

# Dorothy Barley Junior Academy Pupil Premium Strategy Statement

## School Overview

Metric	Data
School name	Dorothy Barely Junior Academy
Pupils in school	Funding based on 402
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£190,990
Academic year or years covered by statement	2020-2023
Publish date	September 2020
Review date	July 2021
Statement authorised by	Local Governing Body
Pupil premium lead	Cathy Leicester
Governor lead	Roger Deadman

## Disadvantaged pupil progress score for last academic year

Measure	Score
Reading	NA due to Covid-19
Writing	NA due to Covid-19
Maths	NA due to Covid-19

## Disadvantaged pupil performance for last academic year

Measure	Score
Meeting expected standard at KS2	NA due to Covid-19
Achieving high standard at KS2	NA due to Covid-19

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure resources and training are in place to support whole school programmes (Destination Reader, Maths Mastery)
Priority 2	Ensuring staff use evidence-based whole-class teaching interventions (PiXL for whole school and TA led interventions in EAL, SALT)

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Historic gaps in attainment for PPG/Non and White British PPG/Non</li> <li>• Impact of Covid-19 and school closures on all PPG and especially those PPG with multiple vulnerabilities</li> </ul>
Projected spending	<b>£20,250</b>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress scores in KS2 (0)	Sept 21
Other significant	Improve attendance of disadvantaged pupils to match that of other key school groups	Sept 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>• Purchase 2 Year Group sets of Destination Reader resources to complete whole school resources</li> <li>• Purchase additional manipulatives for maths lessons (1 set per class) including demonstration discs for place value</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>• Team Teaching/ booster/resources and interventions in <b>Year 6</b> to include Easter Booster and HLTA after school interventions plus AHT and Class Teacher led afternoon rapid response sessions</li> <li>• <b>Year 3-5 TA Year Group Support for additional interventions including:</b> Dyslexia screening, Phonics, Fresh Start, PiXL therapies, Maths boosters and Interventions, includes rapid response, find 'n' fix, writing boosters and interventions</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Historic gaps in attainment and progress for PPG/Non and White British PPG/Non</li> </ul>

	<ul style="list-style-type: none"> <li>Impact of Covid-19 and school closures on all PPG and those PPG with multiple vulnerabilities</li> </ul>
Projected spending	<b>£105,402</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure subsidised Education Visits, Activities and Enrichment (Trips, Clubs inc Breakfast) in line with Covid-19 guidelines
Priority 2	Ensure Inclusion Team support for children with multiple vulnerabilities (PPG+) includes: <ul style="list-style-type: none"> <li>2 x Pupil Welfare</li> <li>School Counsellor</li> <li>Behaviour &amp; Attitudes Lead</li> </ul>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	<b>£65,256</b>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development including: CPD and training, Peer Practice Development, Team Teaching/Planning, monitoring and evaluation, specific training in programmes (e.g. DR)	Use of INSET days and additional cover being provided by senior leaders, source staff development training where necessary
Targeted support	Ensuring enough time for adults to support small groups (with staggered times and bubble restrictions impacting on the amount of time for intervention)	SLT to monitor and consider changes to timetable if intervention timings are an issue. Monitor use of intervention and impact through case studies and assessments
Wider strategies	Engaging the families facing most challenges Working around the limitations of Covid-19 on enrichment activities	Working closely with the LA and Trust to look at new ways to engage families and ways to

		work within Covid-19 limitations
NB: there will be challenges across all areas of this plan due to the impact of Covid-19 during school closure and the ongoing impact of Covid-19 if there are national and local lockdowns, issues with accessing remote education and staff shortages		

### Review last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	No data due to Covid-19 see reviewed plan
Progress in Mathematics	No data due to Covid-19 see reviewed plan
Phonics	Not applicable
Other	No data due to Covid-19 see reviewed plan, no mandatory attendance