**Pupil premium strategy statement Downton Primary School 2017 -18**

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| 1. **Summary information** | | | | | |
| **School** | Downton CE Primary School | | | | |
| **Academic Year** | 2018 - 19 | **Total PP budget** | £36,380 | **Date of most recent PP Review** | January 2018 |
| **Total number of pupils** | 220 | **Number of pupils eligible for PP** | 16 (2 LAC) | **Date for next internal review of this strategy** | June 2018 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)*  *As of July 2017* | *Not PPG*  *KS2 Y6 data* |
| **% achieving in reading, writing and maths** | 50% | 61% |
| **% making progress in reading** | 1.1 | +0.33 |
| **% making progress in writing** | -0.5 | +0.17 |
| **% making progress in maths** | -3.3 | +0.28 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Significant attainment gap between PP and non-PP pupils at the end of KS2 | | |
|  | | Poor recall of number facts including times tables prevents many PP children from achieving the expected standard in maths | | |
| **C.** | | Poor spelling prevents many PP children from achieving the expected standard in writing | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Persistent absenteeism of a number of children eligible for PP is impacting on their attainment and progress | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To diminish the difference between the attainment of PP pupils and non-PP pupils at the end of KS1 and KS2 | | Attainment of PP pupils is in line with national average for ALL pupils  Attainment of non-SEN PP pupils in in line with national average for Non-PP pupils |
|  | To continue to increase the % of PP pupils who meet the expected standard in maths | | Increase in % of PP pupils achieving expected standard in maths.  All non-SEN PP pupils achieve the expected standard in maths. |
|  | To continue to increase the % of PP pupils who meet the expected standard in writing | | Increase in % of PP pupils achieving expected standard in writing.  All non-SEN PP pupils achieve the expected standard in writing. |
|  | Attendance rates for some PPG pupils will increase, as engagement with parents is improved. | | Pupil’s % for attendance increases. - Evidence in learning and termly attendance data. Significant reduction in % of PP pupils who are persistently absent |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | **2018 – 19** | | | | | |
| 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. | | | | | | |
| 1. **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 diminish the difference between the attainment of PP pupils and non-PP pupils at the end of KS1 and KS2 | PP Champion and SENCo to lead progress meetings to analyse attainment and progress of PP children and plan necessary interventions.  Time allocated for teachers to create provision maps, Personalised learning Plans, one page profiles and pupil portfolios to target support provided to PP pupils | Data shows a significant difference between the attainment of disadvantaged pupils compared to those in other groups, especially at the end of KS2. Raising awareness of these pupils will allow for better provision to be planned implemented and monitored  . | Pupil Progress meetings led by Head, Assessment lead and SENCO to monitor effectiveness.  Regular review meetings with PP Champion and class teachers to discuss impact of provision on identified pupils | SENCO | | End of term 5 |
| To continue to increase the % of PP pupils who meet the expected standard in maths | High quality CPD for teachers and teaching assistants to further improve quality of teaching and learning. 2 teachers to complete the Middle leaders programme and two on the ‘Targeted Leadership’ programme from Sept 17-  Two | There is significant evidence to suggest that high quality teaching has a disproportionally positive impact on PP pupils.  This approach is also recognised as an effective way of enabling the PP grant to impact positively on all pupils. | Staff encouraged and given time to share training with colleagues.  Impact evaluations to be completed a few weeks after training is completed. | Headteacher | | End of term 5 |
| To continue to increase the % of PP pupils who meet the expected standard in writing | High quality CPD for teachers and teaching assistants to further improve quality of teaching and learning via talk for writing training for teachers and TA acceleread/write training  Use of Read Write Inc Spelling – resources | There is significant evidence to suggest that high quality teaching has a disproportionally positive impact on PP pupils. | Staff encouraged and given time to share training with colleagues.  Impact evaluations to be completed a few weeks after training is completed. | SENco  Headteacher | | End of term 5 |
| **Total budgeted cost** | | | | | | £13,706 |
| 1. **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?** | |
| To diminish the difference between the attainment of PP pupils and non-PP pupils at the end of KS1 and KS2 | 1 to 1 tuition for identified pupils focusing on basic skills acquisition in maths and spelling | EEF research suggests indicates that high quality 1:1 tuition is one of the most effective ways of achieving accelerated progress.  Approach has been highly effective in raising attainment of PP pupils in other contexts.  Same approach to be implemented in both keystages from January 2018. | Ensure the appointment of a highly skilled practitioner to deliver the tuition.  Regular data analysis to monitor progress  Good communication with parents to ensure that learning is enforced at home | Headteacher  SENCO | Term 6 | |
| To continue to increase the % of PP pupils who meet the expected standard in maths | Weekly small group sessions in maths for high-attaining as well as low attaining pupils with an experienced teacher | We want to provide extra support to maintain high attainment as well as improve low attainment. Small group interventions with highly qualified staff have been shown to be effective, in reliable evidence sources such as the EEF toolkit. | Extra teaching time and preparation funded from PP budget not encouraged as additional and extra.  Impact overseen by maths subject leader  Engage with parents and pupils before intervention begins to address any concerns/questions about additional sessions | SENco  Maths Lead | Term 6 | |
| To continue to increase the % of PP pupils who meet the expected standard in writing | Weekly small group sessions focusing on spelling and handwriting support | Small group interventions with highly qualified staff have been shown to be effective, in reliable evidence sources such as the EEF toolkit. | Organise timetable to ensure staff have preparation time and delivery time in a quiet area. | SENco  Literacy Lead | Term 6 | |
| **Total budgeted cost** | | | | | £15,992 | |
| 1. **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?** | |
| Persistent absenteeism of a number of children eligible for PP is impacting on their attainment and progress | Headteacher to follow up on attendance analysis  Employment of a Family Support Advisor to support families with attendance issues  Provision of ELSA and Time to talk  Free or subsidised access for PP pupils to residential visits  Subsidised fees for music/sport tuition/story circle  Free places at paid clubs offered as an incentive for increased attendance  Coloured parts of uniform provided to ensure full inclusion  Absence is challenged pupils encouraged to come to school for school to assess | We cannot improve attainment for children if they are not actually attending school. Persistent absenteeism is a current DFE key priority and a measure by which Ofsted will be judging overall school effectiveness.  This was very effective in supporting vulnerable families in 2017  Evidence 2017 that Raising of Self-esteem has led to improved attitudes and attendance  We believe that by offering a wide-range of extra-curricular opportunities will lead to increased engagement, improved self-esteem and ultimately improved attendance | Regular monitoring of attendance of targeted pupils  Reasons for absence recorded on Sims  Regular meetings with social skills lead to measure impact  Frequent communication with parents to discuss funding opportunities  Monitoring of attendance at clubs and enrichment activities | Headteacher  SENCO  PP lead | Termly | |
| **Total budgeted cost** | | | | | £6682 | |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016 - 17** | | |
| 1. **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** |
| Integration and SEN support for pupils | One to one support by a qualified teacher  Teaching Assistants | Impact of of provision by teaching assistants less effective than a qualified teacher | Use of qualified teachers for PP interventions | £13,125  £8,407 |
| 1. **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** |
| Support for vulnerable children | PSA support | Parent supported through trauma. | PSA support was crucial to keep parents on track | £2789 |
| 1. **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** |
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| **iv. Other Pupil Support** | | | | |
|  | Emotional learning support tools | ELSA, time to talk provided to pupils for short term support | Important in improving pupil-self esteem – needs regular impact review to be effective | £476 |
|  | Uniform/trips/extra-curricular | Pupils without uniform are provided with aspects which are missing | Pupils had a positive view of school and themselves – communication with home important in ensuring that uniform is available | £3759 |

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| 1. **Additional detail** |
| N/A |