

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Daubeney Primary				
Academic Year	2016-17	Total PP budget		Date of most recent PP Review	Jun.16
Total number of pupils	625	Number of pupils eligible for PP		Date for next internal review of this strategy	Apr.17
2. Current attainment					
			<i>Pupils eligible for PP (46)</i>	<i>Pupils not eligible for PP (national average)</i>	
49% achieving at standard or above in reading, writing & maths			48%	50%	
2.4 Reading progress			2.7	1.7	
6.1 Writing progress			5.6	6.8	
2.5 Maths progress			1.3	4.6	
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.	Poor attitude towards learning				
B.	Poor language skills (mathematical and grammatical)				
C.	Reading stamina				
C.	Low self-esteem				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Poor punctuality attendance				
E.	Families not able to pay for involvement in enrichment activities e.g. after-school clubs, extended day etc.				
F.	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	Standards of achievement will be raised: in-year gaps will be reduced.
B.	Students to develop a greater range of vocabulary	Students access a wider range of challenging texts
C.	Broaden and develop reading ability and stamina	Reading attainment to be in line with non-pp children. Accelerated progress for PP children.
D.	Students exhibit a positive self image	Behaviour incidents decrease
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		2016-2017			
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?
Raise reading and maths attainment	Structured approach to the development of reading in Years 1-6	Current reading assessments are ineffective. Current maths results are below national expectations.	Whole school CPD; new reading assessment to be introduced; regular monitoring of assessment to judge impact; weekly learning walks; lesson observations; book scrutiny	HoS (GL) DH (RC)	Dec.16; Apr. 17 & Jul. 17.
Improve the quality of teaching	Personalised CPD & coaching programme	Current teaching profile	Share best practice across the federation	DH (RC)	Dec.16; Apr. 17 & Jul. 17.
Total budgeted cost					
ii. Targeted support					

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?
Narrow in-year gaps across the school to compare favourably with diminishing differences national figure for all year groups.	Targeted interventions e.g. AM Reading boosters Years 3-6), Saturday school Year 6), DSR (Year 1)	Current data	Interventions will be focussed on specific skills/knowledge that children need to acquire as a result of data analysis. Staff will liaise closely with class teachers to discuss the impact of the interventions.	HoS (GL) DH (RC)	Half-termly reviews
Improve behaviours for learning	Teacher training - CPD	High incidences of inappropriate behaviour	Involvement of external agencies; Learning Mentor support and share best practice across the federation.	AH (RD)	On-going Half-termly reviews
More children accessing extended day provision	Identify children who would benefit from extended day provision.				
More children attending Year 5 residential					

To improve the Social and emotional well-being for our most vulnerable students	Nurture provision	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					
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 growth mind set approach to learning and school life	Whole school Growth Mind Set initiative.	Children are displaying poor attitudes towards learning and	Invite in Barry Hymer – World leading proponent of 'Growth Mind Sets'. Whole School INSET and CPD sessions	Exec. Head. HoS	Half-termly
Improved parental support					
Enrichment activities	Whole school seaside trip; educational visits	To ensure that all PPG children have an opportunity to experience equal aces to a abroad receive a broad and balanced curriculum.	All PPG children participate in organised visits	HoS (GL)	Half-termly

Improved Playtime provision					
Total budgeted cost					