

Dovers Green School
Pupil Premium Impact Report
September 2019 - March 2021

Key Objectives of PPG spend at Dovers Green

Teaching

- To ensure high quality teaching effectively diminishes differences
- To provide high quality language development opportunities
- To raise disadvantaged children's attainment in Spoken Language, Reading, Writing and Maths

Targeted Academic Support

- To provide high quality targeted interventions

Wider Strategies

- To improve the attendance of the disadvantaged children
- To support the emotional, social and mental well-being of disadvantaged children
- To increase the quantity and quality of parental engagement

Number of pupils and Pupil Premium Grant (PPG) received for 2019 - 2020

Total number of pupils on roll	275
Total number of pupils eligible for PPG	37
Amount of PPG received per pupil:	
Reception to year 2 children recorded as Ever 6 FSM	£1,320
Children who are looked after, adopted or living under a special guardianship order	£2,300
Service child (per pupil)	£300
Total amount of PPG forecasted	£52,328

Number of pupils and Pupil Premium Grant (PPG) received for 2020 - 2021

Total number of pupils on roll	285
Total number of pupils eligible for PPG	46
Amount of PPG received per pupil:	
Reception to year 2 children recorded as Ever 6 FSM	£1,345
Children who are looked after, adopted or living under a special guardianship order	£2,345
Total amount of PPG forecasted	£57,174

Impact of PPG spend

- To ensure high quality teaching effectively diminishes differences
- To provide high quality language development opportunities
- To raise disadvantaged children's attainment in Spoken Language, Reading, Writing and Maths
- To provide high quality target interventions

EYFS Attainment: Children who are currently achieving expected or above

	All children (10)	PP children, without SEND (7)
Speaking	40% - 4 chn	57% - 4 chn
Word Reading	40% - 4 chn	57% - 4 chn
Writing	10% - 1 chn	14% - 1 chn
Number	60% - 6 chn	86% - 6 chn
Numerical Patterns	20% - 2 chn	29% - 2 chn

EYFS Progress:

It is expected that the children will have made 4 steps of progress by the end of the Spring term.

	Currently made 4+ steps of progress
Speaking	40% - 4 chn
Word Reading	40% - 4 chn
Writing	40% - 4 chn
Number	70% - 7 chn
Numerical Patterns	20% - 2 chn

Comparison of progress of EYFS PP children to Non-PP children

	PP children	Non-PP children
Speaking	3.3 steps	3.7 steps
Word Reading	3.5 steps	3.7 steps
Writing	3.8 steps	3.7 steps
Numbers	3.8 steps	4.2 steps
Numerical Patterns	2.8 steps	3.6 steps

Summary:

- Attainment and progress in the Number strand is the strongest area for this group of children.
- Numerical patterns will be a focus during the summer term, as most of this content was taught at home during lockdown. Number has been the focus, since the children returned to school.
- Speaking and reading are both areas which need development. Children have been identified for interventions for reading, including precision teaching, extra phonic support and additional reading. Two children are participating in NELI - a listening and language intervention.
- Attainment in writing is the biggest area of concern, although the progress has generally been good. Interventions have been planned to support children with their phonics, fine motor skills and sentence writing.

Year One Attainment:

No national data was collected for this year group, with regards to achieving a 'Good Level of Development' (GLD) due to the first lockdown.

Year One children, who are currently achieving expected or above

	All children (14)	PP children, without SEND (8)
Spoken Language	36% - 5 chn	63 % - 5 chn
Reading	14% - 2 chn	25% - 2 chn
Writing	7% - 1 chn	13% - 1 chn
Mathematics	14% - 2 chn	25% - 2 chn

Year 1 Progress:

It is expected that the children will have made 4 steps of progress by the end of the Spring term.

	Currently made 4+ steps of progress
Spoken Language	79% - 11 chn
Reading	57% - 8 chn
Writing	36% - 5 chn
Mathematics	36% - 5 chn

Comparison of progress of Year One PP children to Non-PP children

	PP children	Non-PP children
Spoken Language	4.2 steps	4.0 steps
Reading	3.4 steps	4.0 steps
Writing	3.0 steps	3.8 steps
Mathematics	3.2 steps	3.8 steps

Summary:

- In general, the results for the year one pupil premium children are a concern, and this is due to the children missing much of the vital foundations of learning in the Early Years, as well as a long period of time during year one. Some of the most vulnerable children chose to stay at home during lockdown, and despite the teachers' best efforts, engaged in very little remote learning. This has had a massive impact on their attainment and progress.
- Assessments have been carried out and teachers are planning carefully from the children's starting points to ensure that any gaps in learning are addressed. Carefully chosen interventions have been planned, including ELS, Shape coding and RWI tuition.

Year Two Attainment:

Year Two children, who are currently achieving expected or above

	All children (20)	PP children, without SEND (14)
Spoken Language	35% - 7 chn	50% - 7 chn
Reading	20% - 4 chn	29% - 4 chn
Writing	15% - 3 chn	21% - 3 chn
Mathematics	20% - 4 chn	29% - 4 chn

Year 2 Progress:

It is expected that the children will have made 4 steps of progress by the end of the Spring term.

	Currently made 4+ steps of progress
Spoken Language	65% - 13 chn
Reading	50% - 10 chn
Writing	35% - 7 chn
Mathematics	45% - 9 chn

Comparison of progress of Year Two PP children to Non-PP children

	PP children	Non-PP children
Spoken Language	3.6 steps	3.9 steps
Reading	3.4 steps	4.2 steps
Writing	2.9 steps	3.6 steps
Mathematics	3.3 steps	4.8 steps

Summary:

- In general, the attainment and progress of the year two pupil premium children are a concern and this is due to the vast amount of teaching time that they have missed due to coronavirus.
- The pupil premium children who were at home during lockdown, were the most difficult to engage. Teachers offered 1:1 Zoom sessions and telephone call support, but despite this, this group generally engaged in very little home learning. This has had a huge impact on their attainment and progress.
- Assessments have been carried out and teachers are planning carefully from the children's starting points to ensure that any gaps in learning are addressed. Carefully chosen interventions have been planned, including pre-teaching of language across English and Maths and a specific pupil premium reading time, so that the children are given the opportunity to access high quality texts and extend their vocabulary.

- **To improve the attendance of disadvantaged children**

The attendance of the PP children has improved and is now 95.3%. (This data does include the period of lockdown, and only measured the attendance of the children who were on the school registers at this time).

The attendance of the PP children is slightly lower than the rest of the school, which is 97.4%. This is a difference of 2.1%. Any concerns about attendance are highlighted to SLT during our weekly Care meeting and attendance is monitored weekly by the Head teacher who contacts parents directly where attendance is a concern.

- **To support the emotional, social and mental well-being of disadvantaged children**

All children completed a well-being survey on their return to school in March 2021. The results showed that 78% of PP children were feeling very happy about coming back to school. The children were given the opportunity to talk about any worries that they had about coming back to school and teachers planned carefully about how to address their anxieties. Strategies that have been put in place include: Circle time sessions, 1:1 conversations to address worries, use of visuals and resources, identifying key adults for individual children, referrals to Drawing and Talking sessions, social skills support groups, participation in Mindfulness activities and referrals to ELSA.

After school clubs restarted in March 2021 and we prioritised the PP children for participation in these clubs, to support their emotional, social and mental well-being. There were 4 PP children from Reception, 4 PP children from Year One and 10 PP children from Year Two who participated in these after school clubs. Any PP families who did not respond will be given priority places in the Summer term.

- **To increase the quantity and quality of parental engagement**

During the most recent lockdown (January - March 2021), out of the 49 PP children, 24 were in school (49%) and 25 were at home (51%). For the children who were at home, their engagement in Seesaw and Zoom Registers was closely monitored and showed:

Seesaw

High engagement - 7 children (29%)

Moderate engagement - 8 children (33%)

Low engagement - 6 children (25%)

No engagement - 3 children (13%)

Zoom

High engagement - 11 children (46%)

Moderate engagement - 3 children (13%)

Low engagement - 7 children (29%)

No engagement - 3 children (13%)

All children were closely monitored weekly on our Risk Register. Those children who weren't engaging with remote learning or zoom registers were contacted regularly by class teachers, who offered extra support. In many cases, this resulted in improved engagement in remote learning. These families were also supported during the lockdown through home visits and the use of Ipads and Dongles from school.

Due to the circumstances, parent consultation evenings were carried out over Zoom. 92% of our Pupil Premium families attended the parent's evenings. Any parents who did not attend parents evening, have been contacted and spoken to about their child's progress and attainment.