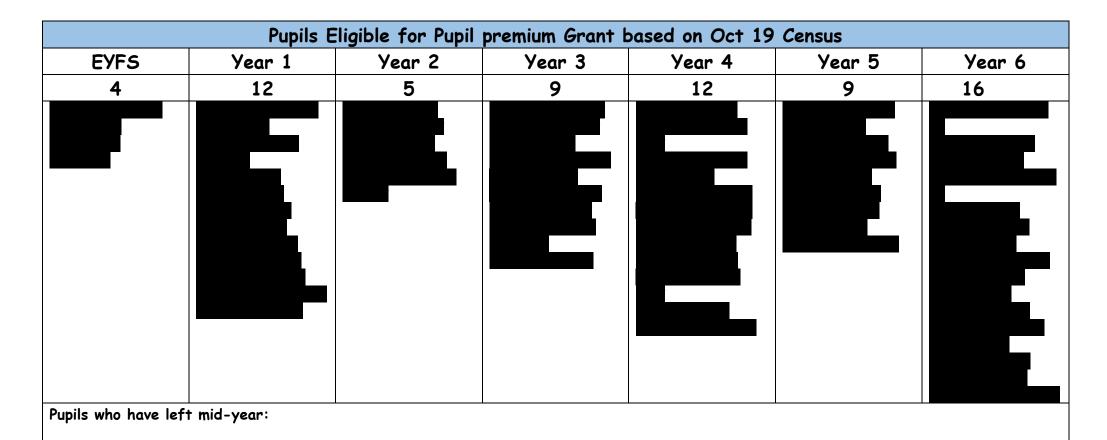# Reviewed Pupil Premium Strategy

19/20

Based on template from National Teaching School

Supported by evidence from Sutton Trust

Summary Information

School	Dothill Primary School				
Academic year	19/20	**Total PP budget £66000 (DFE PP allocation 2019/20)**	Budgeted: Actual: £66000	**Date of last review**	Sept 2019
Total number of pupils	351	**Number of PPG pupils 67 (2019/20)**	Allocation based on 50 pupils Jan 2019 census. Actual number based on October census 67 pupils	**Date of review for this plan**	Sept 2020

Attainment (Key Stage 2 – July 2019)

Number of pupils =	Dothill PPG Pupils	All Dothill Pupils	National Average
ARE or above in Reading	50%	57%	73%
ARE or above in Writing	75%	60%	78%
ARE or above in Maths	75%	65%	79%
ARE or above in R, W, M	50%	46%	64%
			National average for non-disadvantaged pupils
Reading progress		-2.79	0.0
Writing progress		-4.33	0.0
Maths progress		-4.95	0.0

In year attainment September baseline 2019		Year 1			Year Two			Year Three			Year Four			Year Five			Year Six		
Number of PPG pupils		3			3			6			9			7			12		
		R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
All pupils	Attainment	75	73	77	59/6	59/6	69/4	77/25	71/17	73/23	73/29	66/13	76/23	82/36	68/16	76/38	74/21	65/9	71/26
	Progress				81/22	87/19	87/26	76/18	60/20	69/22	92/22	92/28	82/22	86/18	84/14	88/22	89/29	92/32	89/44
PPG	Attainment	66	66	66	33/0	33/0	67/0	67/17	50/0	50/17	67/22	67/22	78/11	71/14	57/14	57/14	83/17	75/0	50/17
	Progress				67/33	67/33	67/33	67/33	67/17	83/33	77/22	78/22	89/22	71/14	71/0	86/14	92/33	92/42	92/67

Pupils Eligible for Pupil premium Grant based on Oct 19 Census						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
4	12	5	9	12	9	16

Pupils who have left mid-year:

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

In-school barriers (Issues to be addressed in school)	Desired Outcomes
A To improve achievement for Year 6 pupils in maths	✓ Improved attainment in maths for PPG pupils in Year 6 ✓ 75% of PPG pupils will achieve ARE 11 pupils. (identified above) ✓ PPG pupils will make accelerated progress to meet ARE. ✓ PPG targets are included in teacher appraisal
B To improve achievement for year 3 pupils in writing and maths	✓ To improve attainment in writing and maths for PPG pupils in Year 3 ✓ 70% of PPG pupils will achieve ARE 7 pupils (identified above) ✓ ▆▆ ▆▆ to achieve exceeding in maths and writing ✓ PPG targets are included in teacher appraisal
C To improve achievement for year 5 pupils in writing and maths	✓ To improve attainment in writing and maths for PPG pupils in Year 5 ✓ 75% of PPG pupils will achieve ARE 6 pupils (identified above) ✓ ▆▆ to achieve exceeding in maths and writing ✓ PPG targets are included in teacher appraisal

External barriers (Issues which may require action outside school)	Desired Outcomes
D Social and emotional health and well-being of pupils eligible for PPG improves:	✓ Pupils social and emotional needs are addressed through the work of the learning mentor ✓ Learning mentor is able to give on-going strategies for pupils who need additional social/emotional support ✓ Learning mentor liaises regularly with the families of children receiving support with the families

		✓ Pupil questionnaire shows pupils to feel safe and happy.
		✓ Lesson observations/learning walks show resilient pupils who are willing to try and learn from mistakes
		✓ Number of TACs are reduced due to needs being met

E	Attendance for PPG pupils improves:	✓ Attendance for PPG pupils continues to improve to be in line with all Dothill pupils
		✓ The number of PPG pupils who are persistently absent reduces
		✓ Attendance for PPG pupils increases from 95.86% to 97%
		✓ PA for PPG pupils decreases from 2 pupils to 0 pupils ██ in 3/4J ██ in 3/4T
		✓ School works closely with families who have issues and are supporting where necessary
		✓ Parents of PPG pupils feel supported by school through any issues which may affect attendance

	End of Year 18/19
Overall Attendance	97.09%
PPG Attendance	95.86%
Persistent absence	6 pupils 2 PPG

Planned Expenditure 19/20

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?
A To improve achievement for Year 6 pupils (19/20 cohort) in all maths	Lunch time/after school maths club led by maths co-ordinator Immediate feedback Moderation focus on year 6 Planning support from SLT Support package from KB: • X3 maths subject leaders meetings • CPD for staff 30th Sept. Use of concrete models. • Classroom support x2 • Subject leader meeting to structure new calculation strategy • Review of work completed Purchase and use of x tables rock stars Purchase and use of Test base	Feedback • Feedback studies tend to show very high effects on learning • Feedback has effects on all types of learning across all age groups learning • Feedback should be specific, accurate and clear Meta-cognition and self-regulation strategies (Learning to learn) • Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential Collaborative learning • 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.	✓ Subject leaders are tracking data to ensure impact ✓ SLT are monitoring books and lessons regularly ✓ Quality of teaching is monitored regularly	Maths co-ordinator and KS2 phase leader then SLT	Every half term
			Cost Barrier A	**£3576**	
B To improve achievement for year 3 pupils in writing and maths	Reduced class sizes in year 3/4 for core subjects improving opportunity for Q1st teaching Year 3/4 classes taught separately during the morning x2 year 3 x2 year4	Research shows that reducing class sizes can give moderate impact for a high cost however, by doing this there are other areas of high impact work that staff are able to address such as: Meta-cognition and self-regulation strategies (Learning to learn)	✓ Subject leaders are tracking data to ensure impact ✓ SLT are monitoring books and lessons regularly	HM phase leader then SLT	Every half term

	Chosen action/approach	Evidence and rationale for choice	How will you ensure it is implemented well?	Staff lead	Review?
	Deputy headteacher to teach on of the year 4 classes Maths support package from KB as above Purchase and use of x tables rock stars Purchase and use of Test base	Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential Feedback • Feedback studies tend to show very high effects on learning • Feedback has effects on all types of learning across all age groups learning • Feedback should be specific, accurate and clear	✓ Quality of teaching is monitored regularly		
			Cost Barrier B	**£38220**	
C To improve achievement for year 5 pupils in writing and maths	Year 6 teacher (from last year) and assistant HT teaching in year 5 After school maths club/writing club/lunch time-book club. Specific invitations to year 5 aim to broaden vocab to improve reading Maths support package from KB as for A Purchase and use of x tables rock stars Purchase and use of Test base	Meta-cognition and self-regulation strategies (Learning to learn) • Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential Feedback • Feedback studies tend to show very high effects on learning • Feedback has effects on all types of learning across all age groups learning • Feedback should be specific, accurate and clear	✓ Subject leaders are tracking data to ensure impact ✓ SLT are monitoring books and lessons regularly ✓ Quality of teaching is monitored regularly	KS2 phase leader and then SLT	
			Cost Barrier C	**£1152**	

Targeted Support

Desired Outcome	Chosen action/approach	Evidence and rationale for choice	How will you ensure it is implemented well?	Staff lead	Review?
D 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	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 • SEL have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself • SEL programmes appear to benefit disadvantaged or low attaining pupils more than other pupils	Detailed records kept by Learning Mentor to evidence baseline and impact. Learning mentor to line manage ELSA TA	Learning mentor	Every 6 weeks

	Access Future in Mind Project to support the mental health and well being of pupils, ensuring learning mentor receives training and skills development More children are able to access educational psychologist when required.	Individualised instruction • 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.	ELSA work offered under direction of EP		
			Cost Barrier D	**£14540**	

Other Approaches

Desired Outcome	Chosen action/approach	Evidence and rationale for choice	How will you ensure it is implemented well?	Staff lead	Review?
E Attendance for PPG pupils improves	Admin assistant employed to monitor pupils attendance and follow up quickly on absences using first day response and 3 weekly 3 weekly meeting with head teacher to discuss appropriate actions Head teacher time to meet with parents to ensure engagement and offer support if necessary	Children need to attend school in order to learn, therefore improving attendance is the foundation to improving learning. Parental Engagement • We define parental engagement as the involvement of parents in supporting their children's academic learning. • Approaches and programmes which aim to develop parental skills such as literacy or IT skills; • General approaches which encourage parents to support their children with, for example reading or homework; • The involvement of parents in their children's learning activities	Admin assistant well trained and experienced School process reviewed to ensure effectiveness Close links with Local Authority AST Strong involvement of Head Teacher with 3 weekly attendance monitoring meetings Regular updates to governors	Becca Butler	Each half term
			Coat Barrier E	**£9261**	
			Total Cost	**£66749**	

Review of Expenditure (To be completed September 2020)		

Quality of Teaching for All

Desired Outcome	Chosen action/approach	Impact
A To improve achievement for Year 6 pupils (19/20 cohort) in all maths	Lunch time/after school maths club led by maths co-ordinator Immediate feedback Moderation focus on year 6 Planning support from SLT	Due to a Covid 19, a global pandemic, school closed to al pupils the end of March 2020, the last data capture for pupils was the end of the spring term. Below is data from the end of the previous academic year to the Spring term 2020.

Summer End 2019 — **Year Five**
Summer born 42%
Combined 59%

		R	W	M
PPG	Attainment	83/17	75/0	50/17
	Progress	92/33	92/42	92/67

Spring term 2020 — **Year Six**
Summer born 42%
Combined 62%   KS1 60.3
KS1 74   60   76

		R	W	M
PPG	Attainment	77/15	69/0	54/15
	Progress	100/25	100/25	92/25

Attainment had decreased in reading and writing but increased in maths.
Progress has increased in reading but stayed the same in maths for pupils on track.

B To improve achievement for year 3	Reduced class sizes in year 3/4 for core subjects	Due to a Covid 19, a global pandemic, school closed to al pupils the end of March 2020, the last data capture for pupils was the end of the spring term. Below is data from the end of the previous academic year to the Spring term 2020.

pupils in writing and maths Improving opp for Q1ST teaching through reduced class sizes	Year 3/4 classes taught separately during the morning x2 year 3 x2 year4 Deputy headteacher to teach on of the year 4 classes	Summer End 2019	Year Two Summer born 53% Combined 69%		

Summer End 2019	**Year Two** Summer born 53% Combined 69%		
	R	**W**	**M**
PPG Attainment	67/17	50/0	50/17
Progress	67/33	67/17	83/33

Spring Term 2020	**Year Three** Summer born 53% Combined 67% KS1 68.8 KS1 75 71 73		
	R	**W**	**M**
PPG Attainment	40/0	40/0	40/0
Progress	80/0	100/0	100/0

Attainment in reading, writing and maths has decreased.
However, progress has increased.

C
To improve achievement for year 5 pupils in writing and maths

Year 6 teacher (from last year) and assistant HT teaching in year 5
After school maths club/writing club/lunch time-book club.
Specific invitations to year 5 aim to broaden vocab to improve reading

Due to a Covid 19, a global pandemic, school closed to all pupils the end of March 2020, the last data capture for pupils was the end of the spring term.

Below is data from the end of the previous academic year to the Spring term 2020.

Summer End 2019	**Year Four** Summer born 33% Combined 64%		
	R	**W**	**M**
PPG Attainment	71/14	57/14	57/14
Progress	71/14	71/0	86/14

Spring Term 2020	**Year Five** Summer born 33%

		Combined 66%	KS1
		65.2	
	KS1 77	69	77
		R	W	M
PPG	Attainment	75/13	75/13	63/13
	Progress	75/13	100/0	88/0

Attainment and progress in reading, writing and maths has increased.

Other Approaches

Desired Outcome	Chosen action/approach	Impact
D Social and emotional health and wellbeing 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	Learning mentor has developed good relationships with pupils, who will ask to speak with her when they need to. The Learning mentor has supported PPG pupils and their families, and we now have no PPG children accessing early help meetings. Children who require health and wellbeing support are quickly identified by teaching staff / support staff following intervention and support from the learning mentor.
E Attendance for PPG pupils improves	Admin assistant employed to monitor pupils attendance and follow up quickly on absences using first day response and 3 weekly 3 weekly meeting with head teacher to discuss appropriate actions	<table><tr><td></td><td>End of Year 17/18</td></tr><tr><td>Overall Attendance</td><td>97.05</td></tr><tr><td>PPG Attendance</td><td>95.65</td></tr><tr><td>Persistent absence</td><td>6 pupils</td></tr><tr><td></td><td>End of Year</td></tr></table>

	Head teacher time to meet with parents to ensure engagement and offer support if necessary		19/20
		Overall Attendance	96.76
		PPG Attendance	95.71
		Persistent absence	6 pupils

It is difficult to show impact here on attendance for PPG as the 19/20 year is based over 2 terms and 17/18 is based over three years.