

## Duddon St. Peter's CE Primary School: Pupil premium strategy statement

### School overview

Metric	Data
School name	Duddon St Peter's CE Primary
Pupils in school	96
Proportion of disadvantaged pupils	8.3%
Pupil premium allocation this academic year	£18,008
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Paul Hudson – Head teacher
Pupil premium lead	Paul Hudson
Governor lead	Claire Entwistle

**Disadvantaged pupil progress scores for last academic year (due to school closure during coronavirus), data only applies up to March 2020.**

Measure	Percentage
Reading	57%
Writing	55.9%
Maths	56.9%

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 in Reading	50%
Meeting expected standard at KS2 in Writing	50%
Meeting expected standard at KS2 in Maths	50%
Achieving high standard at KS2 – Reading, Writing, Maths	0%
Meeting expected standard in Reading (Y1-Y5)	37.5%
Meeting expected standard in Writing (Y1 – Y5)	12.5%
Meeting expected standard in Maths (Y1 – Y5)	25%

## Budget Plan for 2020 – 2021

Academic support, including teaching assistant support within class and 1:1 support or intervention	£12,000
Interventions eg. IDL Maths & Literacy	£100
ELSA / Nurture group	£3,000
Before School Care	£1,100
After School Care	£3,000
Support for uniform, resources, residential trips etc	£300
Extra-curricular support eg. music lessons	£300
	£19,800

### Barriers to future attainment:

- Lack of vocabulary skills – potential impact on reading & writing
- Language skills / dyslexia
- Emotional/social challenges
- Lack of home support for learning
- Lack of self-esteem, resilience, confidence

### Intended outcomes:

- Improved outcomes to close the gap between PP pupils and non-PP pupils
- Higher % of PP pupils achieve age-related expected outcomes
- Improved self-confidence and resilience impacting on their ability to learn and make progress

### Support strategies:

- ELSA – specific support for PP pupils to support their emotional needs, to ensure they are engaged in their learning and able to reach their learning potential. (All to make positive progress – EEF research shows that social and emotional support can impact pupils’ progress positively by 4 months.)
- TA or specialist teacher/small group daily or weekly sessions – PP pupils to make good or better progress from their starting points. Gaps in their knowledge to be closed quickly to ensure they make rapid and sustained progress and reach their potential. (EEF research shows that 1:1 support can impact pupils’ progress positively by 5 months and small group support by 4 months.)
- Digital technology to support learning – interventions such as IDL, proven to make pupils make good progress.
- Small class sizes across the school enables more time to be spent with a teacher, leading to improved outcomes. (No classes above 23 pupils.)

**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
ELSA / nurture to support those with social/emotional issues	Raised self-confidence, increase in social skills and motivation.
1:1 support with specialist dyslexia teacher	Raised confidence and progress in reading / spelling.
Small group work with TAs to support use of IDL / reading / Power of Two maths etc	Raised progress in spelling, phonics, maths skills.