



Dean Field Pupil Premium Expenditure

2018-19

The Pupil Premium is funding provided to schools which is additional to the main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, this information must be published on the school website.

Many pupils entitled to FSM also face vulnerabilities which are a barrier to good achievement. At Dean Field we therefore deploy pupil premium to plan and promote effective intervention and additional support in order to overcome these barriers and accelerate pupil progress, closing the gap between the FSM and the national average.

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to close the gap between pupil groups. Historically levels of attainment have been lower for FSM (eligible for free school meals) - this is also a national trend. Through targeted interventions we are working to

eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

Our strategies will include the seven most effective ways to support raising disadvantaged pupil achievement, as identified by the DfE and NFER to ensure all pupil premium children are provided with the opportunities to diminish the difference

Key Principles

Whole School Ethos of attainment for all

We will provide a culture where:

- Staff believe in ALL children – Our motto is ‘Learning without Limits.’
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers

Addressing behaviour and attendance

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

High Quality Teaching for all

We will ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Ensure consistent implementation of the non-negotiables, e.g. marking, calculation policy
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation
- Matching the skills of the support staff and teachers to the interventions they provide

Meeting Individual learning needs

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Providing extensive support for parents
- To support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoon for children who struggle in the main lesson/pre teaching before next lesson to ensure children can access the lesson and make progress)

Data driven and responding to evidence

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Education Endowment Fund Toolkit) to support us in determining the strategies that will be most effective

Funding Priorities

This year our aim is to raise standards in reading, writing and maths. We are determined to ensure that the percentage of children working at age related expectations and above increase especially at KS1 and 2.

To increase parental engagement in learning, we are extending the support on offer for parents through skills sessions, training in the curriculum and through providing targeted parents' meetings to support them in helping children at home. A range of sessions will be on offer. In addition we have purchased an APP which allows us to share pupils' learning and communicate with parents

How are we accountable for the pupil premium?

Rigorous and robust tracking of pupil achievement is in place, will allow us to identify pupils who are underachieving and not making sufficient progress. Quality Wave 1 teaching with additional support and intervention is effectively used to narrow the gap integrated with additional support for children and their families from our Pastoral team allowing these pupils to make progress

The DFE and NFER have identified seven building blocks to raise disadvantaged pupil attainment. This is shown in the diagram below and will be referred to in our Action Plan.

Monitoring impact and Success

Progress for pupils eligible for Pupil premium is monitored by class teachers and for each class by the Leadership Team. Pupil progress meetings involve discussions about progress made by these pupils. Provision is implemented. Progress is also measured during lesson observations and the scrutiny of their work (over time)



What are the most effective ways to support disadvantaged pupils' achievement?



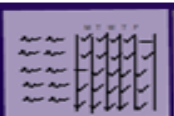
Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all:

Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites:

<http://www.education.gov.uk/researchandstatistics/research> and www.nfer.ac.uk/publications/PUPP01

Key Objective: Raise achievement throughout school for disadvantaged children.

114/191 pupil = 60% Pupil Premium

114 pupils at £1320

Pupil Premium received: £150,480

TOTAL SPEND: £168,472

Strategy/Purpose	Cost	Objectives and Actions	Success Criteria	Review	Staff Lead
STRATEGY 2 – Improve Attendance and Behaviour	£29,482	<ul style="list-style-type: none"> • Ensure identified pupils' attendance improves • Target specific PP pupils ensuring their attendance is in line with the national average • Ensure whole school attendance is at 96% • dedicated time for vulnerable pupils • Supporting pupils' needs • Improving confidence, self-esteem resilience • Parental workshops/ coffee morning- parental engagement • Liaising with teachers around behaviour support • Reduce incidents of behaviour through intervention • Breakfast club provision 	<p>Whole school attendance is above 96%</p> <p>Specific PP pupils have improved attendance (in comparison to last year)</p> <p>Children with specific behavioural and learning needs are supported through specific interventions.</p> <p>Parents feel more well informed and empowered to support their children</p> <p>Reduce incidents of behaviour</p> <p>Reduced PA and exclusions</p>	Weekly and half termly	Pastoral Manager/ HT/DHT

STRATEGY 3 High Quality Teaching	£6,071	<ul style="list-style-type: none"> • Develop pupils' skills in art, dance and music • Ensure pupil receive high quality dance and art provision 	<p>Children enjoying reading and taking quizzes Books are more suitable for children's reading ability Data Analysis showing children making more progress.</p>	Half termly AR reports	HT/Curriculum Lead Trust
STRATEGY 4 Meeting the needs of individual learners	£3,851	<ul style="list-style-type: none"> • To ensure all pupils are able to attend trips • To develop healthy lifestyles • Promote healthy eating and ensure pupils are getting a balanced/healthy diet through providing milk and fruit for the whole school 	<p>Ensure all PP pupils are able to engage and take part in residential</p>	Half termly	HT/DHT
STRATEGY 5 Deploying Staff effectively	£67,962.40	<ul style="list-style-type: none"> • Use of T.As and support staff to deliver interventions and pre-teach as well as support pupil progress in class. • Wave 2 and 3 interventions e.g Number box, RWInc groups • Deliver in class support • Homework clubs -Supporting pupils in reading and maths during clubs – led by TAs/HLTAs to ensure substantial progress and engagement in learning – targeting PP pupils and children not making sufficient progress. 	<p>Improved attainment and progress for PP pupils Pupils making at least expected progress Improve attainment for SEND pupils Children experience a broad, balanced curriculum</p>	Half termly	HT
STRATEGY 6 Data driven and responding to data	£30,712	<ul style="list-style-type: none"> • Pre-teaching in reading and maths • 1:1 reading support • Maths interventions • RWInc intervention delivered am/pm to target pupils (HLTA) • Reading Tuition 	<p>Pupils making accelerated progress to achieve expected outcomes Achieve at least National Average for phonics PP pupils passing check are at least in line with national average</p>	Half Termly	HT/DHT

		<ul style="list-style-type: none"> • Use ICT programme to improve progress in reading in KS2. • Analysis of data to show progress and identify pupils who need additional support • 			
STRATEGY 7 Clear responsive leadership	£30,394	<ul style="list-style-type: none"> • Tracking pupil progress • Analysing data and impact of interventions • Delivering training on outstanding teaching. • Monitoring maths and English interventions • Delivering training/ supporting Teaching Assistants • Monitoring progress for PP/SEN pupils 	Improved attainment and progress for PP pupils Better monitoring of the teaching and learning	Half termly tracking/Termly updates to Govs/Trust	HT

Outcomes to date (2018)

Reception EY Profile 2018 – working at ELG age expected or above age expected level				
% Age Expected level	Number	Reading	Writing	GLD
All	86.7%	83.3%	83.3%	70%
National	79.6%	77.1%	73.7%	71.5%

Phonics

Year 1	% pass	National Average
All	80%	82.7%
Pupil Premium	83.5%	82.7%

KS1

Subject	SCHOOL	PP	NATIONAL
Reading	53.3%	35.3%	75.5%
Writing	50%	29.4%	70%
Maths	63.3%	41.2%	58%
RWM combined	50%	29.4%	65.4%

	All Year 6 Pupils	PP pupils	National
% expected in reading, writing and maths	17.4%	5%	64%
% expected in reading	34.8%	25%	75.0%
% expected in writing	21.7%	10%	78.0%
% expected in maths	34.8%	25%	76.0%

