in place to support children's social, emotional and mental health</p>	<p>AHT</p>



				<p>support including working with the EWO. Regular support for targeted parents through from newly recruited team which includes first day calling and home visits working towards parental support and engagement.</p> <p>Families targeted to attend soft-start free breakfast and after school provision/ extended day.</p> <p>Teachers discuss attendance and punctuality as part of the parents evening expectations.</p>	
<b>Total budget costs</b>		<b>£322,203</b>			