



# Deanshanger Primary School Pupil Premium Strategy Statement 2018-19

## 1. Summary information

### Context

Deanshanger Primary School is a two-form entry village school. We have high aspirations and ambitions for all of our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is the dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Although Pupil Premium (PP) funding does not represent a significant proportion of our budget at approximately 10.3% we are committed to ensuring it is spent to maximum effect. One of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way. As in all areas of school life, we are fully committed to constant reflection and improvement to impact on pupil outcomes.

*'The measure of a successful education system, whether at local or national level, should be how its disadvantaged pupils perform'*

*Marc Rowland, National Education Trust*

Academic Year	2018/19	Total PP budget	£54,380	Date of most recent PP Review	Oct 18
Total number of pupils	381	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Oct 19

Lead for PP in school: Mrs Rachel Rice – Head teacher

Lead for PP on Governing Body: Mrs Michelle Fernandez

### Objectives of Pupil Premium spending

When making decisions about using pupil premium funding it is important that we consider the individual context of each child. Common barriers for PP children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups and indeed we don’t always want to talk about closing the gap because this could place a ceiling on success. Through targeted interventions we are working to eliminate barriers to learning and progress.

### This year our school priorities are to:

- Continue to ensure attainment in reading, writing and maths is in line with or above national standards at each key benchmark (end FS, KS1 and KS2).
- Ensure progress in reading, writing and maths continues to be in line with or above national standards (end FS, KS1 and KS2). Our latest KS2 data demonstrates that PP reading progress is above non PP reading progress, PP writing progress is roughly in line with non PP writing progress whilst PP maths progress is below non PP progress data.
- Increase levels of challenge, in line with all children to meet the demands of the curriculum.
- Continue to provide individualised support for each family and their role in the community and continue to focus on parental engagement in learning.
- Encourage enrichment beyond the daily curriculum, including free access to Wrap Club (before and after school care).
- Focus on social, emotional and behavioural needs and support through strategic use of our learning mentor, school staff and outside agencies (where required).
- Prioritise attendance and lateness, as required, to ensure full access to the school’s curriculum and social emotional health and wellbeing. Although this can be a challenging area, there have been success stories that have massively impacted on individual children and families.

## Feedback from last Ofsted Report (Nov 2016)

*"The additional funding for disadvantaged pupils is used well. The headteacher considers the needs of individual pupils and she meets with some parents to discuss how best their children's needs can be met. The impact of this funding is monitored during termly meetings with staff to discuss the progress that pupils are making." (Ofsted 2016)*

*"By the end of 2016 the proportion of disadvantaged pupils achieving the expected standard in reading and mathematics compared favourably with other pupils nationally. The proportion reaching the expected standard in mathematics was about the same as seen for other pupils nationally. Pupils' books show that disadvantaged pupils are currently doing as well as their peers. This would indicate that the difference in attainment between these pupils and others is diminishing. However, in 2016, no disadvantaged pupils reached the higher standards in any of these subjects." (Ofsted 2016)*

## Recent initiatives to impact on individual children and families

- Recent introduction of Forest School sessions – an opportunity to learn in the widest possible sense and support school values in a very different setting.
- Personalised support for individual children has been instrumental in providing social and emotional wellbeing and academic attainment and progress.
- Attendance for identified children has been significantly supported and where problems still exist, support plans are in place.
- Continued focus on parental engagement with regular catch up and support sessions particularly with the Learning Mentor.
- Continued investment in staff professional development, particularly for the learning mentor, to support various aspects of social, emotional and behavioural issues plus speech and language.
- Using the school's chosen parent/carer voucher system to allocate a proportion of the PPG directly to the family to support school life in a personalised way and encouraging this to be spent where possible on additional enrichment opportunities.
- Opening up free before and after school care at Wrap Club to enable a smooth and supported start to the school day and build upon social and emotional skills / comfort in school setting.
- Holding PPG parent meetings to understand individual children's needs and any progress to further progress, attainment and happiness.

## 2. Current attainment (based on published data at end of KS2 July 2018)

	Pupils at DPS eligible for PPG	All pupils at DPS	All PP pupils in state funded schools in England
% expected standard in reading, writing & maths	60%	48% (Nat 64%)	70%
Pupils average scaled score for reading and maths	R 105.0 M 99.5	R 103 M 101.6	R National for all PP children 105 and National benchmark 106.1 M National for all PP children 105.4 and National benchmark 104.4
Progress in reading (R), writing (W) and maths (M)	R -0.69 W -1.10 M -4.93	R -2.04 W -1.21 M -2.54	-
% at expected standard and above in reading, writing and maths	0%	8%	12%

### 3. Planned expenditure SY 2018-19

There are four main categories of support -

- (i) Focus on learning in the curriculum
- (ii) Focus on families and support in the community
- (iii) Enrichment beyond the curriculum
- (iv) Focus on social, emotional wellbeing and behaviour

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and review schedule	Budgeted Cost
For parents and carers to have a voice in the spending of PPG fund - to select how part of the fund is used in order to impact on their child/ren. Children are given enrichment activities across the school to develop their oral, social/emotional and language skills.	Each PPG family is provided with a £150 voucher (or a proportion of it in year 6 and for service families).	Provides parents and carers with a 'voice' in the allocation of funds to impact where they feel it is best used. This might support the costs of new uniform, school trips, music lessons, books...	The parent/carer is provided with a voucher which is used each time an item is provided. The HT meets with parents, as required, to support the full use of the voucher and consider any additional funding support. A reminder is sent out in January to ensure that families maximise the use of their voucher to positively impact on their child.	Head teacher  Voucher is renewed each April in line with the financial year	£5850 voucher cost plus £2000 for costs over and above voucher system including residential trips
For additional funds to be available at the discretion of the Head, to fund/part fund enrichment activities, counselling type sessions and school needs.	Additional funding is allocated for use as required for 1:1 support, a trained counsellor, after school clubs and trips, in addition to free access to Wrap Club.	Understanding the individual children well, there will be opportunities that arise throughout the year that we feel are in the best interest of the child to attend. These might support morning transition into school, individual progress, develop self-esteem, building upon previous skills and strengths and developing new friendships.	Teachers, LSAs, SENCo, Learning Mentor, Intervention Support and admin, to coordinate provision with HT so that additional opportunities are bespoke.	All staff Reviewed throughout the year	TOTAL: £7850

Development of clear speech and language	Continue with the Speech and language support programme across the school (as required) from Learning Mentor with additional support from two EYFS LSAs (after training).	Several children come into foundation and KSI with speech and language skills that require support. These children need a focus programme to make accelerated progress in this area and in turn, make good progress in all areas of the curriculum. The Learning Mentor is unable to support every child in the school. Training for the additional 2 LSAs will provide the level of support required.	Talking Success training for two EYFS LSAs so that they are fully equipped with the skills to support speech and language alongside the Learning Mentor. Cover LSAs required for these sessions.  The training consists of 5 full days and 2 half days.	Learning Mentor and EYFS LSAs x 2         Annual review	£12000 towards salary costs of Learning Mentor         £800 costs for cover LSAs to facilitate training         TOTAL: £12800
PP children need to make accelerated progress to close the gap over the year	1 to 1 and small group provision in all subject areas (as required for each child).  Progress in maths based on last year's data was poor.	Some of the students need targeted support to meet and exceed the expectations of non PP in terms of attainment and progress. Based on last year's data, maths for PP children is a core focus area.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Focussed 1 to 1 intervention sessions with PP children	Teachers/SENCo/ Intervention teacher and HT         Pupil progress meetings every term	Approx 10% of LSA costs         TOTAL: £18400
Less incidents of negative behaviour recorded across the school with fewer lessons being disturbed through low level disruptions	Employ a Learning Mentor (family support worker) in school working alongside volunteer staff 'Listening Ears'.	Children need someone to talk to and air concerns before they are able to learn. Children also need to be picked up on a more ad hoc basis around the school including lunch and break where most incidents are happening.	Clear guidance put in place for how this is to work.         Monitor incidents of concern with a reduction in incidents occurring	Learning Mentor         Annual review	No additional cost as Learning Mentor also provides speech and language support.

<p>For all staff to be well equipped with the skills and knowledge to support all groups of children in the school through quality first teaching according to their individual needs, stage of teaching and the overall needs of the school.</p> <p>To commissions external support, as required, for additional support and complex needs.</p>	<p>A £4500 budget is allocated to CPD to support individual and complex needs and to commission additional external experts.</p>	<p>Specialist training is required at times in order to effectively support individual needs e.g., Jogo Behaviour, whole staff training, mental health and well-being, behaviour, FUNs.</p>	<p>All staff professional development is considered according to the individual needs of children and groups of children. It is cascaded, where necessary, to the wider staff group.</p>	<p>Head Business Manager and SLT</p> <p>Termly review</p>	<p>TOTAL: £4500</p>
<p>Increase attendance rates of all children including those eligible for PPG</p> <p>(Persistent absenteeism is currently 5.6%. This was 7.4% in the last school year).</p>	<p>Employ a Learning Mentor (family support worker) in school</p>	<p>School has a number of persistent absentees that need to be monitored (20% of PP children). We cannot improve attainment for children if they are not actually in school.</p> <p>The Learning Mentor is available to collect children ready for the start of the school day and provides a 'meet and greet' at the start of the day ( as required) to ease the transition from home to school.</p>	<p>Thorough briefing of Learning Mentor and admin support about existing absence issues.</p> <p>Admin staff to meet weekly to highlight those children of concern to Head and Learning Mentor.</p>	<p>Learning Mentor, Admin and HT</p> <p>Daily review</p>	<p>No additional cost as Mrs Mildren also provides speech and language support and this forms part of Mrs Gardiner's admin role</p>

To provide opportunities for additional teaching and learning to close any gaps in attainment and progress.	Annual subscription to Accelerated Reading, Reading Eggs, Third Space Learning and Mathletics	Well known interventions with measurable outcomes to positively impact upon progress and attainment.	Each class teacher will set up and monitor the use and impact of these additional interventions.  Pupil progress meetings will consider the impact of these.  Progress will be evident in data captures.	Head and class teachers  Review at termly pupil progress meetings.	Approx. 10% of total costs £14,000  TOTAL: £1400
Additional high quality support for the most able in English in KS2	External expert to run lunch time sessions once a week for children in Y5 and 6 to support progress and attainment.  Deputy Head to run after school session for an additional group of most able students.	The sessions will provide an additional level of challenge for the most able and will enrich their differentiated sessions in class.	English Leads to work alongside expert to ensure correct pitch, level of challenge and monitor impact.	Deputy Head working with invited expert  Termly review	Weekly cost for invited expert spread across school year. (no cost for Deputy)  TOTAL: £1440
Before and after school care (with homework support)	Access to Wrap Club on a free basis to parents/carers support family needs and provide a supported start to the school day.	Wrap Club can reduce pressures on family regarding juggling drop off and picks up and provide homework support, breakfast and a supportive start with peers for the day ahead.	The Wrap Club leader will coordinate with the HT and class teachers to ensure access is provided.	Wrap Club Leader Head teacher Class teachers	TOTAL: £2000



For children in their first stage of learning, to have additional support.	Part funding of an additional LSA in Foundation Stage.	Lower staff to child ratio to impact on increased support of individual needs.	The LSA will support small group and 1:1 interventions in line with pupil needs.	EYFS leader  Impact will be considered weekly	Part funding of costs  TOTAL: £4000
For the individual needs of all children, including PPG, to have additional manipulatives and a resource budget, to address gaps in learning and social and emotional needs.	To budget for additional resources to support teaching and learning.	Additional games and resources can be purchased that can be used in school and at home in order to support learning and parental engagement.	Some resources will stay in classrooms whilst other resources will be checked in and out of the library, as library books. Parents will be invited in to go through the different activities and how they can support learning at home in line with school support.	Class teachers, Head and Business Manager  Monthly review	TOTAL: £2000
Total budgeted cost					£54, 390

#### 4. Review of expenditure in previous school year 2017-18

Desired outcome	Chosen action / approach	Impact	Reflections	Cost
<p>For parents and carers to have a voice in the spending of PPG fund - to select how part of the fund is used in order to impact on their child/ren. Children are given enrichment activities across the school to develop their oral, social/emotional and language skills.</p> <p>For additional funds to be available at the discretion of the Head, to fund/part fund enrichment activities, counselling type sessions and school needs.</p>	<p>Each PPG family is provided with a £150 voucher (or a proportion of it in year 6 and for service families).</p> <p>Additional funding is allocated for use as required for 1:1 support, a trained counsellor, after school clubs and trips, in addition to free access to Wrap Club.</p> <p>A proportion of the PPG is allocated towards additional curriculum and 'other' opportunities.</p>	<p>44% voucher funds was used for additional clubs, 38% to support the payment of trips, 6% to pay for uniform, 10% to cover the costs of the optional trip to the pantomime and 2% for miscellaneous items including new shoes and trainers.</p> <p>Three families regular access Wrap Club free of charge and they have reported positively on the impact of this on family life. We have also noticed that the children are generally settling better at the start of the school day.</p> <p>The school commissioned an external counsellor to work with one family on a monthly basis. This impacted on some positive changes.</p>	<p>Feedback to the voucher system by parents continues to be favourable and external visitors have always seen it as a positive.</p> <p>Additionally learning opportunities were funded by the school on top of the voucher system to support individual children/families.</p> <p>External counsellor support may be beneficial in the future.</p>	<p>£5500</p> <p>£3000</p>
<p>Development of clear speech and language.</p>	<p>Continue with the Speech and language support programme across the school (as required)</p>	<p>Of the 24 children that started the financial year having speech and language sessions with our Learning Mentor 21 no longer need additional support. This has positively impacted on the progress in reading and writing and self-esteem.</p>	<p>There is a growing number of students joining DPS with additional speech and language needs. The Learning Mentor alone is not going to be able to provide regular sessions for everyone in the school - additional training required.</p>	<p>£12,000</p>

PP children need to make accelerated progress to close the gap over the year. Some of the students need targeted support to meet and exceed the expectations of non PP in terms of attainment and progress.	1 to 1 and small group provision in all subject areas (as required for each child).	<p>In year 6, 60% children reached the expected standard in reading, writing and maths. This was higher than for non PP children at DPS but less than the National level of 70%.</p> <p>Reading – 80% chn achieved the expected standard compared to national 33% (non PP at DPS = 63%) ; Writing – 80% chn achieved the expected standard compared to national 83% (non PP at DPS =75 %); Maths 60% chn achieved the expected standard compared to national 81% (non PP at DPS = 60%)</p> <p>In Year 2</p> <p>NB It is very hard to make comparisons due to the small cohort</p> <p>3/4 (75%) were working at the expected standard in reading compared to 89% in the school as a whole and 75% Nationally.</p> <p>2/4 (50%) were working at the expected standard in writing compared to 80% in the school as a whole and 70% Nationally.</p> <p>In maths, 3 / 4 (75%) expected compared to 83% in the school as a whole and 76% Nationally.</p>	<p>Our PPG strategies have positively impacted upon progress and attainment with our disadvantaged children largely outperforming non PP groups. However it should be noted that the PP cohort size was small and data across the school was less than national.</p> <p>Rapid progress is required to impact on progress and attainment of all children.</p> <p>The % working at the higher standard as 0 compared with 11% for pupils not eligible for PP in state funded school in England. This is an area that needs real focus.</p>	£15,000
Less incidents of negative behaviour recorded across the school with fewer lessons being disturbed through low level disruptions	Employ a Learning Mentor (family support worker) in school	The recorded incidents of behaviour concern have remained relatively low focusing on approximately 10 children in the school.	Although constantly improving, the behaviour of some children on occasion, continues to impact on their own learning and that of others. Continued work with external agencies and families is required to understand how we can provide the best support for all children.	No additional costs

For all staff to be well equipped with the skills and knowledge to support all groups of children in the school through quality first teaching.	A £2000 budget is allocated to CPD to support individual and complex needs.	Whole staff training was accessed on 'Values Based Education' and for some staff on 'Attachment' and 'Solihull Approach'.	Continue to invest in CPS opportunities that match the needs of our children, support professional growth, match the SIP and improve quality first teaching.	£2000
Increase attendance rates of all children including those eligible for PPG	Employ a Learning Mentor (family support worker) in school	Attendance monitoring has been a core focus area for all staff but particularly the HT, Learning Mentor and SENCo. There have been lots of family meetings and significant progress for some children.	A continued area for monitoring and support.	N/A
To provide opportunities for additional teaching and learning to close any gaps in attainment and progress.	Annual subscription to Accelerated Reading, Reading Eggs and Mathletics	Each class teacher set up and monitored the use and impact of these additional interventions whilst pupil progress meetings consider the impact of these. It is hard to measure the impact of this strategy separately to the rest of teaching and learning, but soft data would suggest that the children were active and enjoyed learning in this way.	Access in the school setting with adult support may have a greater impact for some children.	£700
For children in their first stage of learning, to have additional support.	Part funding of an additional LSA in Foundation Stage.	Additional LSA support in EYFS is crucial to support the varying social, emotional and academic needs of the group. It allows a designated adult to be in each area of learning and therefore ensure bespoke support.	An essential resource to ensure a solid start to school life.	£4000
For the individual needs of all children, including PPG, to have additional manipulatives and a resource budget, to address gaps in learning and social and emotional needs.	To budget for additional resources to support teaching and learning.	Various resources were purchased to enrich teaching and learning for specific children. These include manipulatives, puppets, speech and language games and phonic resources.	Every adult in the school should continue to ensure that resources are effectively provided to enrich teaching and learning in all year groups across the school.	£1000