



## Dame Dorothy Primary School - Pupil premium strategy statement

### 1. Summary Information

School	Dame Dorothy Primary School (DDPS)				
Academic Year	2017/18	Total PP budget	£94,000	Date of most recent PP review	Dec 2017
Total number of pupils	224 (incl N = 27)	Number of pupils eligible for PP	54=FSM 69=FSM E6	Date for next internal review of this strategy	Nov 2018

### 2. Current attainment of 2017/18 Y6 cohort

	<i>Pupils eligible for PP – DDPS (14 pupils)</i>	<i>Pupils not eligible for PP – DDPS (9 pupils)</i>	<i>National data for all pupils</i>
% working at the expected standard or above in reading, writing and maths	62%	77%	61%
% working at the expected standard or above in reading	78%	89%	71%
% working at the expected standard or above in writing	71%	89%	76%
% working at the expected standard or above in maths	78%	89%	75%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (issues to be addressed in school)

A	Outcomes for pupils, particularly middle attainers, in reading compared with KS1 exit data has significantly improved in 2017 with all subjects showing an improvement in their percentile rankings
B	PP pupils and a high number of pupils with emotional and speech and language issues continues to result in a significantly lower starting point for pupils in EYFS and an increase in children on the SEND register
C	Progress of four out of the five high attaining pupil premium girls was less than expected in 2017

#### External Barriers

57% of the 2017 Y6 cohort were identified as being pupil premium in comparison to the national average of 31%

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

5. Planned expenditure					
Academic year	2017/2018				
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?
Progress of children in EYFS of PP children will show at least good progress when measured against their baseline starting points	The deployment of additional staffing to support EYFS. Dedicated full time TA support Part time TA support Apprentice support Release time for deputy SENDCo	In recognising a cohort with high SEND needs, S&L requirements and behaviour support	Scrutinies of pupil work Observations and monitoring of staff Progress data analysis	L Gibson	Half termly basis
	Early intervention strategy to allow staff to work with the most disadvantaged pupils in structured small group tasks and engage effectively with agencies	Children are entering the setting with gaps in their learning and with a significantly high percentage of SEND	Tracking of progress; target meetings; SEND review meetings	L Gibson L Merritt	Half termly basis
				Total budgeted cost	£32k

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 PP children across KS1 & 2 for reading will continue to improve, with KS2 showing above average scaled scores	Targeted focus support at KS1 to improve outcomes for phonics through the deployment of an additional TA in year 1.	Phonics results by the end of Y1 are on an upward trend and have positively impacted upon outcomes for Y2 expected in reading. Concentrated phonics input in Y1 is allowing Y2 to address greater depth understanding in reading.	TA support ring fenced time for phonics teaching Monitoring of delivery of phonics from relevant lead people Tracking of progress to identify pupil needs	HT KS1 lead	Half termly intervals
	Y2 target support for more able pupils to increase numbers of pupils reaching exceeding	To increase % of pupils reaching exceeding at the end of KS1 in reading through a focus upon inferential and deduction skills	TA support in Y2 targeted for more able readers to support inferential and deduction skills Monitoring of input Tracking progress of cohort to identify gaps and needs	HT KS1 lead	Half termly intervals
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 particularly in Y6	Targeted focus support within reading, writing and maths lessons from class teacher and designated	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	Half Termly

	intervention teacher to support KS2 pupils.				
Total budgeted cost					£18k
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	Philosophy of the school is to provide new learning experiences for all pupils (but particularly those from disadvantaged backgrounds) through planned visits.	Curriculum planning; staff meeting time; work scrutinies	Headteacher	Half termly
Total budgeted					£15k
Improving provision for small group teaching of PP children	Installation of Clever Touch screens to facilitate provision for small group intervention work	Pupils are making accelerated progress in small group settings as backed up by results of PP children from 2017 data	Monitoring of pupil work, lesson observations, pupil progress tracking, data analysis	HT	£3k
Opportunities to better understand and take pride and ownership of their locality	Working alongside a local artist on a whole school project to better understand the local history of the immediate area	Pupils to have an increased sense of value and worth of their environment and heritage	Pupil feedback, evaluation of project	HT	£1k

## 6. Review of Expenditure

Previous Academic Year		2016/2017			
i) Quality of Teaching for all					
Desired outcomes	Chose action/approach	Estimated impact	Lessons Learned	Cost	

Improved progress measures for pupils eligible for PP in reading	Investment in new reading scheme; greater teaching focus and staff CPD upon inferential and deduction skills; increased focus on reading for pleasure through additional purchase of class readers	<p>Expected standards for reading KS2 was at or above national for all groups, middle prior attainment and disadvantaged.</p> <p>Reading percentile ranking improved from 90<sup>th</sup> to 49<sup>th</sup> for all pupils</p> <p>KS2 expected rose to 83% (above national)</p> <p>KS2 exceeding rose to 22% (above national)</p> <p>KS2 disadvantaged above national for all pupils</p> <p>KS1 reading rose to 81% (above national)</p> <p>KS1 disadvantaged was above national for all pupils at both expected and exceeding</p> <p>Phonics standard at year 1 rose to 93% achieving expected standard</p>	High quality resources were made accessible to pupils and were well promoted and utilised by staff to ensure they were used effectively	Resources £6k	
				Budgeted cost	£6k
ii) Targeted support					
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 support staff secured to assist in the delivery of high quality phonics and EYFS provision.	50% of FSM pupils achieved GLD in reading from low starting point.	Investing PP funding in staffing that is then deployed is pivotal in creating solid foundations	Cost of additional TA £18k	
				Budgeted cost	£18k

iii) Other approaches				
Improve outcomes for identified pupils at risk of falling behind in writing and maths and eligible for PP	Support staff deployed to support disadvantaged pupils identified as being in danger of falling behind peers in reading, writing and numeracy	KS2 progress for disadvantaged in all areas has improved percentile rankings	Fluid intervention programmes that are responsive to need and measure progress and impact of support have been effective tools to support disadvantaged pupils in both KS1 & 2	
Budgeted cost				£27k

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