

## Pupil premium strategy document 2018/19 Dolton C of E V.A. Primary School

1. Summary information					
<b>School</b>	Dolton C of E V.A. Primary School				
<b>Academic Year</b>	2018/19	<b>Pupil Premium allocation</b>	£13,780	<b>Date of most recent External PP Review</b>	July 2017
<b>Total number of pupils</b>	42	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	April 2019

2 Current attainment (based on end of 2017/18 data)			
	Achievement of PP pupils *2 or less pupils N/A - no pupils were eligible for PP grant	Comparison to other pupils in the cohort (not eligible for PP)	Comparison with all other pupils nationally
Early Years Foundation Stage achieved Good Level of Development	100% (only 1 pupil in the cohort and they were PP)	N/A	
Year 1 Phonic Screening	100%	100%	
<b>Year 2 – End of KS1</b>			
Reading attainment of expected standard or above	66%	88%	75%
Writing attainment of expected standard or above	66%	75	75%
Maths attainment of expected standard or above	66%	88%	76%
<b>Year 6 – End of KS2</b>			
% Achieving expected standard or above in Reading / writing/ maths	0%	60%	64%
% Achieving expected standard reading or above	100%	100%	75%
% Achieving expected standard writing or above	100%	100%	78%
% Achieving expected standard maths or above	0%	66%	75%

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort (2017/18) based on end of 2016/17 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>% achieving in reading, writing and maths</b>	-	33 %	-	-	-	0%
<b>% reaching the expected standard in reading</b>	100%	66%	100%	25%	100%	100%
<b>% reaching the expected standard in writing</b>	100%	66%	50%	25%	66%	100%
<b>% reaching the expected standard in maths</b>	100%	66%	100%	50%	66%	0%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	5/12 children have SEND needs - one of which has an EHCP and another is in the process. The main area of SEND within these children is SEMH which has an impact on their ability to feel safe at times and access learning. A large majority of the pupils were previous Low prior attainers - 50% of the pupils did not achieve ARE and this is particularly evident in our current year 5 cohort.	
<b>B.</b>	The majority of PP are observed by teachers to have a more limited vocabulary bank and this is particularly evident within their writing.	
<b>C.</b>	Some PP children have poor attitudes to learning, they have limited aspirations and have limited courage to take risks.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	5/12 pupils come from families hard to reach. Parental engagement is required to develop appropriate support for the PP pupils at home.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	SEND pupils to have increased their spelling, reading, maths and writing ability by meeting all of their small steps targets within their my plans over the year.

		Pupils without SEND to have increased their spelling, reading, maths and mental maths standardised ages by 7 months in a period of 3 calendar months.
<b>B.</b>	Improve oral language skills for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>C</b>	Significantly raise self - esteem and self-motivating of PP pupils.	<p>PP pupils consistently:</p> <ul style="list-style-type: none"> <li>• attempt challenging tasks readily</li> <li>• have a desire to learn</li> <li>• believe they can improve and are determined to do so</li> <li>• work well independently and as part of a group</li> <li>• have high aspirations for themselves and their futures.</li> </ul> <p>As evidenced by: lesson and intervention observations, work sampling, weekly PP teacher / pupil conferencing, pupil voice questionnaires</p>
<b>D</b>	Improve parental engagement to develop appropriate support for the PP pupils at home.	All PP parents / carers communicate with school regularly, hear children read at home and encourage with homework

4. Planned expenditure £13,780 + SBS						
<b>Academic year</b>		2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
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?	Expenditure
<b>A</b> To raise attainment and aspirations of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	Daily targeted teaching of basic literacy and numeracy skills.	Internal data in Summer 2018 within each year group.	<ul style="list-style-type: none"> <li>• Teachers to be trained in a new decision spelling programme to support the acceleration of spelling progress. One key teacher to be made lead on this. - see evidence so far on monitoring sheet.</li> <li>• Pre and post teaching to support learning within the classroom - to be</li> </ul>	Head  Lead PP LSC member	March 2019 May 2019 July 2019 September 2019.	£10,686 (Teacher led intervention and metacognition strategies - 5 hrs per week)  Decision spelling programme - £600?

			<p>delivered by the class teacher. - see recent data analysis for end of year forecast.</p> <ul style="list-style-type: none"> <li>• Key teacher to attend and participate in mastery maths research hub group for small schools.</li> <li>• Planned time-line of lesson observations learning walks and pupil conferencing</li> <li>• Close monitoring of pupils' exercise books and standardised scores/ages</li> <li>• Support from North Devon Teaching Schools Alliance to develop quality first teaching.</li> </ul>			
<p><b>B.</b> Improve oral language skills for pupils eligible for PP.</p>	<p>Teachers to use a wide vocabulary when speaking and in choice of texts.</p> <p>Teachers provide opportunities for discussion and debate in the classroom.</p> <p>Teachers provide a text rich environment.</p> <p>Use of Talk Boost Intervention in Key Stage One</p>	<p>PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing.</p>	<ul style="list-style-type: none"> <li>• Introduce tiered vocabulary on working wall and use this daily with children.</li> <li>• Planned time-line of lesson observations learning walks</li> <li>• Close monitoring of PP pupil / teacher conference - need to reestablish this in the summer term.</li> <li>• Evidence (data) showing pupil progress between sessions on Talk Boost Program</li> </ul>	<p>Head PP LSC member lead.</p>	<p>March 2019 May 2019 July 2019 September 2019.</p>	<p>No cost</p>

<p><b>C.</b> Significantly raise self - esteem and self-motivation of PP pupils.</p>	<p>Theories of 'Growth Mindset' and 'The Iceberg Illusion' explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation</p>	<p>Theories of mindset have proven to positively enhance pupils' self-belief and will to try and improve.</p>	<p>PP Lead to support teachers in their understanding of the theories.</p> <p>Attachment based mentoring to be delivered to the whole staff. - one key member of staff trained in this. All staff have now had training on attachment from Cath Murch.</p> <p>Use of the 5 R's to support children in becoming better learners. - displayed around the school and certificates given to children on Fridays with these as a focus.</p>	<p>Deputy Head (PP Lead)</p> <p>PP Governor</p>	<p>March 2019 May 2019 July 2019 September 2019.</p>	<p>No cost.</p>
<b>Total budgeted cost</b>						<p>£11,286</p>
<p><b>ii. Targeted support</b></p>						
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?	Expenditure
<p><b>A</b> To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>LSA and teacher targeted interventions in Numbers Count, phonic intervention, Accelerated Reader, Pre-teaching sessions in maths and pupil conferencing</p>	<p>Skills in literacy and numeracy are well below ARE and pupils require additional targeted interventions.</p> <p>See most recent monitoring form.</p>	<p>Support staff to deliver key interventions and keep account of learning within these to report to PP lead.</p> <p>Specialist maths teachers to work 1:1 with key PP children in year 5 and 6</p> <p>Teacher to monitor Accelerated reader and how frequently the PP children are using it. Support staff to provide additional reading support based on findings.</p> <p>PP Lead and teacher to deliver interventions as per planned timeline of observations.</p> <p>PP Lead to monitor assessments</p>	<p>Head</p> <p>Maths specialist</p> <p>LSC PP lead.</p>	<p>March 2019 May 2019 July 2019 September 2019.</p>	<p>£1,217 per annum (Accelerated Reader)</p> <p>£2700 for 3 mornings specialist TA support in pre-teaching/ consolidation sessions for targeted PP children in KS2</p>

<p><b>B.</b> Improve oral language skills for pupils eligible for PP.</p>	<p>Thrive based interventions to support with oral language skills.</p> <p>Key spelling and reading interventions to support the development of language and understanding.</p>	<p>PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing so additional targeted interventions are required.</p>	<p>Support staff to deliver key interventions and keep account of learning within these to report to PP lead.</p> <p>Teacher to monitor Accelerated reader and how frequently the PP children are using it. Support staff to provide additional reading support based on findings. - ask PM for a report on PP children over the past 6 months.</p> <p>Support staff to have ongoing thrive based CPD through school to school working and deliver key programmes of support. Cath Murch delivered attachment training to all staff 6th Feb 2019</p>	<p>Head LSC PP lead</p>	<p>March 2019 May 2019 July 2019 September 2019.</p>	<p>As above.</p>
<p><b>D</b> Significantly raise self - esteem and self-motivation of PP pupils.</p>	<p>Weekly teacher - pupil conference</p> <p>Weekly pupil - mentor meeting</p> <p>Individual music lessons</p>	<p>Self-esteem and self-motivation are hampering pupils in risk taking. PP pupils need to feel a personal connection with adults in school to develop their sense of worth.</p> <p>Research has shown that learning an instrument raises self-esteem and cognitive abilities.</p>	<p>Key staff are trained in Attachment based mentoring and thrive style interventions.</p> <p>Peripatetic teacher</p>	<p>Head LSC PP lead.</p>	<p>March 2019 May 2019 July 2019 September 2019.</p>	<p>£996 per annum</p>
<b>Total budgeted cost</b>						<p>£3,913</p>
<p><b>iii. Other approaches</b></p>						
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>	
<p><b>F.</b> Improve parental engagement to develop</p>	<p>Targeted invitations to attend parent consultation meetings /</p>	<p>Parental support is key to helping pupil progress.</p>	<p>Ensure invitations to events are at times where parents can attend invite on an individual basis by</p>	<p>Head</p>	<p>March 2019 May 2019 July 2019</p>	<p>£240 - IXL online learning program to</p>

appropriate support for the PP pupils at home.	workshops on reading and maths - make attractive and supportive with clear strategies to aid home-learning.  Expectation of daily signing of Home - School Diary  Encourage use of online Maths and English software (IXL)		telephone, if necessary. - all parents attend parents evenings, Christmas service 13th Dec, Mince pies and celebration of work, 21st December, candlemass, pancake races 5th March, coffee and cake with the head 4th April, easter service and hot cross buns 5th April.	LSC PP lead	September 2019.	support English and Maths  £30 for photocopying home-learning leaflets and packs for parents
<b>Total budgeted cost</b>						£270
<b>Overall Expenditure</b>						£15,469

## 5. Review of expenditure

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
<b>A</b> To raise attainment and aspirations of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	Daily targeted teaching of basic literacy and numeracy skills.	PP break down in year groups Year 1 = 0 children Year 2 = 1 child 100% ARE in RWM Year 3 = 0 children Year 4 = 2 children both with SEND 0% ARE in R and W 50% ARE in M Year 5 = 3 children 33% R and M 66% W Year 6 = 3 children R = 100% W and M = 66%	Targeted support from a Jeremy Tudge as enabled key children in year 5 and 6 to make progress and hit age related within each core area of learning.  This intervention and type of support would very much benefit in the next academic year with a key focus on year 5 and 6 based on this year's end of year results..	£10.686

<p><b>B. Improve oral language skills for pupils eligible for PP.</b></p>	<p>Teachers to use a wide vocabulary when speaking and in choice of texts.</p> <p>Teachers provide opportunities for discussion and debate in the classroom.</p> <p>Teachers provide a text rich environment.</p> <p>Use of Talk Boost Intervention in Key Stage One</p>	<p>Vocabulary within the key stage 1 cohort is good as suggested within the data above. The teacher provides a wide range of texts and opportunities for discussion and this has supported the progress of all children within her class.</p>	<ul style="list-style-type: none"> <li>• This is best practice and should continue in the new year.</li> <li>• The use of talk boost may be needed for the new year 1's coming through with a key focus on a child who has a delayed receptive language difficulty.</li> </ul>	<p>No cost</p>
<p><b>C. Significantly raise self-esteem and self-motivation of PP pupils.</b></p>	<p>Theories of 'Growth Mindset' and 'The Iceberg Illusion' explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation</p>	<ul style="list-style-type: none"> <li>• All children have high aspirations and have been given opportunities to meet adults who are inspirational - this included authors, athletes and performers.</li> </ul>	<ul style="list-style-type: none"> <li>• All children demonstrate growth mindset and are aspirational in their views for the future.</li> <li>• Children have demonstrated aspiration by raising well over £200 outside of school this year to support or global charity of Edukid.</li> <li>• In a recent pupil survey (July 2019) children explained they feel proud because. 'they don't give up as much as they used to.' and 'They are resilient.'</li> </ul>	<p>No Cost</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b></p>	<p><b>Lessons learned (and whether you will continue with this approach)</b></p>	<p><b>Cost</b></p>
<p><b>A</b> To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>LSA and teacher targeted interventions in Numbers Count, phonic intervention, Accelerated Reader, Pre-teaching sessions in maths</p>	<p>1 year 6 child had specific maths intervention which resulted in them achieving age related in SATs 2019 for maths.</p> <p>2 children in year 5 received maths intervention which resulted in one child achieving age related at the end of the year when they were not on track for this at the beginning of the year. The second child, although not at age related and made improvement.</p>	<ul style="list-style-type: none"> <li>• Maths and spelling interventions to be continued in the new year with a key focus on the PP children that will be in year 5 and 6 in the new academic year.</li> </ul>	<p>£2700 for 3 mornings specialist TA support in pre-teaching/consolidation sessions for targeted PP</p>



	and pupil conferencing	2 children in year 4 have received spelling intervention and made improvements in decision spelling results one child from 3 - 11 and the other 1 - 12. In the end of year reading key stage 2 SATs all 3 PP children achieved age related and one child achieved greater depth. In key stage 1 the PP child achieved ARE in RWM.		children in KS2
<b>B.</b> Improve oral language skills for pupils eligible for PP.	Thrive based interventions to support with oral language skills.  Key spelling and reading interventions to support the development of language and understanding.	Reading and spelling interventions - data as above.  3 PP children have received thrive based interventions. These have supported language development and emotional needs which have then resulted in good end of year progress for 2 out of the 3 children. The other child is now happier to discuss feelings with trusted adults and looks forward to his time with them. It is yet to have an impact on academic levels and his attendance.	Data at the end of this year would indicate that this is less needed however 2 children with PP will continue to receive thrive support for SEMH needs as they are on the SEND register also.	As above
<b>D</b> Significantly raise self-esteem and self-motivation of PP pupils.	Weekly teacher - pupil conference  Weekly pupil - mentor meeting  Individual music lessons	One child in year 6 has received 1:1 music lessons for guitar and has shown a real improvement in self esteem and in turn behavioural needs have improved. The academic levels have also improved with the child achieving age related in reading.	The music lessons should still be made available to any child eligible for PP however the child that currently receives it will have moved on. It would also be good to have a pot of funding available to support PP children with residential.  Weekly teacher mentoring to be a focus next year.	£996 per annum.

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>F.</b> Improve parental engagement to develop appropriate support for the PP pupils at home.	Targeted invitations to attend parent consultation meetings / workshops on reading and maths -	Christmas fair Monday 17th September (this was well attended) Christmas service 13th Dec, Mince pies and celebration of work 21st December,	Despite the ongoing parental workshops and open events take up is still low. We will continue to open the school up for various events and next year sent individual invites to key parents whilst following it up with a phone call.	£240 - IXL online learning program to support

	<p>make attractive and supportive with clear strategies to aid home-learning.</p> <p>Expectation of daily signing of Home - School Diary</p> <p>Encourage use of online Maths and English software (IXL)</p>	<p>Candlemass in February  Village pancake races 5th March,  Curry afternoon 15th March  Coffee and cake with the head 4th April,  Easter service and hot cross buns 5th April.  Dolton summer fair 18th May  Sports day and picnic 2nd July  Decision spelling workshop 20th June  Leavers service 19th July</p> <p>All parents attended both sets of parents evenings,  We now do parent texts service which has gone down well for communication.  We also have a twitter account which helps with communication and including parents.</p>		<p>English and Maths</p> <p>£30 for photocopying home-learning leaflets and packs for parents</p>
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