**Pupil premium strategy statement Downton Primary School 2018 - 2019**

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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 2019 |
| **Total number of pupils** | 237 | **Number of pupils eligible for PP** | 14 FSM/Ever 6  4 service  3 Post LAC | **Date for next internal review of this strategy** | Feb 19 |

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| **2. Current attainment** | | | |
|  | ***Pupils eligible for PP***  ***July 2017*** | ***Pupils eligible for PP***  ***July 2018*** | ***All pupils 2018*** |
| **% achieving Expected Standard in reading, writing and maths** | 0% | 25% | 63% |
| **Average Progress Score - Reading** | -1.5 (25%) | -1.92 (50%) | +0.2 (80%) |
| **Average Progress Score - Writing** | 0.5 (25%) | 0.78 (75%) | -1.4 (77%) |
| **Average Progress Score - Maths** | -4.4 (0%) | -6.13 (25%) | -1.8 (73%) |

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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 in reading and maths at the end of KS2 | |
|  | | Poor progress scores from end of KS1 to end of KS2.. | |
| **C.** | | Increasing number of children who are not ready to learn | |
| **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 and reading to exceed KS1 starting points | | Increase in % of PP pupils achieving expected standard in maths and reading  All non-SEN PP pupils achieve the expected standard in maths and reading |
|  | A growth mindset culture amongst pupils and staff based on high-expectations of all learners is evident | | Pupil perceptions of themselves as learners is positive – staff feedback at pupil progress meetings is that of increased resilience amongst pupils |
|  | 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  Increase rates of progress for disadvantaged pupils in both key stages | KS1 and KS2 leaders 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 teachers and class teachers to discuss impact of provision on identified pupils  Ensure deployment 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 | HT | End of term 2 |
| 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 Maths mastery programme  Full access to additional training opportunities provided by the Teaching Schools hub, particularly focusing in maths teaching and learning | 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 2  End of term 3  End of term 5 |
| To continue to increase the % of PP pupils who meet the expected standard in reading and 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 use of Read Write Inc Spelling – resources  Reading age assessments used to deploy reading support to ensure a reduction in the number of children whose fluency is below their chronological age | There is significant evidence to suggest that high quality teaching has a disproportionally positive impact on PP pupils.  Successful approach 2017  Use of NFER assessments to identify gaps in learning and validate teacher assessments | Staff encouraged and given time to share training with colleagues.  Impact evaluations to be completed a few weeks after training is completed.  Monitoring termly via reading age and NFER test analysis | Headteacher | End of term 5 |
| **Total budgeted cost** | | | | | £1,000 Training  £ 500 release  £ 500 materials |
| 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  Class teacher | End of term 2  End of term 3  End of term 5 |
| 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.  Trial Third Space learning to engage and motivate pupils | 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 | HT  Maths Lead | End of term 2  End of term 3  End of term 5 |
| To continue to increase the % of PP pupils who meet the expected standard in reading | 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. | HT  Literacy Lead | End of term 2  End of term 3  End of term 5 |
| **Total budgeted cost** | | | | | 1:1Tuition £5,631 |
| 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?** |
| Increased number of children ready to learn and responding positively to feedback | Develop a growth mindset amongst the staff so that they can deliver learning based on high-expectations of all learners – ambition aspiration  Lesson study cycle – reviewing feedback and marking for impact | Pupil resilience is commonly raised as a barrier to learning in progress reviews. Pupil views of themselves as learners and ability to react positive to mistakes is low. Pupils tell us that they don’t like improving work  Sutton Trust EEF research effective feedback and marking up +8 months gains  Ofsted feedback – pupil discussions | Training bought in to be delivered with all staff  Parent information sessions  Termly assemblies  Lesson study via staff PDMS to ensure that a consistent and effective pedagogical approach is adopted | HT  HT | End of term 3  End of term 5 In pupil progress reviews and pupil discussions |
|  | Provision of ELSA and Time to talk  Employment of Part- time ELSA to provided targeted support to vulnerable pupils, giving them the best chance of being ready to learn | Evidence 2017 that Raising of Self-esteem has led to improved attitudes and attendance – providing reactive support for high levels of emotional need.  ELSA sessions have a proven track record of increasing levels of self-esteem, leading to improved attitudes and attendance.  Increasing the number of ELSA hours available will enable us to support more pupils in all year groups. | Regular meetings with social skills lead to measure impact | HT | Termly |
|  | Small group sessions in KS1 led by Teaching Assistants running proven intervention programmes and working towards Personalised Learning Targets, directed by class teachers.  Counselling /Pastoral Service available to targeted pupils. | Mental health and wellbeing of pupils is a national priority. We have noticed a significant rise in the number of pupils facing very challenging circumstances outside of school. Increasing numbers of pupils, many with significant academic potential, are not in a place where they are ready to engage fully in learning. | Regular meetings with ELSA to assess impact  Pupil voice | SENCO | termly |
| **Total budgeted cost** | | | | | Growth Mindset training & lesson study  £500  ELSA £1424 |
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| **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  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  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  Frequent communication with parents to discuss funding opportunities  Monitoring of attendance at clubs and enrichment activities | Headteacher  HT  PP lead | Termly |
| Financial support | Free or subsidised access for PP pupils to residential visits, breakfast club  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 | Children will have access to opportunities which cannot always be provided at home including additional trips, swimming and experiences |  |  |  |
| **Total budgeted cost** | | | | | PSA £3,100  Enrichment £2,532 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017 - 18** | | |
| 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** |
| Diminish the difference between PP and non-PP pupils at the end of ks2 | One to one support by  Teaching Assistants  PP Champion and SENCo to lead pupil 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 and One Page Profiles to target support provided to PP pupils | Impact of of provision by teaching assistants aless effective than a qualified teacher  *KS2 attainment across all subjects improved at end of KS2 Reading +25% Writing +50% Maths +25%*  *Analysis of pupil data from Feb 18 to May 18 shows a significant improvement*  Attainment gap has reduced significantly at the end of KS1 (3% in writing, 9% in maths).  Attainment of PP pupils in reading is higher than non-PP pupils nationally.  Comprehensive One Page Profiles and Personalised Learning Plans have ensured tailored provision for all pupils. | Use of qualified teachers for PP interventions – review has shown that use of a supply teacher was less effective than a member of staff – sessions were more regular and liaison and accountability more robust  *Progress from starting points remains low – for Disadvantaged children with Special Educational Needs. Ensure staff training is widened to promote high aspirations*  *Growth mindset culture staff raising aspirations for all learners*  Dedicated time of Pupil Premium Champion allows for a flexible and rigorous approach to implementing and evaluated a number of strategies.  This will continue next year. | £6,019.46 |
| Increase the % of PP pupils who meet the expected standard in maths, reading and writing | Times table strategy  TTRS  Reading age assessment – to ensure fluency – targeted interventions in maths and reading to focus interventions | Middle leader research that ten minutes recall using TTRS has a significant impact on learner rapid recall – subscription renewed  Volunteers support times table recall  EEF / Sutton Trust research indicates that high quality 1:1 tuition is one of the most effective ways of achieving accelerated progress.  Approach was highly effective in raising attainment of non-SEN PP pupils at KS1 and KS2 | Middle leaders programme influenced internal research – targeted leadership has improved leadership capacity in maths – parental monitoring of TTRS still an issue -  Use of volunteers resulted in inconsistency in assessment of tables recall – training for volunteers factored in for 2018/19  Create opportunities for PPG pupils to aspire to being readers and writers through enrichment eg author visits |  |
| 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** |
| Persistent absenteeism of PPG | PSA support | Parent supported through trauma.  Effective at reinforcing school message  PSA attended meetings with parents | PSA support was crucial to keep parents on track | £3167.19 |
|  | Attendance reviews | Use of a taxi for one pupil for six weeks improved attendance up to 90% | % gains can be marginal – explore further possibilities – breakfast club – CAF /health reviews |  |
|  | Increased lunchtime clubs | PPG priority attendance at clubs will lead to increased engagement – improved self-esteem and ultimately improved atttendance | % gains for individuals showed increased engagement with extra curricular activities resulted in no further absences from school from Jan 18. |  |
| 1. **Other approaches** | | | | |
|  | 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 |