



## Deanshanger Primary School Pupil Premium Strategy Statement 2019-20

### 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. One of the biggest barriers for children can be poverty of expectation and so we 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 following is a quote from the DfE website to explain its use:

'The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.'

Academic Year	2019/20	Total PP budget	£41,220	Date of most recent PP Review	Oct 19
Total number of pupils	377	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Oct 20

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 and personalised interventions, we are working to eliminate barriers to learning and progress.

### Our school priorities this year are to:

- Provide strong early support for children in EYFS that might be identified to receive PP funding during the school year so that no time is lost.
- Continue to focus on attainment in reading, writing, SPaG and maths to ensure that it is in line with or above national standards at each key benchmark (end FS, KSI and KS2).
- Ensure progress in reading, writing and maths is in line with or above national standards (end FS, KSI and KS2). Our latest data (page 3) demonstrates that PP attainment and progress is below non PP learners.
- 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 (June 2019)

*Leaders have targeted the extra funding for disadvantaged pupils (pupil premium) effectively to ensure that individual needs are met. The learning mentor provides good support to ensure that pastoral needs promote resilience for learning.*

*Governors know their responsibilities in relation to safeguarding and the use of the pupil premium and PE and sport premium. They assure themselves that effective actions are taken and that additional funding is well spent.*

## Recent strategies to impact on individual children and families

- Forest School sessions – an opportunity to learn in the widest possible sense and support school values in a very different setting. For some children, additional sessions are built into the timetable to support their wellbeing and readiness for learning.
- 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. Recent attainment

	Pupils at DPS eligible for PPG	Non PP pupils at DPS	All PP pupils in state funded schools in England
KS1 Reading, Writing, Maths at expected	40%, 40% and 60%	75%, 76% and 73%	62%, 55% and 63%
KS2 Reading, Writing, SPaG and Maths at expected	57%, 43%, 43%, and 43%	70%, 77%, 75% and 74%	62%, 68%, 67% and 67%
KS2 Combined score	43%,	60%	
Average scaled score – Reading, Maths and SPaG	97.4, 98.7 and 96.9	103.1, 103 and 103.6	101.9, 102.5 and 103.8

Desired outcome	Chosen action / approach	Impact and 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, after school clubs and trips, in addition to free access to Wrap Club.</p>	<p>9% voucher allocation was used for uniform, 19% on clubs (before, during and after school), 8% on additional peripatetic music lessons, 60% to put towards or fully fund school trips and residential, 2% towards other school events such as school discos and 2% towards Wrap Club sessions (over and above school funding many sessions).</p> <p>Four families continue to regularly access Wrap Club free of charge and they have reported positively on the impact of this on family life. We have also noticed that these children are generally settling better at the start of the school day.</p> <p>Feedback from parents regarding the voucher system continues to be positive.</p>	<p>£5850 voucher cost plus £2000 for costs over and above voucher system including residential trips</p> <p>TOTAL: £7850</p>

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).	<p>The Learning Mentor is now supported by two trained LSAs to run daily/twice weekly speech and language sessions. These are positively impacting on the children</p> <p>22 pupils initially had speech and language needs and with the support put in place, this is now down to 7 children on a regular basis.</p> <p>Cued articulation was delivered to the EYFS and KS1 team in March 2019 and this is also positively impacting of speech development.</p> <p>There are a growing number of students joining DPS with additional speech and language needs. This needs careful planning re training needs and teaching and learning strategies for the future.</p>	<p>£12000 towards salary costs of Learning Mentor</p> <p>£800 costs for cover LSAs to facilitate training</p> <p>TOTAL; £12800</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).	<p>See recent attainment data above - this demonstrates that there is still considerable support required. Looking at the small steps in progress, particularly in a qualitative sense, is encouraging in terms of wellbeing, confidence and growth mind set.</p> <p>The LSA support model has been amended for the current school year to ensure that allocation is linked with the children's needs and not an LSA in each class.</p>	<p>Approx 10% of LSA costs</p> <p>TOTAL: £18400</p>

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'.	Arbor is now being used to record all behaviour incidents, positive and negative. Arbor allows us to monitor behaviour easier and follow up between staff, more effectively. Now we have used Arbor for 1 whole year, we will be able to compare trends and improvements easier this year.	No additional cost as Learning Mentor 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 according to their individual needs, stage of teaching and the overall needs of the school. To commissions external support, as required, for additional support and complex needs.	A £4500 budget is allocated to CPD to support individual and complex needs and to commission additional external experts.	Professionals from Jogo Behaviour have led sessions for small groups of support staff and teachers, with families, observed children and provided reports on which to base support in class. Jogo have also mentored on a 1:1 basis. Staff training in Cued Articulation has also been accessed with a positive and rapid impact on speech development. Ongoing dyslexia training was also accessed to support the school's need to access screening for identified children in receipt of PP funding.	TOTAL: £4500
Increase attendance rates of all children including those eligible for PPG	Employ a Learning Mentor (family support worker) in school. We cannot improve attainment for children if they are not actually in school.	School has a number of persistent absentees that need to be monitored and 6 of these are PP recipients. 2/6 are accounted to medical needs. Ongoing support is in place for the 4/6. In 2017/18, persistent absenteeism was 8% compared to 14.5% nationally for the same timeframe.  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.	No additional cost as Mrs Mildren also provides speech and language support and this forms part of Mrs Gardiner's 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, Third Space Learning and Mathletics	<p>Accelerated Learning is used across the school from Year 2-6 with some use in Y1.</p> <p>Reading Eggs is used in FS-Y1 and some children across the school.</p> <p>Third Space Learning had noticeable impact (with accelerated progress) for 2 students in Y6 but has not continued this year.</p> <p>The direct impact of these interventions is hard to measure as their complement whole class teaching and learning and additional intervention strategies, but there are individual success stories for PP learners (and non PP learners) that demonstrate the positive impact on data and wellbeing.</p>	<p>Approx. 10% of total costs £14,000</p> <p>TOTAL: £1400</p>
Additional high quality support for the most able in English in KS2	<p>External expert to run lunch time sessions once a week for children in Y5 and 6 to support progress and attainment.</p> <p>Deputy Head to run after school session for an additional group of most able students.</p>	Lunch time sessions were well attended for a core group of children in Y6. Whilst the direct impact of this intervention is hard to measure, the class teachers noted a sharp rise in confidence in writing and reading.	<p>Weekly cost for invited expert spread across school year. ( no cost for Deputy)</p> <p>TOTAL: £1440</p>
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.	<p>Wrap Club sessions has reduced the pressures on families regarding juggling drop off and picks up and provide homework support, breakfast and a supportive start with peers for the day ahead.</p> <p>The Wrap Club leader coordinates with the HT and class teachers to ensure access is provided.</p>	TOTAL: £2000
For children in their first stage of learning, to have additional support.	Part funding of an additional LSA in Foundation Stage.	<p>The lower staff to child ratio to impact on increased support of individual needs.</p> <p>The LSA supported small group and 1:1 interventions in line with pupil needs. The GLD at the end of EYFS was 85% where National sat at 72%.</p>	<p>Part funding of costs</p> <p>TOTAL: £4000</p>



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 could be used in school and at home in order to support learning and parental engagement. Some resources stayed in classrooms whilst other resources were periodically sent home to support home learning.	TOTAL: £2000
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### 3. Planned expenditure SY 2019-20

There are three 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

Desired outcome	Intent (chosen action)	Rationale for the intent	Implementation and staff lead	Projected costs
<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>To ensure that families are able to select the opportunities that are 'useful' for their child to support learning. The funding breakdown from last year demonstrates that it is positively impacting on the take up of extra activities such as music lessons and clubs. It also supports easier access to trips and residential in addition to individual support and payment plans.</p>	<p>The PPG voucher is managed in the school office by the admin team and shared with the HT and SLT.</p>	<p>£5100</p> <p>£2000</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>To part fund the costs of the Learning Mentor/Speech therapist to positively impact on the speech of children across the school</p>	<p>To be primarily led by the speech therapist in the school working in conjunction with SENCo and all staff</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).	To support LSA costs in their intervention/small group/1:1 work.  This is reviewed on a 6 weekly basis with timetables revised at the end of each review block.	SENCo, DHT and SLT	£12,000
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.	To identify training needs to positively impact on teaching and learning and ensure that these are well matched to the individual needs of children and the SIP.	SENCO, SLT and all staff	£4000
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 for HT supported by Admin	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	To ensure that any additional opportunities that can be accessed to positively impact on attainment, progress and in turn confirmed, are accessed for individual children.	SENCo, SLT and all staff	£1000

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 including laptops for children that are struggling with handwriting and recording.	To consider a variety of resources to enrich teaching and learning for specific children. These include manipulatives, puppets, speech and language games, Click 7, lap tops 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.	£5100
			Total Spend £41,220	