

## **Dobcroft Junior School Pupil Premium Impact 2020 – 2021**

### **Closing the gap: Academic Provision Overview**

- 1:1 Academic Tutoring for 12 Pupil Premium children (these were complete blocks of 8 hours – others began but did not complete due to COVID19)
- Individual provision mapping and termly reviews for every Pupil Premium child, with a strong focus on closing the gap as well as all round wellbeing of the child – this may include a range of quality first teaching strategies such as Teacher focus groups and / or additional input from a member of staff in the class as well as intervention work.
- National Tutoring programme: Small group (or sometimes 1:1) external / at home, online Maths tutoring through White Rose (see below detail)

### **Impact of National Tutor Programme: White Rose Maths**

We wanted children to be able to have these sessions as additional / outside of school hours because we wanted to ensure that the pupils were not again missing any learning with their class teacher.

The following data captures group averages as a way of identifying impact, although this is not a simplistic task as there are so many factors to consider when analysing progress (or a lack of) during this hugely challenging year. We have to weigh up the impact of our Remote Education as well as in-house provision (such as group interventions) alongside 1:1 in-house Pupil Premium Tutoring. Nevertheless the following data attempts to drill down to White Rose Maths students:

<b>28 Pupil Premium Children</b>	<b>Whole year group average progress for Maths</b>	<b>Pupil Premium group average progress for Maths</b>	<b>Pupil Premium group average for children who attended at least 50% of White Rose Maths sessions</b>
<b>Year 3 Pupil Premium Children</b>	2.9 steps	<b>2.5 steps</b>	2.5 steps
<b>Year 4 Pupil Premium Children</b>	3.2 steps	<b>3.2 steps</b> (last year 2.9)	3 steps
<b>Year 5 Pupil Premium Children</b>	3.3 steps	<b>3.1 steps</b> (Y4 average = 2.8) (Y3 average = 2.8)	2.8 steps
<b>Year 6 Pupil Premium Children</b>	3.7 steps	<b>3.6 steps</b> (Y5 average = 2.9) (Y4 average = 3.7)	3.6 steps

BTK = Birmingham Tool Kit (child not accessing steps)

## Year 3

Name	Reading year group average attainment = 23.1  Reading year group average progress = +3 steps			Writing year group average attainment = 22.9  Writing year group average progress = 2.9			Maths year group average attainment = 22.9  Maths year group average progress = +2.9 steps  Green signals that this child attended at least 75% of their White Rose Maths Tuition Yellow signals that this child attended at least 50% of their White Rose Maths Tuition Pink signals that this child attended less than 50% of their White Rose Maths Tuition No colour means that the child did not take part or could not access			Entry test before tuition work (focussing on 3 key objectives)%	Exit Test after tuition work (focussing on the same 3 key objectives)%	Added confidence / improvement against their key objectives +%
	Reading attainment on entry	Reading attainment on exit	Child's Progress in Reading	Writing attainment on entry	Writing attainment on exit	Child's Progress in Writing	Maths attainment on entry	Maths attainment on exit	Child's Progress in Maths			
Child A	Band 2 BTK	Band 4 BTK	+ 2 bands	Band 2 BTK	Band 3 BTK	+ 1 band	Band 4 BTK	Band 5 BTK	+ 1 band			
Child B	21	24	+4 steps	19	23	+4 steps	20	23	+3 steps			
Child C	22	24	+ 2 steps	21	23	+ 2 steps	21	22.5	+1.5 steps	Various objectives	Various objectives	+69% added value average across the objectives
Child D	Band 2 BTK	Began steps Step 16	+3 BTK bands	Band 2 BTK	Band 5 BTK	+3 BTK bands	Band 4 BTK	Began steps Step 17	+2 steps			
Child E	19	22	+ 3 steps	19	22	+ 3 steps	20	22	+ 3 steps	Various objectives	Various objectives	+16% added value average across the objectives

Child F	20	23	+ 3 steps	20	23	+ 3 steps	20	23	+ 3 steps			
Year 4												
Name	Reading year group average attainment = 24  Reading year group average progress = 2.9 steps			Writing year group average attainment = 23.9  Writing year group average progress = 2.6 steps			Maths year group average attainment = 25.4  Maths year group average progress = 3.2 steps			Entry test before tuition work (focussing on 3 key objectives)%	Exit Test after tuition work (focussing on the same 3 key objectives)%	Added confidence / improvement against their key objectives +%
	Reading attainment on entry	Reading attainment on exit	Child's Progress in Reading	Writing attainment on entry	Writing attainment on exit	Child's Progress in Writing	Maths attainment on entry	Maths attainment on exit	Child's Progress in Maths			
Child G	16	18	+ 2 steps	18	19	+1 step	21	25	+ 4 steps			
Child H	23	26	+3 steps	23	27	+4 steps	24	27	+3 steps	36.4%	81.8%	+45.4%
Child I	23	26	+3 steps	23	26	+3 steps	22.5	26	+3.5 steps	70%	80%	+10%
Child J	23.5	27	+3.5 steps	23	26	+3 steps	24	27	+3 steps	40%	70%	+30%
Child K	23.5	26	+2.5 steps	22	25	+3 steps	22.5	26	+3.5 steps	27.7%	77.7%	+50%
Child L	22	25	+3 steps	22.5	25	+2.5 steps	22.5	25	+2.5 steps	73.4%	95.3%	+21.9%

<b>Child M</b>	17	20	+3 steps	18	19.5	+1.5 steps	19	22	+3 steps	35%	61.25%	+26.25%
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## Year 5

Name	Reading year group average attainment = 29.3 Reading year group average progress = +3 steps			Writing year group average attainment = 28.7 Writing year group average progress = +2.9 steps			Maths year group average attainment = 29.1 Maths year group average progress = +3.3 steps			Entry test before tuition work (focussing on 3 key objectives)%	Exit Test after tuition work (focussing on the same 3 key objectives)%	Added confidence / improvement against their key objectives +%
	Reading attainment on entry	Reading attainment on exit	Child's Progress in Reading	Writing attainment on entry	Writing attainment on exit	Child's Progress in Writing	Maths attainment on entry	Maths attainment on exit	Child's Progress in Maths			
<b>Child N</b>	22	28	+6 steps	22	26	+4 steps	25	28.5	+3.5 steps			
<b>Child O</b>	25	29	+4 steps	25	28.5	+3.5 steps	25.5	28.5	+3 steps			
<b>Child P</b>	26	28	+2 steps	25	25.5	+0.5 steps	25	26.5	+1.5 steps	12%	63%	+51%
<b>Child Q</b>	26	29	+3 steps	26	29	+3 steps	26	29	+3 steps	65%	90%	+25%
<b>Child R</b>	25	29	+4 steps	25	29	+4 steps	25	29	+4 steps	Various objectives	Various objectives	+35%
<b>Child S</b>	26	29	+3 steps	25	29	+4 steps	25	28	+3 steps			

<b>Child T</b>	27	30	+ 3 steps	26	30	+ 4 steps	26	29	+ 3 steps	40%	75%	+35%
<b>Child U</b>	27	30	+3 steps	26	29.5	+3.5 steps	25	29	+4 steps			
<b>Child V</b>	26	29.5	+3.5 steps	26	29	+3 steps	27	30	+3 steps			
<b>Child W</b>	26.5	28	+2.5 steps	26	29	+3 steps	26	29	+3 steps			

## Year 6

Name	Reading year group average attainment = 32.4  Reading year group average progress = +3.8 steps			Writing year group average attainment = 32  Writing year group average progress = +3.4 steps			Maths year group average attainment = 32.3  Maths year group average progress = +3.7 steps			Entry test before tuition work (focussing on 3 key objectives)%	Exit Test after tuition work (focussing on the same 3 key objectives)%	Added confidence / improvement against their key objectives +%
	Reading attainment on entry	Reading attainment on exit	Child's Progress in Reading	Writing attainment on entry	Writing attainment on exit	Child's Progress in Writing	Maths attainment on entry	Maths attainment on exit	Child's Progress in Maths			
<b>Child X</b>	28.5	32	+3.5 steps	29	32	+3 steps	29	33	+4 steps			
<b>Child Y</b>	29	32	+3 steps	29	31	+2 steps	29	32	+3 steps			
<b>Child Z</b>	28.5	32.5	+4 steps	28	31.5	+3.5 steps	29	32.5	+3.5 steps			

<b>Child A1</b>	28	32	+4 steps	28.5	31.5	+3 steps	28	32	+4 steps			
<b>Child A2</b>	29	33	+4 steps	29	32	+3 steps	28.5	32	+3.5 steps			

### **Impact of provision: In-house 1:1 Academic Tuition (Closing the Gap)**

Our support staff run 1:1 tutoring sessions (a mix of before, after and during school hours dependent on family situations) Before these sessions take place, teachers thoroughly detail the pupil's needs and design the intended objectives within a referral form. Outcomes and impact are measured using an entry and exit style of assessment (created by the class teacher), against the focussed objectives. Session outcomes are formally recorded by the intervention lead in order to aid full communication between the lead of the intervention, the class teacher and parents. In the above table, in the final columns, there is a synopsis of the impact for each child on the Pupil Premium register. Some children were not able to access this tuition, but their overall attainment and progress over the year can be seen in their row. In terms of overall progress, our pupil premium groups are on the whole, in line with the progress made by the whole cohort of children, sometimes making accelerated progress when compared with peers. Due to our low numbers of pupil premium, we take a very personalised response to each child where we see poorer progress. We have a bespoke, holistic provision map for each child, which is analysed termly. The analysis triggers action / response where needed.

The entry and exit values for all children receiving 1:1 or small group tuition shows consistently positive impact. Having said this, for some children, additional is not enough to allow them to attain in line with their peers, often due to complex emotional and social difficulties. For this reason, we will maintain our emphasis and joint priority on emotional well-being, in order to allow our children to be in the best mental place to learn and progress, in all aspects of school life. We also plan to drill further down into each individual profile and provision map in the next academic year.

### **Impact of provision: Contribution to Residential (Experiences)**

We view increasing social mobility for Pupil Premium children as crucial and we recognise that taking part in a range of cultural experiences help to aid this. We want children to engage with whole school life and we work hard to ensure that these pupils are very much part of the whole school, with equal opportunities to become socially and emotionally resilient. Therefore, we provide a £50 contribution towards a residential trip each year for each pupil premium child. Unfortunately, this year, due to COVID, residential visits have not happened however this is an aspect which we will continue to support.

## **Impact of provision: Contribution to Clubs (Wider School Involvement)**

We are passionate about ensuring equal opportunities for our pupil premium pupils in order to develop their extra-curricular interests and become socially and emotionally resilient. Therefore, we allocate £50 per child (per academic year) as a contribution to their involvement in extracurricular activities after school. The impact of this introduction in 2019 -2020 was significant. With the introduction of the £50 contribution, 32.9% more of the group took part in extracurricular activities, which we see as a hugely positive outcome and successful use of funding. Again, due to COVID, we have been unable to maintain this offering during the academic year 2020-21 but we have firm plans in place to begin offering this again in 2021-22.

## **Conclusions**

**In-house Academic tutoring** has shown consistent, positive impact. As a result, this aspect of our provision will remain and we will endeavour to ensure adult and pupil prior relationships are maintained. To raise the profile further, we will also provide telephone contact to each family prior to the start of sessions as well as a summary report at the end of the sessions.

**White Rose academic tutoring (through the National Tutor Programme)** has had mixed results, however we cannot solely attribute any lack of progress for a single individual to this academic tutoring. In terms of the logistics, children took part in their tutoring from home which ensured that they did not miss any further school based learning. Some parents have been in touch to say what a valuable experience this was and as a school, we feel that the correct decision was made in terms of selecting Maths specialists. Currently, the National Tutor Programme is undergoing change in terms of contracts so we will await news in terms of arrangements to make decisions about whether we re-join the National Tutor Programme and White Rose specifically.

**Contributions towards residential trips and clubs** will remain a priority for next year as children have missed out on so much in terms of social experiences.

**Overall reflection of the year**, and careful data analysis, leads us to feel that we need to do even more to prioritise and heighten the profile of 'closing the gap' in school for our most vulnerable children. At our school, the children who appear to have suffered the most academically (within our PP group) are our youngest children. We want to take further action and ensure that teachers have non-contact time to focus on the specific individuals in their class to ensure that provision is captured in class as well as through intervention.