
Pupil Premium Grant Strategy

2018-19

Dussindale Primary School

Summary Information for Dussindale Primary School 2018-19			
Total number of pupils (Jan 18 census)	374	Number of pupils eligible for PP	41 (11%)
Pupil Premium allocation per pupil	£1320	Total PP allocation	£54120
Allocation for forces pupils	£300	Total forces allocation	£1200
Date of most recent PP review	Sept 18	Date of next internal review	Dec 18

KS2 Attainment: Diminishing the difference

	Disadvantaged Pupils - 2016	Disadvantaged Pupils - 2017	Disadvantaged Pupils - 2018 (higher standard)	National - disadvantaged pupils 2018	National - all pupils 2018	National non-disadvantaged 2017 (higher standard)
Reading	60%	71%	71% (14%)	64% (18%)	75% (28%)	80% (33%)
Writing	70%	57%	71% (0%)	68%	78% (20%)	83% (24%)
Maths	70%	86% (14%)	86% (57%)	67% (14%)	76% (24%)	81% (28%)
Combined	40%	57%	71%	51%	64%	70% (12%)

Table 1: Combined RWM improvement since 2016

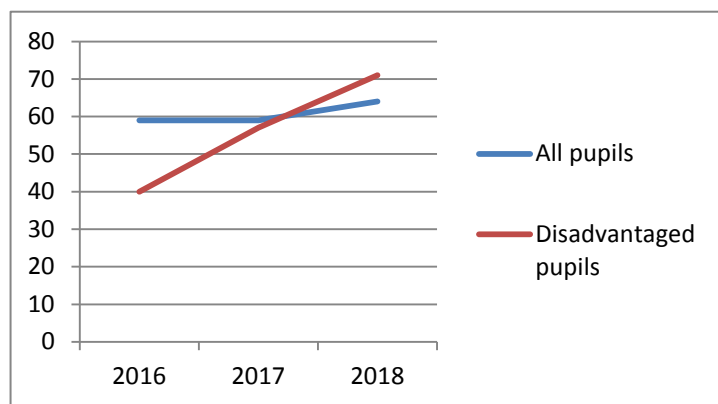


Table 2: How have the disadvantaged pupils achieved in reading, writing and maths over the last 3 years?

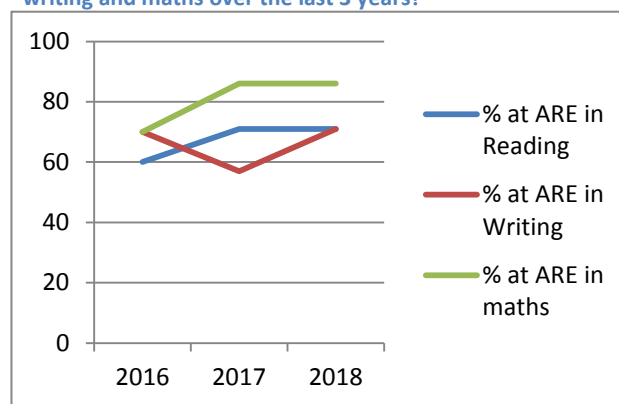
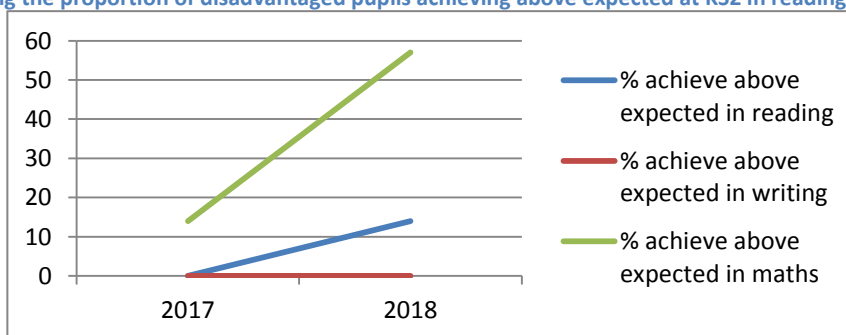


Table 3: Increasing the proportion of disadvantaged pupils achieving above expected at KS2 in reading, writing and maths



Pupil Premium Grant 2018-2019 – Strategy statement

Barriers to future attainment (for pupils eligible for PP, including high ability)

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning. We recognise that with our children we need to; invest in building on and extending currently identified skills, to identify gaps in and barriers to learning through assessment, to further develop children's independence in learning, to deepen their self-esteem, their motivation for learning and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

In-school barriers (issues to be addressed in school)

A	Language skills and comprehension skills: 2018 ASP data (QLA) for reading - many need to develop inference skills and vocabulary.
B	Writing: The SPAG QLA highlights issues with grammar and Standard English.
C	Behaviours for Learning: (motivation and understanding metacognition) Some of our PP children have a grasp of the key skills required but are not motivated to apply these to their learning and find it difficult to move their learning to a level of greater depth in a range of areas.
D	Behaviours for Learning: Some of our PP children need nurturing support and boundaries to enable them to progress in this area, and some to develop resilience/confidence.
E	Fluency in arithmetic

External barriers (issues which also require action outside school, such are low attendance rates)

A	Attendance: Some of our PP children have inconsistent attendance which impacts on their learning.
B	Limited experiences outside of school: Some of our children have not had access to a range of cultural experiences to enhance their learning and understanding.
C	Multi-vulnerable groups: 59 % of disadvantaged pupils are in more than 1 school defined vulnerable group

Desired outcomes

Success Criteria

1	Improved language and comprehension skills, in order that children have a greater range of vocabulary and show progress in inference skills.	Monitoring of reading, shows that pupils are progressing in their vocabulary and inference skills, in order to narrow gaps
2	Talk4Writing consistently embedded throughout school, to enable grammar and Standard English development, so that the gap for disadvantaged pupils narrows between national non-disadvantaged pupils.	Monitoring shows that progress in writing is accelerated and the gap between disadvantaged pupils and national non-disadvantaged pupils is narrowing.
3	PP lead, SENCo and subject leads work with class teachers to address barriers with regards to behaviours for learning, in order to raise attainment.	Monitoring shows that the % of disadvantaged children who reach and exceed ARE in reading, writing and maths is increasing.
4	To work with parents to increase the attendance of disadvantaged pupils attendance, to be in line with or above national expectations.	Attendance is in line with, or above national expectations.

Pupil Premium Grant 2018-2019 – Strategy statement

<p>5 To enable all disadvantaged pupils to access a wide range of cultural experiences e.g. visits/visitors to broaden horizons and develop cultural literacy.</p>	<p>All disadvantaged children will access the same enrichment experiences as their peers.</p>
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Planned expenditure - Academic Year 2018-19

How the school will use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

(i) Quality of teaching for all - EEF key lessons- What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. Good teaching for all pupils has a particular benefit for disadvantaged pupils.

Desired Outcome (towards 1,2,3)	Chosen action/ approach (To address internal barriers A-E)	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>To accelerate and raise attainment for disadvantaged pupils through:</p> <ul style="list-style-type: none"> Teaching and modelling metacognition, self-regulation and use of effective feedback; Further use of disadvantaged pupil data to reduce barriers to learning ; Up-skilling TAs to ensure effective learning support; Consistently embed Talk4Writing and high expectations in grammar and Standard English; Curriculum designed to enhance cultural literacy 	<p>Staff CPD work) including:</p> <ul style="list-style-type: none"> Master Teacher programme Leadership Conference on Visible Learning Developing metacognitive strategies Effective feedback Subject leader networks Regular TA CPD Subject leads CPD: ASP /QLA Pupil Asset/PIXL/ Cultural Literacy Talk4Writing CPD Curriculum Network 	<p>EEF Research shows that:</p> <ul style="list-style-type: none"> developing metacognition, self-regulation and effective feedback can lead to progress measure of +8 months. <p>EEF Key lessons :</p> <ul style="list-style-type: none"> Sharing effective practice between schools is key <p>In-school monitoring: Further refining to ensure consistency in model texts in Talk4Writing and high expectations across the school for disadvantaged pupils.</p> <p>Other research Hart & Risely</p>	<p>Learning Walks</p> <p>Team time in to develop and share good practice.</p> <p>Disadvantaged Pupil interviews - Can pupils talk about their own learning with regards to how they learn, how they are doing and what their goals are?</p> <p>Subject Leads will be able to talk with link governors about key issues, actions and outcomes for disadvantaged pupils</p> <p>Curriculum monitoring</p>	<p>SLT and middle leaders</p>	<p>Ongoing monitoring in learning walks, book scrutinies and in termly data collections.</p> <p>Link governor visits</p>

Pupil Premium Grant 2018-2019 – Strategy statement

<ul style="list-style-type: none"> • The 6 nurture principles are consistent across classes • All staff have a consistent approach to supporting disadvantaged pupils to manage their feelings and peer relationships across the day. 	<ul style="list-style-type: none"> - Further 'secure base' and 'restorative approach' CPD 	<p>In some cohorts disadvantaged pupils are in more than 1 vulnerable group, and need extra support to develop self-regulation at un-structured times.</p> <p>Research:</p> <ul style="list-style-type: none"> • over time the reliability of the classroom and the whole school become the secure base and enhance emotional development and so engagement in learning. (Geddes 2006) • Teacher/pupil relationships become more influential for pupils as they get older, and are particularly important for children deemed academically at risk (Commodari, 2013; Roorda et al., 2011) • Significance of the pupil-teacher relationship in order to develop a positive emotional climate and an effective learning environment. Children who can regulate their own emotions and responses are more popular, have fewer behavioural problems, are more emotionally stable, have fewer infectious illnesses and achieve more academically in schools (Gottman et al 2007). 	<p>Inclusion team to support through coaching</p> <p>PSE Lead/ SENCO Inclusion learning walks</p> <p>SLT lunchtime learning walks</p>	<p style="text-align: center;">SENCO/ SLT/ PSE Lead</p>	<p>By the end of this strategy, learning walks will evidence increased consistency in the use of the 6 nurture principles.</p> <p>Boxhall Data collection for disadvantaged pupils</p>
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Pupil Premium Grant 2018-2019 – Strategy statement

(ii) Targeted support					
Desired Outcome (towards 1,2,3)	Chosen action/ approach (To address internal barriers A-E)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Barriers to learning in language, English and Maths are identified early and addressed so that gaps in progress and attainment for disadvantaged pupils are narrowed. • To increase the % of pupils achieving/ exceeding ARE in each cohort by addressing cohort specifics barriers for disadvantaged pupils such as: <ul style="list-style-type: none"> - increasing confidence and fluency in reading/ arithmetic/ spelling - increasing attendance - to increase self-esteem/ confidence through pastoral support in order to develop resilience in learning 	<p>Inclusion HLTA will:</p> <ul style="list-style-type: none"> - Use screening tools - Mentor TAs and monitors delivery of interventions/ boosters at key points to maximise impact - Liaise with teachers to ensure Lexia is being maximised <p>Interventions and booster include:</p> <ul style="list-style-type: none"> - Small group tuition; 1:1 maths intervention and regular reading - Access to ICT for Lexia, Times Table Rockstars - CBT intervention - Sound Discovery/Catch Up Literacy/ Speech and Language interventions - SENCO/DHT to work with families re: attendance 	<p>EEF key lessons:</p> <ul style="list-style-type: none"> • Diagnose pupils' needs as soon as possible so effective support can be implemented • Targeted small group and one-to-one interventions have the potential for the largest immediate attainment impact • EEF trials show properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. <p>EEF Research:</p> <ul style="list-style-type: none"> • Intensive tuition - cost moderate, progress +4 months • Reading comprehension strategies -cost low, progress +5 months. <p>In-house monitoring</p> <ul style="list-style-type: none"> • When Lexia is used regularly and target usage times are met, progress is accelerated for KS1 pupils. • Attendance monitoring 	<p>SLT monitoring</p> <p>Data Intervention monitoring Boxhall Profile</p>	<p>SLT, Subject Leads, SENCO</p>	<p>Termly data collection</p>

Pupil Premium Grant 2018-2019 – Strategy statement

Other approaches					
Desired Outcome	Chosen action/ approach (To address external barriers A-C)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils are able to broaden their horizons and develop a healthy lifestyle, through a range of extra-curricular activities.	Funding to support extra-curricular activities such as: - Lunchtime Yoga - Change4Life club - Participation in music/arts - Visits/ visitors	We are aware that not all disadvantaged pupils are accessing the same opportunities as their peers.	Monitoring participation	DHT	Termly
To invite disadvantaged parents to a parental peer support group, which boosts parental confidence and wellbeing, which in turn impacts on pupil well-being	SENCO to hold regular Parent drop in sessions,	Research on Peer Relationships: • Children whose parents are more emotion coaching tend to be more socially adept, have enhanced social competence, and have better peer relationships than children whose parents are more emotion dismissing (e.g., Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997; Gottman et al., 1996).	SENCO	SENCO	Termly
Total PP proposed spend to date: £55,320 (To be confirmed following annual expenditure review)					

