

Daubeney Pupil Premium Strategy

1. Summary information					
School	Daubeney Primary				
Academic Year	2018-19	Total PP budget	£306,240.	Date of most recent PP Review	10/18
Total number of pupils	623	Number of pupils eligible for PP	194	Date for next internal review of this strategy	Apr.19

2. Current attainment		
	Pupils eligible for PP (55) (64%)	Pupils not eligible for PP (31) (36%)
SPAG	-	-
U - Reading progress	U	U
Writing progress	-	-
U - Maths progress	U	U

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 Behaviours for learning
B.	Language acquisition
C.	Reading stamina
D.	Low self-esteem and lacking confidence around academia
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Pupil mobility
F.	Families not able to pay for involvement in enrichment activities e.g. after-school clubs, extended day etc.
G.	Lack of parental support and academic aspiration to reinforce learning at home

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 are 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 PP children.
D.	Greater self-esteem and confidence in taking part in social and academic activities.	Increasing number of PP students achieving at EXS or higher.
E.	We have a stable student population.	Full school roll – meaning we can accept mid-term admissions.
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

2018-2019

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?
To further develop middle and senior leaders for maximum on learning.	IoE training courses for identified middle and senior leaders.	Established training provider that has proven track record. Research based project that has to show impact on learning.	On-going monitoring. Support from HoS and Exec. Head.	JT/GL	Completion of the course.
Imbed the A+L policy which demonstrates maximum impact on learning.	Clear policy to drive outcomes through effective feedback to pupils.	Research shows that instant feedback (along with peer and self-assessment) has the greatest impact.	Monitoring cycle, SLT book looks, federation moderation and cluster moderation activities.	SLT/SMT	Termly.

Improve the quality of teaching	Use the coaching model to further develop and share excellent teaching practice.	Current teaching profile Research evidence suggests that peer to peer support has a greater impact on practice than a top down approach (see EEF).	Share best practice across the federation Twilights CPD Coaching sessions(phase model)	DH (RD)	Dec.18; Apr. 19 & Jul. 19.
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 focused 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 (RD)	Half-termly reviews
Improve behaviours for learning	Teacher training - CPD	High incidences of inappropriate behaviour correlating with poor attainment outcomes	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 pp children who would benefit from	Registers indicate low percentage of pp students attending.	Monitoring registers and club applications	Jenni Bird/LMs	Termly
More children attending Year 5 residential	Identify pp children who would benefit from residential.	A broad, balanced and deep curriculum. More PPG to benefit from enrichment activities.	Monitor number of PPG students.	DH (RD)	Summer term 2019

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 Manager (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?
Improved well-being and mental health.	Whole school CPD and involvement with the WAHMS and CWIS HLT	The national focus on mental health. Evidence suggests that lower income families are more prone to have mental health issues.	Report structure – DH feeds back to SLT and governors.	DH (AL)	Half-termly
Improved parental support	Provide access to a Family Support Worker (FSW) and Learning Mentors.	Some of our PP families will require support to access services, training and employment.	Report structure – FSW feeds back to SLT and governors	DH (AL)	Termly & on-going
Enrichment activities	Whole school seaside trip; educational visits	To ensure that all PPG children have an opportunity to experience equal access to a abroad receive a broad and balanced curriculum.	All PPG children participate in organised visits	HoS (GL)	Half-termly

Improved Playtime provision	Learning Mentor and continued relationship with City Year UK.	LM's have the capacity to support and train LSAs to be more effective in the playground. Thus reducing incidents and improving positive playground experiences.	Reduction in recorded playtime incidents	Pastoral Care Manager (JB)	Termly and on-going.
Total budgeted cost					

6.) Review of expenditure				
Previous Academic Year		2017-2018		
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
Maintain reading and maths attainment	'Cracking Comprehension' and PA maths.	Success criteria were met e.g. RWM combined for KS1 resulted in a minimal gap between PPG and non-PPG students at GDS.	Progress meetings allow for discussion to identify student needs and to plan appropriate interventions or extensions to meet students' needs. We need to make GDS a focus for our more able PPG students	£4,000
Improve the quality of teaching	Target identified children	Over the year quality for teaching improved from – 88% 'good' or better' and 12% 'requiring Improvement' in the Autumn term to 96% being 'good or better' and 4% 'requiring improvement' in the Summer term.	A greater focus will need to be made for children potentially working at greater depth.	£2,000

NQT and 2 nd year NQT coaching and mentoring	HLT NQT training programme and PA RQT programme	Over the year quality of our NQTs improved from – 34% ‘good’ or better’ and 66% ‘requiring Improvement’ in the Autumn term to 100% being ‘good or better’. Our 2 nd year NQT maintained her standard. But the training enabled her to manage a challenging class in the 2018-2019 academic year.	To remain with the HLT NQT programme. To continue the coaching and mentoring model for NQTs.	£3,525
Precision Teaching with Pupil review meetings	At Pupil review meetings pupils will be identified for precision teaching to ensure all are on track/challenged appropriately.	This strategy in resulted in vulnerable students achieving success in their personal EHCP/PSP/EOY and/or EOKS outcomes.	To continue this model of intervention. To upskill parents by holding precision teaching workshops.	£3,000

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
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)	Attainment in EYFS, Year 1 phonics and KS1 matched or exceeded national attainment.	Early identification is critical, parental engagement/support is preferable	£73,173
More children accessing extended day provision	Identify pp children who would benefit from extended day provision.	Via our FSW more families are encouraged (and supported financially if need be) to utilise the extended day provision. This has had a great benefit to at least one vulnerable family. Children with SEMH needs have developed their social skills.	In addition to providing after-school clubs and extended day provision we need to establish relationships with community organisations to support our children outside of the school day/term.	£24,000

More children attending Year 5 residential	Identify pp children who would benefit from residential week.	Children grow in confidence; teacher & pupil relationships are stringer; children develop independence.	That focussing on a year 5 residential led by year 6 teachers facilitates a good bonding experience which transfers over into year 6 and good working relationships between pupils and teachers.	£5,400
To improve the Social and emotional well-being for our most vulnerable students	Nurture provision	Children at high risk of exclusion are now in mainstream classes and performing well academically.	More work to done with the emotional well-being of the whole family, rather than just the child(ren).	£66,037

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
Develop a 'Word Aware' approach to learning and school life	Whole school Word Aware initiative.	The school has become an 'word rich' environment. This has benefited our more able but must now cascade to all achievement groups.	Language and oracy must permeate all aspects of our curriculum and not only be focused on literacy.	£2,500
Improved parental support	Family Support Worker (FSW), parental workshops	Vulnerable families are supported at challenging times e.g. homelessness, DV etc. Additionally, workshops have enabled parents to support their children at home.	That this service is vital to the well-being and development.	£41,766
Enrichment activities	Whole school seaside trip; educational visits	Many children were able to access experiences that they would otherwise would not have enjoyed.	The issue is the cost. Therefore going annually will be revised.	£16,600
Improved playtime provision & social and emotional well-	Improve resources; structured play activities; adult support	Providing positive social interaction for our most socially deprived children.	This initiative must be maintained especially for our younger students – do not assume that positive social skills are learnt by osmosis.	£91,959

1. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Academic attainment 2017-2018

	PPG	Non-PPG
EYFS - GLD	79%	88%
Year 1 Phonics	100%	97%
Year 2 phonics (re-takes)	100%	60%
KS1 SATs Reading at Expected Standard	86%	90%
KS1 SATs Writing at Expected Standard	76%	88%
KS1 SATs maths at Expected Standard	86%	90%
KS1 SATs (R, W & M) at Expected Standard combined	76%	85%
KS1 SATs Reading at Greater Depth Standard	24%	27%
KS1 SATs Writing at Greater Depth Standard	14%	22%
KS1 SATs maths at Greater Depth Standard	24%	35%
KS1 SATs (R, W & M) at Greater Depth Standard combined	14%	18%

