



## Dame Dorothy Primary School - Pupil Premium Strategy Statement

1. Summary Information					
School	Dame Dorothy Primary School (DDPS)				
Academic Year	2016/17	Total PP budget	£102,407.00	Date of most recent PP review	March 2016
Total number of pupils	217 (incl N = 20)	Number of pupils eligible for PP	51=FSM 57=FSM E6	Date for next internal review of this strategy	Jan 2017

2. Current attainment of 2015/16 Y6 cohort		Pupils eligible for PP – DDPS (10 pupils)	Pupils not eligible for PP – DDPS (10 pupils)	National data for all pupils
% working at the expected standard or above in reading, writing and maths		60%	67%	53%
% working at the expected standard or above in reading		70%	70%	66%
% working at the expected standard or above in writing		90%	67%	74%
% working at the expected standard or above in maths		70%	89%	70%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school)	
A	Progress for pupils, particularly middle attainers, in reading compared with KS1 exit data was significantly lower than national comparisons
B	PP pupils and a high number of pupils with emotional and speech and language issues has resulted in a significantly lower starting point for pupils in EYFS
C	SEN progress of pupil premium children was lower than national figures from 2016 data
External Barriers	
School placed in the 60-80 <sup>th</sup> per centile ranking for deprivation indicators nationally with 36% of children identified as PA being pupil premium.	

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Improved progress measures for pupils eligible for PP in reading	Outcomes for the majority of pupils eligible for PP will be at least good and in line with other pupils
B	Progress of children in Early Years of pupils eligible for PP will show at least good progress when measured against their baseline starting points	The progress of pupils eligible for PP in Early Years will be at least good and in line with other pupils
C	PP pupils with SEN will show improved outcomes at the end of both KS1 & 2	The progress of PP pupils with SEN will be at least good and in line with other pupils

5. Planned expenditure					
Academic year	2016/2017				
i) 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?
Improved progress measures for pupils eligible for PP in reading	Concentrated focus upon inferential and deduction skills of pupils, particularly in KS2, to incorporate daily reading opportunities in school and at home.	Children are telling us that they choose not to read at home and prefer other activities. Progress measures at KS2 show that children lack greater depth of understanding, deduction and inference skills.	Literacy lead cascading learning to staff through INSET & staff meetings; to implement and develop practice; monitoring of implementation	Literacy lead	Half Termly
	Investment has been made in the Oxford Reading Tree KS2 reading scheme as a teaching resource to develop a structured approach to improving reading skills by establishing an expectation of reading daily at home as well as school.	The Oxford Reading Tree materials are engaging books that are accessible to all families from all backgrounds	Literacy lead to deliver training for whole staff through staff meetings; to implement, develop and embed practice; monitoring and feedback for staff	Literacy lead	Termly

	Further resources to be purchased to ensure that each KS2 class have their own set of whole class readers for each term. This novel will be used as a focal point for all reading comprehension, SP&G and extended writing work.	In order to engage children with a love for reading we believe that the opportunity to read daily at home and school, to discuss and debate will improve high order reading skills.	Sharing of good practice; staff meeting CPD; monitoring and feedback for staff; rigorous tracking of data and pupil progress meetings; cross school moderation to verify standards and judgements	Head teacher	Termly
Total budgeted cost					£6k

ii) 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?
Progress of children in Early Years of pupils eligible for PP will show at least good progress when measured against their baseline starting points	Additional staffing support provided within EYFS to target most disadvantaged pupils and facilitate focussed and structured small group activity tasks.	Deploying high quality staff to children at the earliest possible stage in a proactive strategy we believe will be more effective than a reactive policy of catch up lessons later in KS2	Learning Journal scrutinies, rigorous tracking of progress data, lesson observations	EYFS Lead	Termly
	Early intervention and partnership work with outside agencies to ensure that the correct strategies are in place at the earliest possible stage.	Early intervention is essential if gaps of attainment are to be effectively addressed.	Tracking and target meetings; SEN review meetings	EYFS lead / SENCo	Half termly
Total budgeted cost					£18k

iii) Other Approaches					
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?
Improve outcomes for identified pupils at risk of falling behind in writing and maths and eligible for PP	Targeted focus support within reading, writing and maths lessons from class teacher and designated TA's, to ensure key concepts are secured for pupils eligible for PP	Outcomes in reading comprehension will have improved, particularly within Y3 – Y6. PP pupils historically in school have at least equalled other pupils and all pupils nationally.	Use rigorous monitoring of tracking and standards to ensure pupils are identified accurately for in class focus groups	SENCo / SLT	Bi-weekly
Improve outcomes for identified pupils at risk of falling behind in writing and maths and eligible for PP	Small group intervention sessions, ran each morning by experienced TA with qualified teacher status.	Children receiving greater attention in groups of 4-10 working to meet their particular needs.	Ensure that intervention is tightly focused on pupil need to ensure each pupils' support is individualised to their needs	SENCo / SLT	Bi-weekly
Increased opportunities to explore real life experiences for pupils to put context into their studies	Pupil premium children benefit on a regular basis from subsidised external visits linked to topic and curriculum work to broaden their knowledge and give meaning to their work in the classroom	“One lesson outdoors is equivalent to seven in the classroom.” T, Brighouse.	Curriculum planning; staff meeting time; work scrutinies	Headteacher	Half termly
Total budgeted cost					£27k

6. Review of Expenditure				
Previous Academic Year		2015/2016		
i) Quality of Teaching for all				
Desired outcomes	Chose action/approach	Estimated impact	Lessons Learned	Cost
Improve outcomes in KS1 phonics	Review of approach to the teaching of phonics and securing additional high quality TA support	Phonics attainment rose for third year; PP children scored an average 38 marks which is 7 above national disadvantaged	Smaller group sizes; careful selection of extra targeted intervention and the importance of high quality support staff to deliver to the required standard.	Staffing cost of £15k - KS1 Staffing costs of £10k in EYFS
				Budgeted cost £25k
ii) Targeted support				
Improve outcomes for identified pupils in new technologies through allowing opportunities to access new hardware for enquiry based learning	Establish robust ICT network infrastructure with support team help to allow leasing of new technologies	Outcomes in all curriculum areas have greatly benefited from the wider access to reliable and effective hardware that enhances learning	Children had far great access to a wide range of technologies to utilise in all curriculum studies which positively impacted upon curriculum work in all subjects.	Infrastructure £18k Leasing £9k Open Zone £2k
Improve outcomes for identified pupils at risk of falling behind in writing and maths and eligible for PP	Small group intervention sessions, ran each morning by experienced TA with qualified teacher status.	Targeted pupils made good progress and accessed curriculum at an appropriate pace and level.	Ensured that intervention was tightly focused on pupil need to ensure each pupils' support is individualised to their needs which allowed pupils to make good progress.	Staffing £18k
				Budgeted cost £47k
iii) Other approaches				
Further increase attendance rates for pupils eligible for PP	Promotion of attendance through weekly recognition and termly prizes	Continuing upward trend for attendance over reaching at least 96%	Continue to employ effective strategies for promoting good attendance to improve upon year ending 95.9%.	
				Budgeted cost £2000

Further approaches	Strategy:	Cost:
Educational visits	Enhance the curriculum through visits and new experiences	£23k