



## Pupil Premium Strategy Statement: 2021/2022

### Dunsford Community Academy

#### Academy Overview

Metric	Data
Academy name	Dunsford Community Academy
Pupils in school	70
Proportion of disadvantaged pupils	5.71%
Pupil premium allocation this academic year	£4,035
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	September 2022
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 ensure that there is rigour in the teaching of writing that will ensure pupils close the gap due to COVID-19.
Priority 2	To embed a culture of reading for pleasure, enabling all children to accelerate progress and access the wider curriculum.

Barriers to learning these priorities address?	<p>Ensure no learning is lost and children catch up, and then keep up, with teaching and learning.</p> <p>Ensuring that professional development develops specific aspects of teacher pedagogy in reading so that progress can be accelerated.</p>
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### Teaching Priorities for 2021-22

Aim	Target	Target date
Attainment and Progress in Reading	KS2 100% Expected Progress above national	July 2022
Attainment and Progress in Writing	KS2 100% Expected Progress above national	July 2022
Attainment and Progress in Mathematics	KS2 100% Expected Progress above national	July 2022
Phonics	Year 1 100% Year 2 n/a	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 develop consistency within modelled writing that has an explicit focus on the grammar objectives for that year group which will enable children to write with increasing accuracy and fluency.
Priority 2	<p>English Leader within the school is working as part of the English Hub on leading a project with the Open University to promote reading for pleasure.</p> <p>Continue to embed a culture of whole class reading where a rich variety of texts are used to enhance both language and comprehension. Continue to embed the whole class reading toolkit to support children to develop fluency and understanding across different skills within reading that they can transfer these skills across the wider curriculum.</p>
Barriers to learning these priorities address	<p>Gaps across learning will be closed and children can access and apply skills across the wider curriculum.</p> <p>Increase in children reaching GDS and HS at the end of KS1 and KS2.</p>

	To ensure that pupils build upon their skills and knowledge in order to read fluently within whole class reading and across the curriculum.
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 vulnerable pupils.
Priority 2	Through early reading strategies, consistent phonic programmes and whole class reading 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. Incremental coaching and support from the English Lead and Trust English Lead will enable effective teaching within English.
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	£2242.92

### 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 enhance the opportunities for personal development for vulnerable children, providing them with a range of experiences that enhance their skills and knowledge in a wider context.
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.  Pupils eligible for PP will be fully-engaged, resilient learners.  Increase in mental and physical wellbeing. Support the level of vocabulary that is accessible and applied across the wider curriculum. First hand experiences to draw upon and

	experiences to relate to within their wider learning and development.
Projected spending	£810.08

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that all teaching staff are skilled reading and writing teachers, including support staff, to deliver high quality phonics, the teaching of reading and the teaching of writing.	<p>Ongoing CPD, including the online Bug Club training package, with training materials for staff.</p> <p>A cycle of ongoing annual training embedded into the CPD cycle, as well as weekly Incremental coaching, to improve teaching and learning.</p>
Targeted support	Capacity to support targeted support and individual intervention by skilled staff.	Bug Club lead and English Lead will have a contingency plan to ensure reading, phonics and writing interventions are prioritised.
Wider strategies	<p>Continue to support the culture of good attendance and engage all families, no matter what barriers that they experience.</p> <p>Drive the culture of continually looking for wider opportunities to support the curriculum and wider personal experiences.</p>	<p>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.</p> <p>Working with wider partners to provide an increased sports offer and introduce new experiences through trips and visits. Implement visits to the school to inspire wider curriculum areas.</p>