

Pupil premium strategy document 2019/20 Dolton C of E V.A. Primary School

1. Summary information					
School	Dolton C of E V.A. Primary School				
Academic Year	2019/2020	Pupil Premium allocation	£20,100	Date of most recent External PP Review	July 2017
Total number of pupils	39 (including preschool)	Number of pupils eligible for PP	9	Date for next internal review of this strategy	

2 Current attainment (based on end of 2018/19 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	N/A	50% (2 pupils, 1 child with SEND)	
Year 1 Phonic Screening	100%	N/A	
Year 2 – End of KS1			
Reading attainment of expected standard or above	100%	100%	75%
Writing attainment of expected standard or above	100%	100%	75%
Maths attainment of expected standard or above	100%	100%	76%
Year 6 – End of KS2			
% Achieving expected standard or above in Reading / writing/ maths	75%	66%	64%
% Achieving expected standard reading or above	100%	100%	75%
% Achieving expected standard writing or above	75%	77%	78%
% Achieving expected standard maths or above	75%	66%	75%

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort (2018/2019) based on end of 2018/2019 data</i>					
	Year 1 (1 pupil)	Year 2 (1 pupil)	Year 3 (2 pupils)	Year 4 (2 pupils)	Year 5 (2 pupils)	Year 6 (4 pupils)
% achieving in reading, writing and maths	-	100%	100%	0%	0%	75%
% reaching the expected standard in reading	100%	100%	100%	50%	0%	100%
% reaching the expected standard in writing	100%	100%	100%	0%	0%	75%
% reaching the expected standard in maths	100%	100%	100%	50%	50%	75%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	%0% f PP children also 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 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 6 cohort.
B.	The majority of PP are observed by teachers to have a more limited vocabulary bank and this is particularly evident within their writing in their word choice and the grammatical structure that they use.
C.	Some PP children have poor attitudes to learning, they have limited aspirations and have limited courage to take risks.
D.	3/8 children have ongoing poor attendance which then impacts on learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	50% of PP pupils come from families hard to reach. Parental engagement is required to develop appropriate support for the PP pupils at home and to development knowledge and understanding of expectations of pupils at each group. .
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A	To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.
	PP children will have made accelerated progress to ensure they are inline or better than their peers within all core subjects.

		<p>PP children without SEND will achieve ARE expectations in RWM by the end of the academic year.</p> <p>PP children with SEND will have achieved 100% of their small step targets for the year to ensure the gap is diminished between their peers.</p>
B.	Improve oral language skills for pupils eligible for PP.	<p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>PP children will improve their vocabulary and this will be seen in the choice of language used within their writing.</p> <p>PP children will improve the grammatical structure of their expressive language which in turn will improve writing</p>
C	Significantly raise self - esteem and self-motivating of PP pupils.	<p>PP pupils consistently:</p> <ul style="list-style-type: none"> ● attempt challenging tasks readily ● have a desire to learn ● believe they can improve and are determined to do so ● work well independently and as part of a group ● have high aspirations for themselves and their futures. <p>As evidenced by: lesson and intervention observations, work sampling, weekly PP teacher / pupil conferencing, pupil voice questionnaires</p>
D	Improve attendance of PP children across the school.	<p>All pupils will have 95% attendance or above unless exceptional circumstances or a SEND need does not allow it.</p> <p>Attendance trophies will be in place at each celebration worship.</p> <p>Head will monitor attendance of PP pupils every 2 weeks.</p> <p>Half termly reports will be drawn off for the head to interpret.</p> <p>Letters will be sent home and meetings held to support families.</p> <p>Outside agencies will be involved and a team around the family begun as and when needed.</p>
E	Improve parental engagement to develop appropriate support for the PP pupils at home.	<p>All PP parents / carers communicate with school regularly, hear children read at home and encourage with homework.</p> <p>School to host open afternoons to promote the types of learning that happens in school.</p> <p>School to organise spelling, English and maths open afternoons to equip parents with the knowledge of expectations for each year group.</p>

4. Planned expenditure £20,100

Academic year

2019/2020

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
<p>A to raise attainment and aspirations of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>Daily targeted teaching of basic literacy and numeracy skills.</p>	<p>End of year data (July 2019) shows that PP pupils are not achieving their potential, or ARE in reading, writing and maths</p> <p>Teacher observations and pupils' books show that poor literacy skills are hindering progress in writing and reading comprehension.</p> <p>Poor numeracy skills are hindering progress in other areas of Maths as well as developing reasoning skills.</p> <p>Quick recall of number facts within maths is limited which is having an impact on simple arithmetic based work.</p>	<ul style="list-style-type: none"> • Teachers to embed spelling programme and receive constant support from spelling champion to ensure best possible outcomes for children. • Planned time-line of lesson observations learning walks and pupil conferencing • Close monitoring of pupils' exercise books, formative and summative assessments. • Teachers to attend phase hub meetings across the MAT to continually develop pedagogy and understanding of end of year expectations. • Key stage 2 teacher to implement no nonsense grammar 3 times a week to support grammatical understanding of sentence structure. • Key stage 2 teacher to build in regular arithmetic assessments and then work through gaps in learning. • Specific maths reading intervention for PP children with reading recovery specialist. • Key stage 2 teacher to attend the Jurassic hub mastery maths research 	<p>Head PP LSC lead</p>	<p>December 2019 March 2020 July 2020</p>	<p>£4956 for metacognition – teaching of arithmetic based lessons.</p> <p>£4956 for metacognition – teaching of decision spelling</p> <p>£2996 6 days of teacher cover - mastery math and decision spelling.</p> <p>Total: £12,908</p>

			group this year to develop understanding of mastery maths and use of power maths books within this teaching.			
B. Improve oral language skills for pupils eligible for PP.	<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>	PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing.	<ul style="list-style-type: none"> • Introduce tiered vocabulary on working wall and use this daily with children. • Close monitoring of PP pupil / teacher conference • Evidence (data) showing pupil progress between sessions on Talk Boost Program • Planned time-line of lesson observations learning walks 	Head PP LSC member lead.	December 2019 March 2020 July 2020	<p>£120 Talk boost training of TA</p> <p>£3000 to release teachers for PP conferencing.</p> <p>Total £3120</p>
C. Significantly raise self - esteem and self-motivation of PP pupils.	Theories of 'Growth Mind-set' and 'The Iceberg Illusion' explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation	Theories of mind-set have proven to positively enhance pupils' self-belief and will to try and improve.	<ul style="list-style-type: none"> • Displays in each class to represent key learning behaviours. • Weekly good news assemblies showcase key children that have displayed key learning behaviours. • Pupils to attend, where possible, school trips, residential etc. to provide a range of opportunities and raise aspirations in pupils. • Aspiration speakers/ visitors to be brought into school. • Ongoing support from thrive practitioner to refrain staff's views on behaviour and mind set. 	Head PP LSC lead.	December 2019 March 2020 July 2020	£120 for thrive practitioner to visit the school and meet key staff.

<p>D. Improve attendance of PP children across the school.</p>	<p>Class teacher will promote attendance in class. Class teacher will share attendance of pupils with parents in consultation meetings. Call teacher will liaise with admin when a child is absent to determine why and work with parents to ensure the child returns to school with limited time off.</p>	<p>Poor attendance of PP children highlighted when completing analysis of whole school attendance last year.</p>	<p>Head regularly monitor attendance of key groups in the school.</p> <p>Attendance cups implemented within celebration worship.</p> <p>Attendance policy to be followed and letters home and parental meetings to be organised when needed.</p>	<p>Head PP LSC lead</p>	<p>December 2019 March 2020 July 2020</p>	<p>No cost.</p>
Total budgeted cost						<p>£16,158</p>
<p>ii. Targeted support</p>						
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>	<p>Expenditure</p>
<p>A 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>Support staff to deliver key interventions and keep account of learning within these to report to PP lead.</p> <p>Specialist 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>Head and teacher to deliver interventions as per planned timeline of observations.</p> <p>Head to monitor assessments</p>	<p>Head PP LSC lead.</p>	<p>December 2019 March 2020 July 2020</p>	<p>£1,164 per annum (Accelerated Reader)</p> <p>£4123 for 2 afternoons of specialist teacher support in pre-teaching/consolidation sessions for targeted PP children in KS2</p>

B. Improve oral language skills for pupils eligible for PP.	Key spelling and reading interventions to support the development of language and understanding. Targeted intervention in 'Talk Boost', 'Speech Link' and/or 'Language for Thinking'	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.	Support staff to deliver key interventions and keep account of learning within these to report to the head/ SENDCo.	Head LSC PP lead	December 2019 March 2020 July 2020	As above.
C Significantly raise self - esteem and self-motivation of PP pupils. D Improve attendance of PP children.	Weekly pupil - mentor meeting Individual music lessons where appropriate	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. Research has shown that learning an instrument raises self-esteem and cognitive abilities.	Key staff are trained in Attachment based mentoring and thrive style interventions. Peripatetic teacher	Head LSC PP lead.	December 2019 March 2020 July 2020	£996 per annum
Total budgeted cost						£5,287
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?	
F Improve parental engagement and knowledge of year group expectations	Targeted invitations to attend parent consultation meetings / workshops on reading and maths - make attractive and supportive with clear strategies to aid home-learning. Expectation of daily signing of Home - School Diary	Parental support is key to helping pupil progress.	Ensure invitations to events are at times where parents can attend, invite on an individual basis by telephone, if necessary. Regular open afternoons for parents to attend. Parents invited to attend good news assembly each week.	Head LSC PP lead	December 2019 March 2020 July 2020	£30 for photocopying home-learning leaflets and packs for parents

	Encourage use of online Maths and English software (IXL)					
Total budgeted cost						£30
Overall Expenditure						£21, 475

5. Review of expenditure				
Previous Academic Year				
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
ii. Targeted support				
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
iii. Other approaches				
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