



# **Pupil Premium Strategy**

## **18/19**

**Anonymised for Governors and Website**

**Based on template from National Teaching School**

**Supported by evidence from Sutton Trust**

Summary Information					
School	Dothill Primary School				
Academic year	18/19	Total PP budget	Budgeted: 72,188 Actual: 68,060	Date of last review	Sept 2018
Total number of pupils	367	Number of PPG pupils	50	Date of review for this plan	Sept 2019

Attainment (Key Stage 2 - July 2018)			
Number of pupils = 6	Dothill PPG Pupils	All Dothill Pupils	National Average
ARE or above in Reading	83	76	75%
ARE or above in Writing	83	85	78%
ARE or above in Maths	67	66	76%
ARE or above in R, W, M	17	61	64%
			National average for non-disadvantaged pupils
Reading progress	-3.09	-0.8	0.31
Writing progress	-1.32	0.0	0.24
Maths progress	-3.72	-3.2	0.31

In year attainment July 2018		Year One			Year Two			Year Three			Year Four			Year Five		
Number of PPG pupils		5			7			14			9			7		
		R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
All pupils	Attainment	75/31	63/19	69/21	71/29	60/12	76/21	75/28	62/11	79/38	71/21	65/4	75/19	47/11	40/4	54/11
	Progress	81/21	53/29	77/27	91/53	86/31	85/40	78/8	77/8	90/19	90/29	79/29	88/35	35/7	42/18	46/12
PPG	Attainment	43/29	43/14	57/29	60/40	60/20	60/0	57/14	57/14	57/14	57/7	64/0	71/7	56/0	33/0	67/22
	Progress	85/29	71/43	100/57	80/40	80/20	60/0	57/0	86/0	85/14	71/21	71/36	85/29	22/11	44/33	56/11

**Pupils Eligible for Pupil premium Grant based on Oct 18 Census**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3	3	6	9	7	13	8
Sept 18 - 50 pupils Oct 18 - 49 pupils						

**Barriers to Learning Identified for Dothill Pupils Eligible for Pupil Premium Grant**

<b>In-school barriers</b> <small>(Issues to be addressed in school)</small>	<b>Desired Outcomes - anonymised for website</b>
<p><b>A</b> To improve achievement for Year 2 (18/19) pupils in all areas</p>	<ul style="list-style-type: none"> <li>✓ To improve attainment in reading, writing and maths for PPG pupils in Year 2</li> <li>✓ ██████████ to achieve exceeding in all areas</li> <li>✓ PPG pupils will make accelerated progress to meet ARE.</li> <li>✓ Targeted pupils who left EYFS at ARE and are not now currently on track will meet ARE</li> <li>✓ Pupils who left EYFS at exceeding and who are not now currently exceeding will exceed ARE by July</li> <li>✓ ██████████ to be OT in all areas</li> <li>✓ ██████ to remain OT in all areas</li> <li>✓ PPG targets are included in teacher appraisal</li> </ul>
<p><b>B</b> To improve achievement for Year 6 pupils (18/19) in all areas</p>	<ul style="list-style-type: none"> <li>✓ Improved attainment in reading, writing and maths for PPG pupils in Year 6</li> <li>✓ 75% of PPG pupils will achieve ARE 6/8 pupils.</li> <li>✓ PPG pupils will make accelerated progress to meet ARE.</li> <li>✓ Targeted pupils who left Y2 at ARE and are not now currently on track will meet ARE</li> <li>✓ Pupils who left EYFS at exceeding and who are not now currently exceeding will exceed ARE by July</li> <li>✓ Those pupils currently working below ARE will make accelerated progress to achieve ARE</li> <li>✓ Up to 5/6 of PPG pupils will achieve ARE or better</li> <li>✓ PPG targets are included in teacher appraisal</li> </ul>

<b>C</b>	To improve the progress of readers in Year 4 (18/19)	<ul style="list-style-type: none"> <li>✓ Year 4 pupils are identified to make accelerated progress in reading</li> <li>✓ Suitable, personalised interventions are put in place to address the individual barriers to progress</li> <li>✓ Parents are engaged with the reading work that school is doing</li> <li>✓ Teachers are clear on what individual barriers are and have strategies to reduce them</li> </ul>
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<b>External barriers</b> (Issues which may require action outside school)		<b>Desired Outcomes</b>								
<b>D</b>	Social and emotional health and well-being of pupils eligible for PPG improves:	<ul style="list-style-type: none"> <li>✓ Pupils social and emotional needs are addressed through the work of the learning mentor</li> <li>✓ Learning mentor is able to give on going strategies for pupils who need additional social/emotional support</li> <li>✓ Learning mentor liaises regularly with the families of children receiving support with the families</li> <li>✓ Pupil questionnaire shows pupils to feel safe and happy.</li> <li>✓ Lesson observations show resilient pupils who are willing to try and learn from mistakes</li> <li>✓ Number of TACs are reduced due to needs being met</li> </ul>								
<b>E</b>	Attendance for PPG pupils improves: <table border="1" data-bbox="183 847 721 1075" style="margin-top: 10px; width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>End of Year 17/18</b></th> </tr> </thead> <tbody> <tr> <td><b>Overall Attendance</b></td> <td style="text-align: center;">97.05</td> </tr> <tr> <td><b>PPG Attendance</b></td> <td style="text-align: center;">95.65</td> </tr> <tr> <td><b>Persistent absence</b></td> <td style="text-align: center;">17 pupils 5 are PPG</td> </tr> </tbody> </table>		<b>End of Year 17/18</b>	<b>Overall Attendance</b>	97.05	<b>PPG Attendance</b>	95.65	<b>Persistent absence</b>	17 pupils 5 are PPG	<ul style="list-style-type: none"> <li>✓ Attendance for PPG pupils improves to be in line with all Dothill pupils</li> <li>✓ The number of PPG pupils who are persistently absent reduces</li> <li>✓ Attendance for PPG pupils increases from 95.65 to above 96.5%</li> <li>✓ PA for PPG pupils decreases from 5 pupils to 2 pupils</li> <li>✓ School works closely with families who have issues and are supporting where necessary</li> <li>✓ Parents of PPG pupils feel supported by school through any issues which may affect attendance</li> </ul>
	<b>End of Year 17/18</b>									
<b>Overall Attendance</b>	97.05									
<b>PPG Attendance</b>	95.65									
<b>Persistent absence</b>	17 pupils 5 are PPG									

## Planned Expenditure 18/19

### Quality of Teaching for All

Identified Barrier	Chosen action/approach	Evidence and rationale for choice (Based on research from Sutton Trust -	How will you ensure it is implemented well?	Staff lead	Review?
<p><b>A</b></p> <p>To improve achievement for Year 2 pupils (18/19 cohort) in all areas</p>	<p>TLR3 project identified to support the Y2 learning offer</p> <p>Two support staff (HLTA and TA) identified across the Year 2 classes - Higher staff ratio means immediate feedback and input into learning can be given to improve understanding.</p> <p>Year 2 teacher focus during reading - 40 minutes a day to include metacognition strategies.</p> <p>Staff CPD - reading and writing</p> <p>Click for teaching - maths</p> <p>Pupil progress meetings - individualised discussion about pupils with specific plans drawn up to address their personalised needs</p>	<p>Feedback</p> <ul style="list-style-type: none"> <li>Feedback studies tend to show very high effects on learning</li> <li>Feedback has effects on all types of learning across all age groups learning</li> <li>Feedback should be specific, accurate and clear</li> </ul> <p>Meta-cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> <li>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential</li> </ul> <p>Collaborative learning</p> <ul style="list-style-type: none"> <li>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</li> </ul> <p>Individualised instruction</p> <ul style="list-style-type: none"> <li>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective.</li> </ul>	<p>Subject leaders are tracking data to ensure impact</p> <p>SLT are monitoring books and lessons regularly</p>	<p>SLT</p>	<p>Every half term</p>
<p><b>B</b></p> <p>To improve achievement for Year 6 pupils</p>	<p>Additional teacher (Specifically DHT) for Year 6 to split two large classes into 3 learning groups for Reading, Writing and Maths every morning.</p>	<p>Research shows that reducing class sizes can give moderate impact for very high cost however, by doing this there are other areas of high impact work that staff are able to address such as :</p>	<p>✓ Subject leaders are tracking data to ensure impact</p> <p>✓ SLT are monitoring books and lessons regularly</p>	<p>DHT</p>	<p>Every half term</p>

<p>(18/19 cohort) in all areas</p>	<p>The majority of Year 6 PPG pupils are in the group with DHT</p> <p>Smaller classes Immediate feedback Moderation focus on year 6 Planning support from SLT</p>	<p>Feedback</p> <ul style="list-style-type: none"> <li>Feedback studies tend to show very high effects on learning</li> <li>Feedback has effects on all types of learning across all age groups learning</li> <li>Feedback should be specific, accurate and clear</li> </ul> <p>Meta-cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> <li>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential</li> </ul> <p>Collaborative learning</p> <ul style="list-style-type: none"> <li>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</li> </ul>	<p>✓ Quality of teaching is monitored regularly</p>		
<p><b>C</b> To improve the progress of readers in Year 4 (18/19 cohort)</p>	<p>Literacy leader and Year 4 teacher - focus on reading for this academic year</p> <p>Reading CPD for the school - metacognition and individualised approach</p> <p>Year 4 focus on Bug Club resources to enhance reading offer within the classrooms.</p> <p>Reading leader to engage parents in reading with pupils specifically in year 4</p>	<p>Meta-cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> <li>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential</li> </ul> <p>Digital technology</p> <ul style="list-style-type: none"> <li>By digital technology we mean the use of computer and technology assisted strategies to support learning within schools.</li> <li>Learners use programmes or applications designed for problem solving or open-ended learning</li> <li>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</li> </ul> <p>Parental Engagement</p> <ul style="list-style-type: none"> <li>We define parental engagement as the involvement of parents in supporting their children's academic learning.</li> <li>Approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>General approaches which encourage parents to support their children with, for example reading or homework;</li> </ul>	<p>✓ Subject leaders are tracking data to ensure impact</p> <p>✓ SLT are monitoring books and lessons regularly</p> <p>✓ Quality of teaching is monitored regularly</p>		

		<ul style="list-style-type: none"> <li>The involvement of parents in their children's learning activities</li> </ul>			
				<b>Cost</b>	<b>A: 8,448</b> <b>B: 35,813</b> <b>C: 2,500</b>
				<b>Total</b>	<b>£ 46,761</b>
<b>Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b>
<b>D</b> Social and emotional health and well being of pupils improves	Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning  ELSA training from EP service  Lunchtime structure  Access Future in Mind Project to support the mental health and well being of pupils, ensuring learning mentor receives training and skills development	Social and emotional needs provide the lower levels of Maslows Hierarchy of needs (Psychological needs). With these needs being met the self-actualisation and therefore learning needs can be addressed.  Social and emotional learning <ul style="list-style-type: none"> <li>SEL have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself</li> <li>SEL programmes appear to benefit disadvantaged or low attaining pupils more than other pupils</li> </ul> Individualised instruction <ul style="list-style-type: none"> <li>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective.</li> </ul>	Detailed records kept by Learning Mentor to evidence baseline and impact.  Learning mentor to line manage ELSA TA  ELSA work offered under direction of EP	Learning mentor	Every 6 weeks
				<b>Cost</b>	<b>£ 12,120</b>
<b>Other Approaches</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b>
<b>E</b>	Admin assistant employed to monitor pupils attendance and follow up quickly on absences	Children need to attend school in order to learn, therefore improving attendance is the foundation to improving learning.  Parental Engagement	Admin assistant well trained and experienced School process reviewed to ensure effectiveness	Becca Butler	Each half term

Attendance for PPG pupils improves	<p>using first day response and 3 weekly</p> <p>3 weekly meeting with head teacher to discuss appropriate actions</p> <p>Head teacher time to meet with parents to ensure engagement and offer support if necessary</p>	<ul style="list-style-type: none"> <li>We define parental engagement as the involvement of parents in supporting their children's academic learning.</li> <li>Approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>General approaches which encourage parents to support their children with, for example reading or homework;</li> <li>The involvement of parents in their children's learning activities</li> </ul>	<p>Close links with Local Authority AST</p> <p>Strong involvement of Head Teacher with 3 weekly attendance monitoring meetings</p> <p>Regular updates to governor</p>		
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**Cost £ 9,793**

**Total Costings of Pupil Premium Strategy 2018/2019**

<b>A</b>	<b>8, 4 4 8</b>
<b>B</b>	<b>3 5, 8 1 3</b>
<b>C</b>	<b>2, 5 0 0</b>
<b>D</b>	<b>1 2, 1 2 0</b>
<b>E</b>	<b>9, 7 9 3</b>
<b>Total Spend</b>	<b>£ 6 8, 6 7 4</b>
<b>Allocation 18/19</b>	<b>£ 6 8, 0 6 0</b>



## Review of Expenditure (To be completed September 2019)

### Quality of Teaching for All

Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p><b>A</b></p> <p>To improve achievement for Year 2 pupils (18/19 cohort) in all areas</p>	<p>TLR3 project identified to support the Y2 learning offer</p> <p>Two support staff (HLTA and TA) identified across the Year 2 classes - Higher staff ratio means immediate feedback and input into learning can be given to improve understanding.</p> <p>Year 2 teacher focus during reading - 40 minutes a day to include metacognition strategies.</p> <p>Staff CPD - reading and writing</p> <p>Click for teaching - maths</p> <p>Pupil progress meetings - individualised discussion about pupils with specific plans drawn up to address their personalised needs</p>			
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<p><b>C</b></p>	<p>Literacy leader and Year 4 teacher - focus on reading for this academic year</p>			

To improve the progress of readers in Year 4 (18/19 cohort)	<p>Reading CPD for the school - metacognition and individualised approach</p> <p>Year 4 focus on Bug Club resources to enhance reading offer within the classrooms.</p> <p>Reading leader to engage parents in reading with pupils specifically in year 4</p>			
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**Total cost**

**Targeted Support**

Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p><b>D</b></p> <p>Social and emotional health and well being of pupils improves</p>	<p>Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning</p> <p>ELSA training from EP service</p> <p>Lunchtime structure</p> <p>Access Future in Mind Project to support the mental health and well being of pupils, ensuring learning mentor receives training and skills development</p>			

**Total cost**

**Other Approaches**

Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p><b>E</b></p> <p>Attendance for PPG pupils improves</p>	<p>Admin assistant employed to monitor pupils attendance and follow up quickly on absences using first day response and 3 weekly</p> <p>3 weekly meeting with head teacher to discuss appropriate actions</p> <p>Head teacher time to meet with parents to ensure engagement and offer support if necessary</p>			

	<b>Total cost</b>	
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