

Pupil premium strategy statement (primary) Review of 2018/2019; plan for 2019/2020

1. Summary information for 2018/2019					
School	Durweston Primary School				
Academic Year	2018/19	Total PP budget	£29, 560	Date of most recent PP Review	4/12/18
Total number of pupils	133	Number of pupils eligible for PP	24 (April 18)	Date for next internal review of this strategy	Summer 20

2. Attainment Summer 2019			
KS2 SATS data Summer 2019	Pupils eligible for PP (inc SEN)	PP without SEN (11 pupils)	Pupils not eligible for PP (national average)
% achieving ARE in reading, writing and maths	39%	64%	65%
% achieving ARE in reading	58%	91%	73%
% achieving ARE in writing	42%	64%	78%
% achieving ARE in maths	52%	73%	79%
KS1 SATS data Summer 2019	Pupils eligible for PP (2 pupils)		Pupils not eligible for PP (national average)
% achieving ARE in reading, writing and maths	50%		
% achieving ARE in reading	100%		
% achieving ARE in writing	50%		
% achieving ARE in maths	100%		
EYFS n/a Yr1 Phonics 75% (3/4 1child arrived late)			

3. 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.	SEND: 9/18 50% of PP children are also SEND
B.	ACEs (9/18)
C.	Lack of home support with reading/spelling/maths (8/18)

D	Lack of self-esteem and aspiration	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<ul style="list-style-type: none">Attainment of PP children without SEND should be in line with non-PP childrenPP children with SEND will make accelerated progress, and close the attainment gap, due to effective, targeted interventions	Data from INSIGHT
B.	<ul style="list-style-type: none">Parents to engage by sharing a book regularly with their child/ren	Regular entries in reading record book; parents more confident to support learning at home; children choosing to read independantly
C.	<ul style="list-style-type: none">Children able to manage and talk about their needs and feelings	Motional tracking
D.	<ul style="list-style-type: none">SEND and PP children showing increasingly positive attitudes to learning	Learning walks and pupil interviews show children using ‘dinosaurs’
E.	<ul style="list-style-type: none">Attendance of PP children will be in line with non-PP children	Attendance above 96%

5. Planned expenditure					
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?
A <ul style="list-style-type: none">Attainment of PP children without SEND should be in line with non-PP childrenPP children with SEND will make accelerated progress, and close the attainment gap, due to effective, targeted interventions	Quality First teaching TAs used effectively to accelerate progress for all children Continue embedding of T4W and MNP Gap analysis carried out by teachers/TAs SEND/ARE- children heard read daily; PP children heard read 3x weekly	As we use the majority of our PP money to pay for TA support, we need to make sure that this support is used as effectively as possible. We need to consider the evidence available and think about improvements we need to make. EEF research – +4 months additional progress for Small Group Tuition Support is targeted: evidence from Porps/Sharks shows this works Success in reading underpins success across the curriculum	Close monitoring of data (4 x a year) by HT Pupil progress meetings CT/HT TK observations/PDRS of TAs NB observations of teachers Learning Journeys evidence small steps to success CT/TA/SENDco Phonics progress tracked every 3 weeks CT/TA	NB/TK	Ongoing
B Parents to engage by sharing a book regularly with their child/ren	Reading non-negotiables Weekly monitoring of YRRBs Reception Reading Workshop Books at Bedtime Yr1 Phonics meetings Library visits	Reading has been identified as the key to future academic success.	Daily/weekly monitoring of reading records by class teacher and TA Parent meetings 3 x a year	TK	2x £150 TK supply
C Children able to manage and talk about their needs and feelings	Use Motional to identify and address social and emotional strengths and weakness	Trauma Informed Schools recommend use of Motional. Evidence from Dan Hughes – PACE.	Motional tracking system Trauma informed staff meeting	TAs/TK	Motional £350 TG 10% VJ 10% £925.50 RP ELSA £205

	ELSA	Offers opportunity to support children who are struggling with various of issues in school	Entry and exit interviews. Parent/child response. Reports to SENDCo/HT Supervision by Ed Psych		
D SEND and PP children showing increasingly positive attitudes to learning	AdeS to lead staff meeting on strategies Learning Dinosaurs – Use resources from Internet tailored to our school values Dinosaurs in each classroom to be taken home?	Children able to identify what they need to do to improve their own learning (metacognition) EEF research around metacognition Positive evidence from Wyke and WSG and William Barnes	Learning walks evidence classroom displays Lesson obs evidence staff and children referring to the dinosaurs during lessons Pupil interviews – children articulate how the dinosaurs have helped them improve.	NB/AdeS	Cost of Learning Dinosaurs £128.38
E Attendance of PP children will be in line with non-PP children	Follow Dorset Attendance Policy Positive reinforcement at school; Attendance Officer meets with school and parents; fining if necessary	If they're at school, they will learn!	Half termly attendance tracking	NB	
Total budgeted cost					
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?

<p>A</p> <ul style="list-style-type: none"> • Attainment of PP children without SEND should be in line with non-PP children • PP children with SEND will make accelerated progress, and close the attainment gap, due to effective, targeted interventions 	<p>2 x post LAC children to have 1 hour support a day for 4 days a week.</p> <p>SENSS assessments</p> <p>Support from Virtual Schools</p> <p>TA moved to provide additional support children in year ½</p> <p>TAs providing catch up interventions in the afternoon</p> <p>TA training for JR to enable her to provide support for FW and ERW</p>	<p>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention</p> <p>Data shows interventions have worked in 20182019 (WW/OC/KG)</p>	<p>INSIGHT data</p> <p>TA observation</p> <p>Ongoing monitoring</p> <p>Training monitored by QUEST</p>	<p>TK</p>	<p>4 x data collection</p> <p>TA support</p> <p>20% SS £3,104</p> <p>100% TKe £15,498</p> <p>100% JR £4028</p> <p>RP (Maths) £2000</p> <p>20% VJ £1,851</p> <p>40% TKI £7,737</p>
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<p>B</p> <p>Parents to engage by sharing a book regularly with their child/ren</p>	<p>Parents supplied with home-reading stickers for YRRB</p> <p>SENDCo to speak to parent at SEND meetings</p> <p>Letter sent home</p> <p>HT to speak/meet with parents</p> <p>Books at Bedtime</p> <p>Library visits for identified children (and their parents)</p> <p>Invite parents to targeted reading workshop</p> <p>Consider reward system for Home reading</p> <p>Engage outside agencies</p>	<p>Despite good reading results, this has been largely a result of in-school initiatives. We want to initiate a sustainable, life-long change!</p>	<p>As above and SEND governor to monitor – pupil interviews</p>		<p>Stickers</p>
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D SEND and PP children showing increasingly positive attitudes to learning	Forest School – weekly sessions for selected children (Outdoor First Aid training for Judith)	Parent feedback on Forest School EEF – Outdoor Adventure Learning+4 months additional progress	Intervention tracking sheet completed weekly by PP and SEND children with TG/JC Monitored by TK and class teacher	JC/TG/TK	Forest School £1000 Resources £375 Learning Dinosaurs
Total budgeted cost					£37501.88
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?
Total budgeted cost					£37501.88

6. Review of expenditure				
Previous Academic Year		2018/2019		
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
A/B Progress of disadvantaged pupils will be in line with progress of non-disadvantage pupils	Quality First teaching TAs used effectively to accelerate progress for all children Improve attitudes to learning of PP children- find PP champions.	R,W,M outcomes for PP children without SEND are in line with national (64% v 65%) In reading and writing PP children made greater progress than non- PP children	We had one parent who came in and read regularly with one child. This had a fantastic impact on his attitude but then she got a new job and we couldn't find anyone to replace her. However we do have 3 new reading volunteers.	TAs 80% SS; 50% TKe; 100% VK 20% RP 30% TG Total £35164
A/B Improve progress in Maths to increase number of children at ARE to 80%	Embed Maths No Problem across the school	Whole school ARE 77% (last year 81%) KS1 100% ARE. KS2 GD 33%.	Next year we are splitting Dolphins and Seahorses and teaching Year1, 2 and 3 as it is difficult to teach mixed ages with MNP.	£2145 £150 MNP training/ £150 supply
A/B Improve progress in Writing to increase number of children at ARE to 80%	Further develop use of Talk 4 Writing strategies across the school	Whole school Writing ARE 70% (last year 63%)	AdeS introducing ideas from Pie Corbett course in September; KS2 making texts shorter and more manageable. Allowing space for other writing in between T4W units. Vocabulary Ninja books bought.	£2000 Pie Corbet course
B PP children with SEND will make accelerated progress due to effective, targeted interventions	SENDCo to work with teachers and TAs to ensure that interventions are positively impacting on progress.	PP with SEN expected progress/ accelerated progress Reading 91% /27% Writing 82%/ 27% Maths 82%/18%	Extra TA support in place and SENSS assessments for children causing concern SENDCo employed for extra day a week to complete EHCP applications ACEs being addressed through Motional/Forest School/Learning Dinosaurs	75% TK £17,334

C SEND and PP children showing increasingly positive attitudes to learning/ Improvement in learning behaviours	AdeS to lead staff meeting on strategies ELSA support	Anecdotal evidence from parents AdeS lead staff meeting ELSA interventions have been run successfully by RP. Written evidence of positive outcomes and progress.	Learning Dinosaurs being embedded across the school Need to engage TAs and children Children to lead assembly for parents mid-year ELSA to continue but also introduce MOTIONAL	Costs next year
E Attendance of PP children will be in line with non-PP children	Follow Dorset Attendance Policy Positive reinforcement at school; fining where necessary			
B Pupil Premium Champions to provide additional support	Find members of the community to work with specific children	Letter sent but no one came forward. County Advisor said support should be provided by Teachers and TAs.	SENDCo to run drop-in sessions for PP parents to discuss anything they want re their child in school. Possibly ring?	£0

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
A/B Progress of disadvantaged pupils will be in line with progress of non-disadvantage pupils	2 x post LAC children to have 1 hour support a day for 4 days a week. Support to be provided in class as much as possible rather than children being withdrawn.	Progress has not been in line but small steps of progress are shown on Learning Journeys. Virtual Schools contacted for support and SENSS assessment has now been carried out.	Brain breaks introduced for ERW. SEPT 2019 Parents said they didn't want this to happen. Arrange TAF to discuss further support Recommendations from SENSS report to be implemented over the course of the year. Learning Journey is effective in showing progress that doesn't appear on INSIGHT	100% JR £57770
	TA training for JR to enable her to provide support for FW and ERW	JR has worked well all year to support the children. Good transition sessions organised. FW made good progress on collaborative reading	Continue collaborative reading as effective intervention.	TA training £250

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
C Improvement in learning behaviours	Forest School – small group provision for disadvantaged children	Anecdotal evidence from children and parents – they enjoyed it!	Introduced tracking system to better evidence the impact on children. MOTIONAL tracking will supplement	£2000