



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
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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. 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 Progress above National HS 100%	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 N/A 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

	<p>that learning continues to progress and gaps continue to be closed/closing.</p>
<p>Priority 1 Evaluation</p>	<p>A broad and balanced remote curriculum was delivered during remote education to ensure that children were able to sequentially build knowledge and skills. Children were offered devices to support remote learning during partial school closures if they did not attend school.</p> <p>Teachers and support staff provided ongoing communication to parents and this included remote, online sessions to model teaching and learning strategies and best practice to support in a number of curriculum areas. Online story times, check-ins, assemblies and some lessons were provided online to ensure continued engagement from the children and parents.</p> <p>Class teachers with PP children offered provision for accessing the internet or paper copies were given to families to ensure 100% PP engagement. Support for teaching and learning strategies was given over the phone to those families who needed it.</p> <p>Classes were monitored throughout to ensure consistency with feedback given where needed.</p>
<p>Priority 2</p>	<p>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.</p>
<p>Priority 2 Evaluation:</p>	<p>The systematic teaching of phonics has continued throughout the year, including during partial school closures. This has included phonics interventions for groups of children and 1:1 where applicable to support and accelerate progress. 100% of children passed the phonics screening check in Year 2.</p> <p>Having the Bug Club ebooks ensured that the children were still reading decodable books, to match their ability, every week. They were able to progress through, just as they would in school. This allowed us to monitor how they were getting on and what they were struggling with. It also helped parents have a better understanding of how Bug Club works, after using the portal.</p>

Barriers to learning these priorities address	<p>Teaching and remote learning are ensuring that gaps in children's learning are closed or closing as a result of lockdown and missed learning.</p> <p>Gaps across learning will be closed and children's wellbeing will be supported to ensure children are enabled to access the wider curriculum.</p> <p>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.</p>
Projected spending	£982
Actual 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 1 Evaluation:	Interventions have been targeted to ensure that bespoke interventions for vulnerable children have been provided and that children have been able to continue to make accelerated progress. These interventions have supported both academic learning, mental health and wellbeing and also communication and interaction.
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.
Priority 2 Evaluation:	100% of PP children have reached their GLD, passed the Phonics Screening check and 100% gained EXS in reading.
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
Actual 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 1 Evaluation:	Autumn: 99.65% Spring: 91.99% End of year: 94.35% There are a low number of PP children and this will continue to be a target in the next academic year.
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.
Priority 2 Evaluation:	Teachers have worked with experts across the trust to skill and equip them with the knowledge and skills to teach an ambitious RHE curriculum. This is supporting children's development and understanding of how to keep themselves safe. Teaching is tailored to ensure that all children have sequential knowledge to build on and that learning is progressive.
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.
Projected spending	£1845.08
Actual 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. 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.