



## Pupil Premium Strategy Statement: 2020/2021 Dunsford Community Academy

### ACADEMY OVERVIEW

| Metric                                      | Data                       |
|---|----------------------------|
| Academy name                                | Dunsford Community Academy |
| Pupils in school                            | 84                         |
| Proportion of disadvantaged pupils          | 3.6%                       |
| Pupil premium allocation this academic year | £8,070                     |
| Academic year or years covered by statement | 2020-2021                  |
| Publish date                                | 6th October 2020           |
| Review date                                 | 6th October 2021           |
| Statement authorised by                     | Trust board                |
| Pupil premium lead                          | Mrs C Guntrip              |
| Chair of Trustees                           | Mr R Vaughton              |

### DISADVANTAGED PUPIL PROGRESS 2018-19

| Measure | Score |
|---------|-------|
| Reading | N/A   |
| Writing | N/A   |
| Maths   | N/A   |

### DISADVANTAGED PUPIL PERFORMANCE 2018-19

| Measure  | Score |
|--|-------|
| Meeting expected standard in RWM combined at KS2 | N/A   |
| Achieving high standard in RWM combined at KS2   | N/A   |

### STRATEGY AIMS FOR DISADVANTAGED PUPILS

| Measure  | Activity  |
|--|---|
| Priority 1                                     | To close the gaps in attainment due to COVID 19 in English, maths and phonics by ensuring a recovery curriculum is implemented across the academy.  |
| Priority 2                                     | To ensure that there is rigour in the teaching of early reading and that the teaching of whole class reading in KS2 is implemented. This will ensure that pupils develop fluency and comprehension as well as building upon their vocabulary in order that they can extend their access to and understanding of the wider curriculum. |
| Barriers to learning these priorities address? | Ensure no learning is lost and children catch up, and then keep up, with teaching and learning.<br>Ensuring that professional development develops specific aspects of teacher pedagogy in reading so that progress can be accelerated.   |

### TEACHING PRIORITIES FOR 2020-21

| Aim                                    | Target  | Target date |
|--|---|-------------|
| Attainment and Progress in Reading     | KS2 100% Expected<br>Progress above National<br>HS 100%   | July 2022   |
| Attainment and Progress in Writing     | KS2 100% Expected<br>Progress above National  | July 2022   |
| Attainment and Progress in Mathematics | KS2 100% Expected<br>Progress above National  | July 2022   |
| Phonics                                | Year 1 N/A<br>Year 2 100%   | July 2021   |
| Other                                  | Improve attendance for disadvantaged pupils to 96.4% and PA to be less than National percentage | July 2021   |

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | To implement a school based and remote curriculum to maintain the quality of education for all children that is sequentially delivered building on prior knowledge. In class and remote feedback will ensure that learning continues to progress and gaps continue to be closed/closing.  |
| Priority 2                                    | To ensure a systematic, synthetic phonics approach (Bug Club) and whole class reading is consistently taught across both remote and in school learning; supported by interventions and quality first teaching with small groups and individual 1 to 1 support.  |
| Barriers to learning these priorities address | Teaching and remote learning are ensuring that gaps in children's learning are closed or closing as a result of lockdown and missed learning.<br>Gaps across learning will be closed and children's wellbeing will be supported to ensure children are enabled to access the wider curriculum.<br>To ensure that pupils build upon their skills and knowledge in order to read fluently as a result of a systematic, synthetic approach to phonic learning and whole class reading. |
| Projected spending                            | £982  |

#### TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | To identify gaps and establish bespoke interventions, including 1 to 1, small groups and universal provision are in place to address gaps in learning to ensure accelerated progress and to support the needs of SEND pupils.                              |
| Priority 2                                    | Through early reading strategies and consistent phonic programmes children will be able to read fluently; intervening with 1 to 1 and small group support to ensure no learning is lost and children catch up and then keep up with teaching and learning. |
| Barriers to learning these priorities address | These approaches address gaps in learning that may have become exaggerated or widened during school closures. They will support pupils in building upon their confidence and resilience when learning across the wider curriculum.                         |

|                    |          |
|--------------------|----------|
| Projected spending | £5242.92 |
|--------------------|----------|

### WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | To ensure increased attendance rates for targeted pupils eligible for PP (target 98%) excluding COVID-19 related absence.   |
| Priority 2                                    | To ensure that children's mental and physical health needs are met through our ambitious curriculum that nurtures the whole child with wellbeing at the centre. Wider family needs are identified and support put in place to address any barriers. To implement a progressive RHE curriculum to further support children's understanding of relationships and wellbeing in order to continue to build resilience and knowledge of themselves and others. |
| Barriers to learning these priorities address | Attendance of eligible pupils is in line with nationals and the percentage of eligible pupils who are persistent absentees is reduced to be below nationals.<br><br>Pupils eligible for PP will be fully-engaged, resilient learners.   |
| Projected spending                            | £1845.08  |

### MONITORING AND IMPLEMENTATION

| Area     | Challenge   | Mitigating action  |
|----------|---|--|
| Teaching | To ensure that all teaching staff are skilled reading teachers, including support staff, to deliver high quality phonics and teaching of reading. | Ongoing CPD, including the online Bug Club training package, with training materials for staff.<br><br>A cycle of ongoing annual training embedded into the CPD cycle, as well as weekly Incremental coaching, to improve teaching and learning. |

|                  |   |   |
|------------------|---|---|
| Targeted support | Capacity to support targeted support and individual intervention by skilled staff.  | Bug Club lead and Literacy lead will have a contingency plan to ensure reading and phonic interventions are prioritised.  |
| Wider strategies | Continue to support the culture of good attendance and engage all families, no matter what barriers that they experience. | Through regular attendance meetings and clear messages and communication with all stakeholders. Clear communication between school and parents regarding the importance of attendance. Celebration of attendance is part of the school culture. |