

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Dame Dorothy Primary School (DDPS)				
Academic Year	2018-19	Total PP budget	£92,700	Date of most recent PP	Nov 2018
Total number of pupils	214	Number of pupils eligible for PP	53=FSM 63=FSM E6	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school) – 15 pupils</i>	<i>Pupils not eligible for PP (national average) - 15 pupils</i>
% achieving expected standard or above in reading, writing & maths	40%	73%
% making expected progress in reading (as measured in the school)	53%	80%
% making expected progress in writing (as measured in the school)	73%	80%
% making expected progress in mathematics (as measured in the school)	60%	93%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Outcomes for disadvantaged pupils by the end of the academic year 2017/18 in Y6 were lower than in comparison to previous years.
B.	Attainment gaps between school disadvantaged and school non-disadvantaged were greatest in reading and maths at KS2
C.	Attainment gaps between school disadvantaged and national other were greater than 20% in maths, SPAG and reading
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Outcomes for disadvantaged pupils achieving GLD at EYFS dropped by 17% from 2017 data
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
A.	Attainment of children in Early Years of pupils eligible for PP will show improved outcomes
	Success criteria PP pupils in EYFS will show attainment above national disadvantaged and broadly in line with national all

B.	Disadvantaged children working at UKS2 identified for specific intervention work in reading	The progress of targeted children will result in the vast majority of the children achieving expected outcomes in reading
C.	Improved progress measures for pupils eligible for PP in reading and maths at the end of KS2	Outcomes for the majority of pupils eligible for PP will be at least good and broadly in line with other pupils
D.		

5. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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	GLD of 73% for the cohort achieved within context of behavioural needs, outside agency involvement and low predicted targets, was above national outcomes	Additional quality staffing were able to target specific learning needs for small cohorts of children to address behaviour needs and gaps in learning	£32k
ii. Targeted support				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Progress of PP children across KS1 & 2 for reading will continue to	Targeted focus support at KS1 to improve outcomes for phonics through the deployment of an additional TA in year 1.	Phonics results in year 1 showed 100% reaching expected standard	Investing PP funding in staffing that is then effectively deployed is pivotal in creating solid foundations for pupils in KS1	Cost of additional TA £18k
	Y2 target support for more able pupils to increase numbers of pupils reaching exceeding	KS1 PP was 89% for all subjects, above national other and showing a 3 year rising trend in results		
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue with this approach)	Cost
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 intervention teacher to support KS2 pupils.	KS2 disadvantaged cohort was 50%. Drop in progress and attainment outcomes was disappointing despite those pupils receiving additional support	Intervention programmes supported disadvantaged pupils. Greater focus to be given in future to identifying the specific areas of reading comprehension that the questions are targeting.	£27k

Increased opportunities to explore real life experiences for pupils to put context into their studies	Enhance the curriculum through visits and new experiences:	Children were given a huge variety of new learning experiences and visits including Lambton Estate, Beamish x3, Farm x3, Wimbledon, Edinburgh, Derwent Hill, Eden Camp, York and many more	Pupil premium children benefited 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	£23k
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6. Planned expenditure

Academic year

2018 / 19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review
Attainment of children in Early Years of pupils eligible for PP will show improved outcomes	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 lower than average starting points we can best support those pupils who are working behind their peers in order to best meet their needs.	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 for most disadvantaged pupils; cohort review meetings	L Gibson L Merritt	Half termly basis
Total budgeted cost					£37k
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review
Improved progress measures for pupils eligible for PP in reading and maths at the end of KS2	Targeted focus support at KS2 to improve outcomes for phonics through the deployment of an additional support staff member in year 5&6	KS2 reading results showed a drop in attainment and progress dipped below zero. Additional support and focus needed to address greater depth and understanding in reading.	Teaching support ring fenced time for reading support with strands of summarising, inference and deduction Tracking of progress to identify pupil needs	HT Literacy Lead	Half termly intervals

	Y6 to target support for more able disadvantaged pupils to increase numbers of pupils reaching exceeding	To increase % of pupils reaching exceeding at the end of KS2 in reading through a focus upon inferential and deduction skills	Additional timetabled afternoon support in Y6 targeted for more able readers to support inferential and deduction skills Monitoring of input Tracking progress of cohort to identify gaps and needs	HT Literacy lead	Half termly intervals
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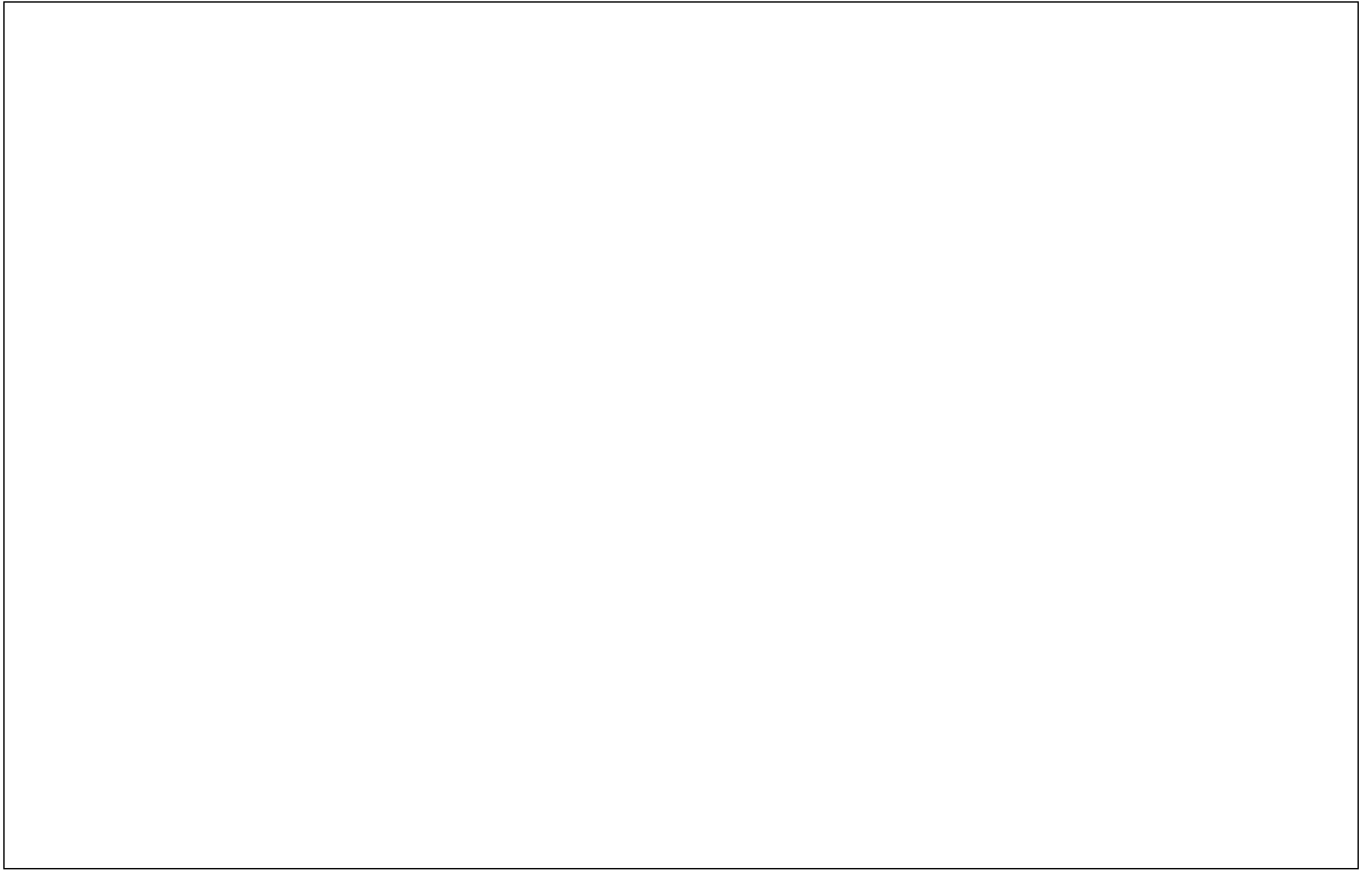
Total budgeted cost

£19k

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review
Improved progress measures for pupils eligible for PP in reading and maths at the end of KS2	Targeted focus support within reading and maths lessons from class teacher and designated intervention teacher to support KS2 pupils.	Outcomes in reading comprehension will have improved 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	Subject lead / SLT	Half Termly

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	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 cost	£36k
7. Additional detail					



Pupil premium strategy / self- evaluation (secondary)

1. Summary information				
School				
Academic Year		Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average				
Attainment 8 score average				
3. Barriers to future attainment (for pupils eligible for PP)				
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)				
A.				
B.				
C.				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)				
D.				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria
A.				
B.				
C.				
D.				

5. Planned expenditure					
Academic year					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure**Previous Academic Year****iv. Quality of teaching for all**

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

v. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

vi. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information				
School			Type of SEN (eg.PMLD/SLD/MLD etc.)	
Academic Year		Total PP budget	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP	Date for next internal review of this strategy	
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving UQ targets in communication				
% achieving UQ targets in maths				
% progress specific to school setting				
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.				
B.				
C.				
External barriers				
D.				
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria	
A.				
B.				
C.				
D.				

5. Planned expenditure					
Academic year					
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
iv. Quality of teaching for all					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
v. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
vi. Other approaches (including links to personal, social and emotional wellbeing)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure

Previous Academic Year

vii. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

viii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

ix. Other approaches (including links to personal, social and emotional wellbeing)

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail