

Deanshanger Primary School Pupil Premium Strategy Statement 2016-17

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 8.6%, 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

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| Academic Year | 2016/17 | Total PP budget | £47,360 | Date of most recent PP Review | Oct 16 |
| Total number of pupils | 404 | Number of pupils eligible for PP | 35 (includes military) 8.6% cohort | Date for next internal review of this strategy | June 17 |

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:

- Ensure attainment in reading, writing and maths is in line with or above national standards at each key benchmarks (end FS, KSI and KS2).
- Improve progress in reading, writing and maths in line with or above national standards (end FS, KSI 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.
- Focus on social, emotional and behavioural needs and support through strategic use of learning mentor, school staff and outside agencies (where required).
- Prioritise attendance and lateness, as required, to ensure full access to the school's curriculum.

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, with improvement evident.
- Increased levels of 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.
- 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 2016)

| | Pupils eligible for PP | | | Pupils not eligible for PP | | |
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| % expected standard in reading, writing and maths | 57% | | | 60 % School result 53% National result | | |
| Pupils average scaled score for reading, writing and maths | 103.4 | | | 100 | | |
| Progress in reading, writing and maths | Reading -4.01 | Maths -4.29 | Writing -1.25 | Reading -3.20 | Maths -2.82 | Writing -0.48 |
| % at higher standard and above in reading, writing and maths | 0% | | | 7% | | |

3. Planned expenditure SY 2016-17

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 |
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| <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 and school needs.</p> | <p>Each PPG family is provided with a £150 voucher (or a proportion of it in year 6).</p> <p>Additional funding is allocated for use as required.</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>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.</p> | <p>Head</p> <p>Voucher is renewed each April in line with the financial year</p> | <p>£5250 voucher cost plus £3000 for costs over and above voucher system.</p> <p>TOTAL : £8250</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>Several children come into foundation and KSI with speech and language skills that required support. These children need a focus programme to make accelerated progress in this area</p> | <p>Speech and language therapist employed and use of LSA time to support during 1 to 1 focussed sessions.</p> | <p>Mrs Mildren</p> <p>Annual review</p> | <p>TOTAL: £12000</p> |

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| 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 | Head Pupil progress meetings every term | 8% of LSA costs TOTAL: £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 | 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-hock 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 budget is allocated to CPD to support individual and complex needs. Staff meeting time to discuss strategies to support learning for different groups of learners. | Specialist training is required at times in order to effectively support individual needs e.g., FUNs training, Solihull Approach, Pupil Premium training. | 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 | TOTAL: £4000 |
| Increase attendance rates of all children including those eligible for PPG | Employ a Learning Mentor (family support worker) in school | School has a number of persistent absentees that need to be monitored. 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 about existing absence issues. Admin staff to meet weekly to highlight those children of concern to Head and Learning Mentor. | Mrs Mildren Daily review | No additional cost as Mrs Mildren also provides speech and language support. |

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| <p>To provide additional enrichment activities and resources for Y6 PP children so that they can reach the expected standard in reading, writing and maths. Additionally, that some children will reach the higher standard in these subjects.</p> | <p>Writers Club to be run by a writer to inspire our most able children with their writing. This includes PP children. LSA to support a session after school for Y6 PP children in reading comprehension and maths.</p> <p>I:I additional coaching for Y6 children to identify gaps in learning and develop strategies to improve.</p> | <p>Some PP children will reach the higher national standard and make accelerated progress. All children to reach the expected standard (and make expected progress) in reading, writing and maths. Attendance and learning notes from sessions attended.</p> | <p>Writers Club is operational and motivational. LSA session supports children with their learning in reading and maths. I:I Coaching sessions with ex-HT identify 'high value' gaps in learning and strategies to overcome these.</p> | <p>Monitoring of sessions – DHT Notes from sessions.</p> | <p>Cost to implement Writers Club £1000</p> <p>Cost for ex-HT to implement I:I sessions £3200</p> |
| <p>To ensure that the progress of PP children is tracked in line with RAISE Online approach looking at previous attainment at FS and KSI.</p> <p>Time to analyse data and feedback priority children.</p> | <p>Data to be analysed using previous PAG scores and FS data.</p> | <p>This analysis will ensure that PP children in danger of not reaching the expected standard in progress or attainment at the end of either KS2 or KSI are clearly identified and appropriate strategies can be used to accelerate progress. Also, PP children identified in the RAISE Online as a priority are a focus. For example, Y3 children in reading, writing and maths. What are we doing to ensure that accelerated progress is made in all three areas?</p> | <p>Appropriate analysis is operational. PP children identified. For example, what are we doing for Y3 PP children in reading, writing and maths to accelerate progress?</p> | <p>HT/DHT/Class teachers/ Phase Leaders</p> | <p>£0</p> |
| <p>To provide opportunities for additional teaching and learning to close any gaps in attainment and progress.</p> | <p>Annual subscription to Accelerated Reading, Reading Eggs and Mathletics</p> | <p>Well known interventions with measurable outcomes.</p> | <p>Each class teacher will set up and monitor the use and impact of these additional interventions.</p> <p>Pupil progress meetings will consider the impact of these.</p> <p>Progress will be evident in data captures.</p> | <p>Head and class teachers</p> <p>Review at termly pupil progress meetings.</p> | <p>8% of total costs £10,000</p> <p>TOTAL : £800</p> |

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| 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 TOTAL: £3000 |
| 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 | Part funding of costs TOTAL: £1000 |
| Total budgeted cost | | | | | £48,250 |

4. Review of expenditure in previous school year 2015-16

| Desired outcome | Chosen action / approach | Impact | Reflections | Cost |
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| To train LSAs to deliver an evidence based approach to additional support on a twice weekly basis. Implementation of Catch Up programme by LSAs | Training on 'Catch Up' for English and 'Catch Up' for Maths | Catch Up programme was used across the school by the trained LSA for maths. The impact was evident for targeted children. Training for additional staff is required. | The programme needs 'rolling out' across the school so that timing of sessions can be within regular maths sessions. Ownership by class teachers needs developing so that all stakeholders are tracking impact. | £1200 £3000 |
| To ensure that children are well prepared for the new maths and English expectations and SATs in | Morning booster classes | The sessions boosted the children's confidence and ability to cope with the end of year assessments. | These sessions support the academic results and pupil's comfort lessons and as a result, should continue in the next school year. | £3600 |

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| <p>To improve and develop language skills</p> <p>To provide counselling type support sessions with children (and their parents) as required</p> <p>To help support attendance. Home/school transition and stability of learners</p> | <p>Learning Mentor and speech and language input</p> | <p>The role of the Learning Mentor has been invaluable this year. It has supported -</p> <ul style="list-style-type: none"> • Ease of coming into school and transition from home (for some children) • Strengthened relations between home/school • Helped developed speech and language use and confidence • Factors impacting on attendance and lateness have been identified. | <p>This role is essential to the wellbeing of several children and their families.</p> | <p>£7000</p> |
| <p>To provide additional opportunities for home support using fun and interactive online learning resources</p> | <p>Reading Egg subscriptions Mathletics subscriptions</p> | <p>The direct impact of the programmes has not be identified but feedback from staff and children is very positive</p> | <p>To continue using Mathletics and Reading Eggs but with greater accountability for use and monitoring of impact.</p> | <p>£1794</p> |
| <p>To extend reading and maths resources to ensure they provide greater challenge</p> | <p>Reading materials for higher ability PP learner and telling the time resources</p> | <p>The materials available for all children, including PP children, have been vastly improved this year.</p> <p>Teachers have been more involved in the selection of materials for children.</p> | <p>To continue to review materials available to all children so that they always match interests and needs.</p> <p>To consider how 'non book' items, can be checked in and out for home use.</p> | <p>£600</p> |
| <p>To target feedback to individual needs and focus on misconception and challenge</p> | <p>Intensive 1:1 support and conferencing by class teacher</p> <p>LSA targeted support</p> | <p>Conferencing is extremely powerful and although specific data to evidence this is not possible, the qualitative impact is as great as quantitative The children were more confident and at ease with their work.</p> | <p>Small group and 1:1 conferencing will continue to be used by LSAs and teachers in French time). An additional teacher will be added into the budget pre-Ofsted.</p> | <p>£800</p> <p>£9000</p> |
| <p>To create a fun and structured after school club for parents and children to play and learn together</p> | <p>FUNs programme - Training and resources for 2 staff</p> | <p>Engagement by some families is extremely high and feedback was extremely positive but some dropout rate was high and some families did not engage.</p> | <p>To train new staff and consider incentives to maintain family involvement.</p> | <p>£790</p> |

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| To provide for activities that can extend learning opportunities and help develop social skills, teamwork and cooperation | Parent voucher used for enrichment activities – school trips, Clubs, uniform, book fair, music lessons ... | Parental feedback on the voucher system was extremely positive. Evidenced in online survey and feedback. | Voucher system will remain in place as a way of supporting families and allowing them to make choices about their child's needs. | £5400 |
| To ensure that staff are teaching at the highest level every session to impact on progress and attainment | Staff professional development to impact upon quality first teaching (QFT) for teachers and LSAs | Staff professional development has included – quality first teaching, Solihull Approach, Supporting LGBT training and a visit to Pakeman Primary in London. | Staff are equipped with greater skills to impact on improving teaching and learning. | £3000 |
| To provide extra support for PSED development in targeted children | Additional LSA in FS (part funded) | From direct observation and feedback after lunchtime a group of children were identified as needing support at lunchtime with their social and emotional development. This impacted on their development in academic areas of the curriculum. | An additional LSA in FS supports the smooth running of the area and positively impacts on the individual development of each child both academically and socially and emotionally. This will continue in the next school year. | £6000 |
| To provide rich and additional opportunities for motivation in reading and comprehension support | Accelerated Reading | The Accelerated Reading scheme was introduced in September 2016. All PP children were placed on AR from Y2 upwards. Reading age and reading habits were closely tracked. | Higher engagement in reading to be ascertained from investigating the amount of times children are reading and taking book quizzes. Investigation of the types of books children are reading. Have we got sufficient books in the library to engage children? What do the STAR reading tests and diagnostic reports tell us about how to support the reading of PP children? What further support can be put in place to develop a love of reading and support reading comprehension skills? | £4000 |