



# Pupil Premium Strategy and Review 2018-2019 - Ditchheat Primary School

We aim to inspire a love of learning for life through our vision:

Vision:

- We will have high expectations of our children and we will encourage them to develop a deep seating belief in their abilities
- We will prepare our children to be lifelong learners who are confident, independent and mentally strong
- We will care for, encourage and support our children in a warm, inclusive and vibrant environment where they are safe to make mistakes
- We will provide a rich and varied curriculum which will provide experiences that inspire, enthuse and motivate our children
- We will teach our children to be respectful, responsible, resilient and to embrace other people's differences
- We will work closely within our local community to raise the aspirations of our children and the wider community to broaden our children's understanding of the world and their place in it

The school is a smaller than average primary school with 6% of children with SEN and 18% eligible for Pupil Premium funding.

The key objectives for the Pupil Premium Funding is:

- To improve outcomes
- To raise aspirations
- To improve life choices and chances

When planning the Pupil Premium Funding spend, we aim to match it to the specific needs of our pupil premium children thus ensuring a targeted approach for each individual child. The impact is reviewed termly.

1. Summary Information					
School	Ditchheat Primary School				
Academic Year	2018/2019	Total PP budget	£14,140	Date of most recent PP Review	9/1/19
Total number of pupils	83	Number of pupils eligible for PP/LAC/Forces PP	13/2/0	Date for next internal review of this strategy	12/19

2. Current attainment		
Year 6 2019	PP children in school (1 child)	All children nationally
% achieving expected in reading/writing/maths	100%/100%/100%	75%/78%/76%
% making progress in reading	6.01	0.03

% making progress in writing	7.57	0.03
% making progress in maths	-1.8	0.03

3. Barriers to future attainment (for pupil eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Some pupils enter school below age related expectations	
B.	Some pupils have significant additional SEN	
C.	Some pupils lack experiences beyond the local area and therefore their knowledge of the world around them is limited	
D.	Some pupils have low self-esteem, social and emotional issues, poor attention and focus which impacts on their ability to access the curriculum	
External barriers (issues which also require action outside school)		
E.	Some pupils have low attendance	
F.	Some families of pupils face health and wellbeing pressures which can impact on learning	
4. Desired outcomes		
	Desired outcomes	Success criteria and how they will be measured
A.	PP children who are below ARE will achieve better than expected progress in reading, writing and maths to close the gap on national expectations	PP children outcomes close the gap with those non-PP children Measure: pupil progress meetings, national end of key stage testing
B.	Differentiation, assessment and interventions targeted to PP children with SEN to close the gaps	PP children with SEN needs make at least expected progress Measure: pupil progress meetings, tracking of any interventions
C.	PP children will gain knowledge and experiences of the wider world through an enriched and wide curriculum	PP children will have an increased knowledge and understanding of the world Measure: end of unit evaluations, reflected in reading assessments (able to make inferences using previous knowledge), record of extra-curricular activities or clubs attended
D.	PP children will have good raised self-esteem and good behaviours for learning	PP children outcomes will improve as they are more fully engaged in their learning Measure: Pupil voice, behaviour logs

E.	PP children will be supported to come to school on time and improve attendance	PP children are at school > 95% of the time Measure: analysis of attendance data
F.	PP children and families will be supported to ensure they are able to come to school and be ready to learn	PP children attendance is >95%, children are supported through an ELSA, families are supported through the PFSA or EHA referrals Measure: Records of referrals, attendance monitoring, pupil voice

5. Planned expenditure					
Academic year		2018/2019.			
5.1 Quality of teaching for all					
Desired outcome	Action/approach	Evidence/rationale for this choice	How will it be implemented and cost	Staff lead	Review
A.	Additional TA support for year 3/4 and R/1	TAs provide immediate feedback and reactive intervention (EEF studies +7 months)	Communication of outcomes for children to direct support from TAs to close gaps	VW	Half termly at PP meetings
A.	Additional HLTA support to deliver intervention	Immediate feedback and interventions (EEF)	Specific targets set	VW	Half termly at PP meetings
C.	Funding trips and experiences for children	Research about impact on experiences (Salmi, 2003) and increasing engagement (Kisiel, 2005; Bonderup Dohn, 2011)	Evaluation by staff and pupils	Class teachers	Termly, pupil voice
<b>Total Budgeted Cost</b>					£11570
5.2 Targeted support					
Desired outcome	Action/approach	Evidence/rationale for this choice	How will it be implemented and cost	Staff lead	Review
A.	Teachers and TAs to	EEF - +5 months	Analysis of data,	VW/JC	Half termly PP

	provide targeted intervention to close the gap specifically in maths	progress for 1:1 tuition 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' Closing the Attainment Gap report.	intervention delivered complements work in class, communication between staff		meetings
B.	Targeted intervention and support for SEN and PP children: TA support Precision teaching Social stories Speech and language Phonics Reading comprehension 1-1 reading additional to class reading	EEF - +5 months progress for 1:1 tuition 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' Closing the Attainment Gap report.	Data analysis leading to specific, measurable interventions, communication between TAs and teacher	JC	Half termly at pupil progress meetings
F.	Training of an ELSA to support PP children to cope with school despite external issues they may face	Research shows that the ELSA programme has a positive long term impact on the mental health and well-being of children and readiness to learn EEF toolkits show +3 and +4 months for behaviour interventions and programmes targeting social emotional learning	Analysis of the questionnaire at the start and end of the intervention. Regular reviews with the ELSA about progress made	VW	At the end of each ELSA review session

		respectively.			
<b>Total Budgeted Cost</b>					£1105
5.3 Other approaches					
<b>Desired outcome</b>	<b>Action/approach</b>	<b>Evidence/rationale for this choice</b>	<b>How will it be implemented and cost</b>	<b>Staff lead</b>	<b>Review</b>
D.	Whole school focus on behaviours for learning with a specific emphasis on improving behaviours of some PP children	(EEF +2months)	Taught through assemblies, PSHE lessons, team circle time, modelling	VW	Termly Pupil voice, parent forum, lesson observations
C and D.	Music tuition	Arts participation have positive image on learning (EEF and T&L toolkit)	Peripatetic specialised teachers	VW	Termly, pupil voice
E.	Subsidised attendance at Early Birds and Ditchat extra. Ensure children come to school on time, allows parents to work therefore improving financial security For some children Early Birds helps a calm and settled start to the school day	Children who are calm and on time at the start of the school day are more likely to be responsive to learning	Measured through attendance, monitor how settled the children are	VW	Termly at PP meetings
D.	Funding for TA to run lunchtime club	Helps children who struggle to integrate with larger groups during lunchtime	Regular reviews with TAs	VW	Termly
<b>Total Budgeted Cost</b>					£1465
					<b>Total Spend</b>
					£14140
					<b>Total Pupil Premium Income</b>
					£14140
					<b>Difference between allocation and expenditure</b>
					0

1. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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
Additional TA to support the children in years 3 and 4 and years R and 1	PP chn to achieved better than expected progress in RWM	Years 3 and 4 expected progress = 83% R, 67%W, 67%M Both R chn did not make GLD TAs were able to provide direct support for PP chn without which they would not have been able to access the curriculum.	2 pp chn (both with SEN) will continue to need support next year to access the curriculum and enable them to make progress. This will continue.	£11570
Additional HLTA support to deliver interventions		Specific interventions set to address specific needs for some PP chn. Improvements in S&L, behaviour, attendance.	Continue with some S&L, move some chn to social skills intervention and then TA to cover class while teacher delivers intervention.	
Funding of trips	PP chn experience a rich and varied curriculum	All chn experience sense of team with all chn attending a trip that enhances their curriculum experience.	Continue. Ensure trips are well planned and have strong links to the curriculum intent.	

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</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>
Teachers and TAs to provide targeted intervention to close the gap specifically in maths	Improved progress in maths for targeted intervention children	PP progress in maths across the school 43%	Continue to provide intervention to close the gap specifically in maths but provide funding to release the teacher to work with targeted children to close the gap	£1105
Targeted intervention and support for SEN and PP children:  TA support Precision teaching Social stories Speech and language Phonics Reading comprehension 1-1 reading additional to class reading	Targeted children make better progress in their area of weakness	Reading progress and those at ARE 71% for PP chn	Interventions to continue and be regularly monitored.	
Training of an ELSA to support PP children to cope with school despite external issues they may face	PP children and other vulnerable children have support they need	ELSA not trained but released to learn from and observe to other ELSAs. Support given as social skills. Individuals have improved in social skills – less reflections, more confidence	TA needs to have ELSA training	

<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Action</b>	<b>Intended outcome</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>
Whole school focus on behaviours for learning with a specific emphasis on improving behaviours of some PP children	Behaviour of all children improves	Children are clear about behaviour expectations. Behaviour for learning improved and some children are able to talk about their learning	Behaviour policy will be revisited regularly	£0
Music tuition	Give PP opportunities to gain different skills	PP children performed on three occasions in the academic year and made good progress, raised self-esteem and confidence	Continue	£578
Subsidised attendance at Early Birds and Ditchat extra. Ensure children come to school on time, allows parents to work therefore improving financial security For some children Early Birds helps a calm and settled start to the school day	Ensure PP chn start the school day in a calm manner	When attended PP chn had a more relaxed start to their day and a chance for an informal meet and greet	Dependent on parent dropping off. Aim to tailor DE and EB to more fit the needs of PP individuals	£205

Funding for TA to run lunchtime club	Targeted children who struggle to cope on the playground can have a quiet and relaxed lunchtime	1 specific pp child with SEN greatly benefitted and it was also used as an opportunity to work on social skills	Continue and regularly review other PP and vulnerable chn that would benefit	£682
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**2. Additional detail**

