

Daubeney Pupil Premium Strategy

1. Summary information					
School	Daubeney Primary` School				
Academic Year	2017/18	Total PP budget	£333,960	Date of most recent PP Review	July 2017
Total number of pupils	637	Number of pupils eligible for PP	283	Date for next internal review of this strategy	April 2018
Total per pupil	£1,320	Number of Looked After Children (LAC) (£1,900 each)	0	Number of Post Looked After Children (Post-LAC) (£1,900 each)	0
Number of PP pupils that are also SEND	28 - 6 have EHCPs	Total for LAC (£1,900 each)	£0	Total per Post-LAC (£1,900 each)	£0

2.Current attainment		
	<i>Pupils eligible for PP (46) (64%)</i>	<i>Pupils not eligible for PP (32) (36%)</i>
94% achieving at standard or above in reading, writing & maths	93% (25% GD)	97% (53% GD)
8.8 Reading progress	9.0	8.3
4.7 Writing progress	4.8	4.7
8.1 Maths progress	8.0	8.3
3.Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Behaviours for learning	
B.	Language acquisition	
C.	Reading stamina	
D.	Diminish differences between PPG and non-PPG at both standard and GD	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Low attendance & poor punctuality	
F.	Families not able to pay for involvement in enrichment activities e.g. after-school clubs, extended day etc.	
G.	Lack of parental support to reinforce learning at home	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria

A.	Positive behaviours for learning are embedded across the school	Incidents of children being recorded on tracking sheets decreases.
B.	The curriculum we provide must focus around accurate, effective and timely acquisition of language. The pedagogy of teachers must demonstrate best practice for those children with multi-language capabilities or with those needing SaLT input.	EYFS GLD language goals/attainment is at expected level. Less children needing SaLT support.
C.	Broaden and develop reading ability and stamina	Reading attainment to be in line with non-pp children. Accelerated progress for PPchildren.
D.	PP children challenged appropriately	Increase in PPG students achieving higher score/GD attainment
E.	Attendance rates meet or are above national figures	97%+attendance
F.	PP families are provided with support to take part in enrichment activities.	Larger % of PP children attend enrichment activities
G.	Increased involvement from parents in school initiatives.	Greater attendance of PP families involved in school events and workshops.

5. Planned expenditure

Academic year

2017-2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

I. Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Maintain reading and maths attainment</p> <p>£ 4,000</p>	<p><i>'Cracking Comprehension'</i> (reading) and PA maths</p>	<p>Reading and maths initiatives in 2016-2017 resulted in students achieving success in their SATs.</p>	<p>Continue to use new reading assessments introduced in 2016-2017; regular reviews to judge impact; weekly learning walks; lesson observations; book scrutiny; regular strategy meetings between HoS and subject leads.</p>	<p>HoS (GL) DH(RC) Lit. Lead (EF) Maths lead (WA)</p>	<p>Dec.17; Apr.18 & Jul. 18.</p>
<p>Improve the percentage of outstanding teaching</p> <p>£2,000</p>	<p>Personalised CPD & coaching programme –Word Aware Launchpad for language</p>	<p>Current teaching profile More outstanding teachers leads to better attainment for all.</p>	<p>Share best practice across the federation; CPD & Twilights (personalised where appropriate); learning walks; lesson observations; book scrutiny.</p>	<p>HoS (GL) DH(RC) Phase leads (RD,CG & AL)</p>	<p>Dec.17; Apr.18 & Jul. 18.</p>
<p>NQT and 2nd year NQT coaching and mentoring</p> <p>£3,525</p>	<p>HLT NQT training programme and PA RQT programme</p>	<p>Current teaching profile Established and successful systems with HLT NQT programme. We are trialing the PA RQT programme based on other successful PA initiatives.</p>	<p>NQT mentor and phase leader mentorship; appraisal reviews; CPDs, twilights, learning walks; lesson observations; book scrutiny.</p>	<p>HoS (GL) DH(RC) Phase lead (CG)</p>	<p>Dec.17; Apr.18 & Jul. 18.</p>
<p>Precision Teaching with Pupil Review Meetings</p> <p>£3,000</p>	<p>At Pupil review meetings pupils will be identified for precision teaching to ensure all are on track/challenged appropriately.</p>	<p>This strategy in 2016-2017 resulted in students achieving success in their EOY and EOKS outcomes.</p>	<p>Assessment reviews of interventions, learning walks; lesson observations; book scrutiny.</p>	<p>HoS (GL) DH (RC) Phase leads (AL,CG & RD)</p>	<p>Dec.17; Apr.18 & Jul. 18.</p>
Total budgeted cost					£12,525

Desired outcome	Chosen action/ approach	What is the evidence and rationale or this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Narrow in-year gaps across the school to compare favourably with diminishing differences national figure for all year groups. £73,173	Targeted interventions e.g. AM reading and maths boosters (Years 3-6), Saturday School (Yr 6), Phonics (Years 1&2) DSR(Year1)	Initiatives either introduced or continued in 2016-2017 resulted in students achieving success in their EOY and EOKS outcomes.	Interventions will be focused on specific skills/knowledge that children need to acquire as a result of data analysis and pupil review meetings. Support staff will liaise closely with class teachers to discuss the impact of the interventions.	HoS (GL) DH (RC) Phase leads (AL,CG & RD)	Half-termly reviews
More children accessing extended day provision £24,000	Identify and subsidise pp children who would benefit from extended	Registers indicate low percentage of pp students attending.	Monitoring registers and club applications	HoS (GL) LMs (JB & TW)	Termly
More children attending the Year 5 residential £5,400	Identify and subsidise pp children who would benefit from accessing the residential.	Applications indicate a low percentage of pp students attending. We would like there to be a more balanced take up.	Monitoring applications	HoS (GL) AH (RD)	Annually

To improve the Social and emotional well-being for our most vulnerable students £66,037	Nurture provision City Year	High rate of volatile incidents for children who have had to attend the LA's PRU	Designated staff to work alongside agencies and be trained by accredited institutions.	Pastoral Care Manger (JB)	On-going
Total budgeted cost					£168,610
iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop a 'Word Aware' approach to learning and school life £2,500	Whole school Word Aware initiative.	Evidence shows that children with poor linguistic skills attain lower academic grades and have poorer life outcomes than those that have richer linguistic skills/vocabulary.	Whole school twilight & CPD sessions	EH (JT) HoS (GL)	Half-termly
Improved parental support £41,766	Family Support Worker (FSW), parental workshops & intervention workshops	Evidence shows that parental involvement has a significant impact on cognitive development. Our FSW has been successful in improving parental involvement with their child's learning and the school in general.	On-going training	DH (AL) FSW (TJ)	Half-termly
Enrichment activities £16,600	Whole school seaside trip; educational visits	To ensure that all PP children have an opportunity to experience equal access to an enriched, broad and balanced curriculum.	All PP children participate in organised visits	HoS (GL) DH (RC)	Half-termly

<p>Improved playtime provision & improved Social and emotional well-being</p> <p>£91,959</p>	<p>Improve resources Structured playtime activities Adult support/supervision</p>	<p>Evidence suggests a high correlation between child play and cognitive development and emotional well-being.</p>	<p>On-going adult and child training Well resourced activities with robust and engaging equipment Reduction in recorded playtime incidents</p>	<p>HoS (GL) LMs (TW & JB)</p>	<p>Half-termly</p>
Total budgeted cost					£152, 825

6.) Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP student progress is tracked effectively	Target identified children at pupil review meetings	<p>Success criteria were met e.g. RWM combined for both KS1&2 there was a minimal gap between PPG and non-PPG students (see table below).</p> <p>EYFS – 100% OF PP students achieved GLD.</p> <p>Year 1 Phonics – 81% PPG</p> <p>KS1 PP RWM @ expected combined 83%</p> <p>KS1 PP RWM @ GDS combined 20%</p> <p>KS2 PP RWM @ expected combined 93%</p> <p>KS2 PPG RWM @ higher score combined 25%</p>	<p>Progress meetings allow for discussion to identify student needs and to plan appropriate intervention or extension to meet students' needs. We need to make GDS a focus for our more able PPG students</p> <p>EYFS – PPG exceeding = 0% vs 17% non-PPG. This must be reduced for 2017-2018.</p> <p>Year 1 phonics – increase % of PPG students passing the screener.</p> <p>Must diminish the difference between PPG and non-PPG for KS2 in 2017-2018.</p> <p>KS2 PPG RWM @ higher score combined 25% vs 53%.</p>	£13,158
Increased percentage of PP attaining GDS	Target identified children	Progress meetings demonstrate that impact is made for children working at expected standard, a greater focus will need to be made for children potentially working at greater depth.	A greater focus for teachers will need to be made for children potentially working at greater depth to be identified and supported accordingly.	£49,000

Yr 6 Booster Classes attendees meet EOKS outcomes	Target identified children	Partially met –children made outstanding progress from their starting points, but many were just shy of the threshold of the 100 scaled score to meet expectations.	We need to measure attainment and progress in relation to the expectations of the new end of key stage assessments.	£23,000
More PP students attending Extended Schools (Breakfast Club, After-school clubs and Saturday School)	Target and invite children, and open invitation for all.	Children had access to high quality educationally enriching experiences; children had access to quality nutrition; children had support that might not have been forthcoming at home.	25 students out of 65 at Shine were PPG students. This provision provided enrichment experiences as well as quality first teaching to consolidate knowledge skills acquired at school. Over 100 students attend Extended School Clubs every day with a significant number of PP students in attendance.	£28,452
Utilise technology to enhance the learning experience and outcomes for pupils.	Purchase technology and software to engage learners and enhance progress.	Children are now meeting their Lexia weekly targets. Children without a computer at home can now access ixl at school. Ipads are now being used during our Maths Challenge Club –which imbues our children with a passion for maths.	Each class now has 4 ipads permanently rather than sharing. This means that children can access support programmes e.g. Lexia much more readily and develop the skills necessary for their progress.	£26,880

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Provision for school trips and residential subsidy.	To ensure all pupils have access to and benefit from the range of experiences in school and off site.	No child was denied a trip based on their financial circumstances therefore our PPG students received experiences (which might have otherwise been denied to them) that enriched their knowledge and skill base.	The impact of enrichment activities cannot be overestimated in terms of: the factual knowledge acquired by students; the social skills learnt and the potential for passions to be identified and pursued.	£17,600
Training of children and staff.	Target identified children and staff	Playtimes were a positive experience for all, even for those who have difficulty managing their behaviour at times. Therefore issues at playtime did not detract from quality first teaching and demonstrate the potential impact of our playground friends and peer mediators.	The potential positive impact of our playground friends and peer mediators is not to be underestimated and we should train children in other aspects of school life that they could possibly support the school community with.	£8,080

Mentoring support with City Year	Target identified children and classes	Children received support to enable them to manage their behaviour and remain in class and receive quality first teaching.	City Year make a significant contribution to the successful outcomes for children both academically as well socially and emotionally.	£64,260
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Establish and embed the nurture groups and Family Support Worker (FSW)	Target identified children and families.	Our Family Support worker can support the most vulnerable students and their families to facilitate conditions which are conducive for learning. To meet the SEAL needs of our pupils several nurture groups (led by the mentor team) were developed.	There are children and families surviving in the most dire of circumstances that we do not know about until a crisis occurs. We must become more proactive in identifying vulnerable pupils and families as they do not always present themselves in an obvious fashion.	£90,000
Greater attendance at workshops for pupils and parents/carers	Open invitation/targeted parents	Opportunities were provided to enable parents to develop the skills necessary to support their children's academic needs at home.	We need to personally invite the parents that we want to attend as often attendees are those that already support their children with their learning at home.	£14,570
Development and training (Nurture training, attachment training, etc.)	Identified staff	Training of adults to manage behaviour and delivery of intervention programmes etc.	Staff are now more able to manage behaviour and are more knowledgeable about the potential causes of 'poor' behaviour at school.	£16,120

