

## Deanshanger Primary School Pupil Premium Strategy Statement 2017-18

### I. 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 funding does not represent a significant proportion of our budget at approximately 7.7% 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.

*'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 2015*

<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£39,160	<b>Date of most recent PP Review</b>	Dec 17
<b>Total number of pupils</b>	390	<b>Number of pupils eligible for PP</b>	30 (includes military) 7.7% cohort	<b>Date for next internal review of this strategy</b>	June 18
<b>Lead for PP in school: Mrs Rachel Rice – Head teacher</b> <b>Lead for PP on Governing Body: Mrs Michelle Fernandez</b>					

## 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 benchmarks (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).
- Increase levels of challenge, in line with all children to meet the demands of the curriculum.
- 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.

## 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)*

## Recent initiative and improvements

*“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)*

- Personalised support for individual children has been effective in providing improvement in social and emotional wellbeing. This qualitative judgement is based on happiness and engagement.
- Attendance for identified children is significantly supported and where problems still exist, support plans are in place.
- Continued focus on parental engagement.
- Investment in staff professional development, particularly for the learning mentor, to support various aspects of social, emotional and behavioural issues.
- 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.
- 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 2017)						
	Pupils eligible for PP			Pupils not eligible for PP in state funded school in England		
% expected standard in reading, writing and maths	100%			67%		
Pupils average scaled score for reading, writing and maths	103.4			100		
Progress in reading (R), writing (W) and maths (M)	R 1.3	W 2.9	M 1.2	R 0.3	W 0.2	M 0.3
Average score in reading ( R) and maths (M)	R 107		M 107	R 105		M 105
% at expected standard and above in reading, writing and maths	0% as joint score but 1/6 (17%) achieved the higher standard in maths and 1/6 (17%) achieved the higher standard in reading.			11%		

### 3. Planned expenditure SY 2017-18

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
<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>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...</p> <p>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.</p>	<p>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 maximize the use of their voucher to positively impact on their child.</p> <p>Teachers, LSAs, SENCo, Learning Mentor, Intervention Support and admin, to coordinate provision with HT so that additional opportunities are bespoke.</p> <p>A trained counsellor will plan sessions with one family this year as a trial for future work.</p>	<p>Head</p> <p>Voucher is renewed each April in line with the financial year</p> <p>All staff Reviewed throughout the year</p>	<p>£4500 voucher cost plus £1000 for costs over and above voucher system ( including work from a specialist counsellor)</p> <p><b>TOTAL : £5500</b></p>
Development of clear speech and language.	Continue with the Speech and language support programme across the school (as required)	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.	Speech and language therapist employed and use of LSA time to support during 1 to 1 focussed sessions.	<p>Mrs Mildren</p> <p>Annual review</p>	<p><b>TOTAL: £12000</b></p>

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).	Some of the students need targeted support to meet and exceed the expectations of non PP in terms of attainment and progress.	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 8% of LSA costs  <b>TOTAL: £14000</b>
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	Mrs Mildren  Annual review	No additional cost as Mrs Mildren also provides speech and language support.
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.	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.	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.	Head Business Manager and SLT  Termly review	<b>TOTAL: £2000</b>
Increase attendance rates of all children including those eligible for PPG  (Persistent absenteeism is currently 7.4% as it was in the previous school year)	Employ a Learning Mentor (family support worker) in school	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.  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.	Thorough briefing of Learning Mentor and admin support about existing absence issues.  Admin staff to meet weekly to highlight those children of concern to Head and Learning Mentor.	Mrs Mildren Mrs Edwards and HT  Daily review	No additional cost as Mrs Mildren also provides speech and language support and this forms part of Mrs Edwards admin role
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	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. 8% of total costs £10,000  <b>TOTAL : £700</b>

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 with be considered weekly	Part funding of costs  <b>TOTAL: £4000</b>
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	<b>TOTAL: £1000</b>
<b>Total budgeted cost</b>					<b>£39,200</b>

<b>4. Review of expenditure in previous school year 2016-17</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Reflections</b>	<b>Cost</b>
For families to choose opportunities to enrich or support their children's learning journey	PPG voucher issued to all PPG families	39% voucher funds was used for additional clubs, 51% to support the payment of trips, 3% to pay for uniform, 5% to cover the costs of the optional trip to the pantomime and 1% for miscellaneous items including new shoes and trainers.	Feedback to the voucher system by parents continues to be favourable and external visitors have always seen it as a positive.	£5250
For additional funds to be available at the discretion of the Head, to fund/part fund enrichment activities and school needs.	A proportion of the PPG is allocated towards additional curriculum and 'other' opportunities.	The school was able to offer opportunities beyond the traditional curriculum to PPG families at no cost e.g., five families access free Wrap Club provision on a regular basis, afterschool 1:1 and small group sessions, early morning nurture sessions with the Learning Mentor. These supported their level of engagement and increased enjoyment.	Do our families know that they are able to ask for additional support? Do we need to make this more known through newsletters and PP communication?	£3000
Development of clear speech and language.	To fund a speech and language specialist.	Of the 20 children that started the financial year having speech and language sessions with Mrs Mildren, 4 no longer need additional support. This has positively impacted on the progress in reading and writing and self-esteem.	The % of children entering DPS with speech and language needs is increasing yearly. In the future, will we need additional support as Mrs Mildren also has a significant role as a learning mentor?	£12000

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, 100% children reached the expected standard in reading, writing and maths and the pupils average scaled score for reading, writing and maths was 3.4 higher than for pupils not eligible for PP in state funded school in England.</p> <p>In Year 2 -</p> <p>75% were working at the expected standard in reading compared to 73% in the school as a whole and 72% Nationally.</p> <p>75% were working at the expected standard in writing compared to 67% in the school as a whole and 65% Nationally.</p> <p>In maths, 100% expected compared to 75% in the school as a whole and 72% Nationally.</p>	<p>Our PPG strategies have positively impacted upon progress and attainment with our disadvantaged children outperforming other groups in the school.</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>	£15000
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 decreased on a monthly basis from approx. Five incidents a months in September 2016 to three incidents a month in Oct 2017.	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 cost as Mrs Mildren also provides speech and language support.
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 £4000 budget is allocated to CPD to support individual and complex needs.	<p>The following training opportunities supported staff improvement with all children, including disadvantaged –</p> <p>Pupil Premium at Pakeman Primary, Quality First Teaching, Attachment Demystified, Supporting the adopted child, Solihull Approach, Early Help training and Managing Anxiety.</p>	Course information needs to be further cascaded to all staff to ensure maximum impact from training.	£4000

Increase attendance rates of all children including those eligible for PPG (Persistent absenteeism in 2015/16 was 7.4% where National was 9.3%).	Employ a Learning Mentor (family support worker) in school	Persistent absenteeism remains constant from the previous year, but has not improved despite intense support for the families in question via 1:1 meetings, letters, collecting children from the home setting and offering free Wrap Club provision.	Weekly monitoring by the admin assistant is supporting our focus on absenteeism and persistent absenteeism.  Strategies to support attendance need to continue to be bespoke taking into account every family's individual needs and the barriers to attendance.	No additional cost as Mrs Mildren also provides speech and language support.
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	In year 6, 100% children reached the expected standard in reading, writing and maths and the pupils' average scaled score for reading, writing and maths was 3.4 higher than for pupils not eligible for PP in state funded school in England.  In Year 2 -  75% were working at the expected standard in reading compared to 73% in the school as a whole and 72% Nationally.  75% were working at the expected standard in writing compared to 67% in the school as a whole and 65% Nationally.  In maths, 100% expected compared to 75% in the school as a whole and 72% Nationally.	Our PPG strategies have positively impacted upon progress and attainment with our disadvantaged children outperforming other groups in the school. However, some families did not access the opportunities presented to their children despite continual reminders and support. We need to consider how we can engage some parents/carers to provide additional support at home.  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.	£10,000
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.	50% (2 children) reached GLD – the additional support allowed bespoke support (and resourcing through additional manipulatives e.g., the purchase of a DT station to support fine motor control development and reading materials at a higher level).	The staff to pupil ratio that we provided needs sustaining to ensure that all children are supported in their free flow learning steps.	£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 were purchased that were used in school and at home in order to support learning and parental engagement.	<p>Examples of resources purchased include –</p> <p>Tinkering Tuff spot and hammering tools and equipment, number stones, alphabet discs, Read Write Inc home resources, additional reading materials, maths games, number cards and Fairy Tea Party set and toad stalls (to develop creative language).</p> <p>These resources supported individual engagement and progress. For one family in particular, the home resources really impacted on progress both measurable and providing soft data.</p>	To continue ensuring that teachers and LSAs think outside the box in terms of opportunities that can positively impact on wellbeing, social and emotional health and wellbeing, self-esteem and academically.	£4000
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