



## Pupil Premium Strategy with Impact Dean Field Primary School

1. Summary Information				
Academic Year:	2019-20	Total PP budget:	£132,000	
Total number of pupils:	191	Number of pupils eligible for PP:	100 (52.4%)	Date for next internal review of this strategy: Spring 2020

2. Current attainment at KS2 (2018/19)		
	<i>Pupils eligible for PP (Nat for PP pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	42% (Nat 51%)	70%
% making expected standard or above in reading	50% (Nat 62%)	80%
% making expected standard or above in writing	58% (Nat 68%)	83%
% making expected standard or above in maths	50% (Nat 67%)	81%

Current Progress (KS2 scores)	All Pupils	PP pupils	Not PP (national average – 2018)
Progress score in Reading	-3.29 (Nat:0.03)	-3.48 (Nat -0.59)	+0.31
Progress score in Writing	-2.99(Nat:0.03)	-1.28 (Nat -0.43)	+0.24
Progress score in Mathematics	-4.09(Nat:0.03)	-3.91 ( Nat-0.66)	+0.31



### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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|---|--|
| A | Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some pupil premium children's parents in education, for example; children do not experience story or books or read at home often with an adult outside of school and do not receive parental support with homework tasks. |
| B | Special educational needs and low ability of many of our PP pupils.  |
| C | Attainment at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium.   |
| D | Attainment at the end of KS2 for pupils is below the national average in Reading and Writing for pupils who are eligible for the pupil premium.  |

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

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|---|---|
| E | Improve attendance rate for PP pupils so it is in line with national average for all pupils.                      |
| F | Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences. |



	Desired outcomes and how they will be measured	Evaluation of impact – end of academic year July 2020
A	<p>The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment.</p> <p>Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.</p>	<p>CLL: 80% (24/30) of the cohort are predicted to be expected and above in CLL.</p> <p>78.6% (11/13) are predicted to be at expected and above in CLL. This better than National.</p> <p>Parents Engaged: 53.3% (16/30) of parents engaged for this cohort 46.1% (6/13) of PP parents engaged for this cohort.</p>
B	<p>In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.</p>	<p>Points Progress until April 2020 (Expected points would be 4 points -2 points per term except for Y1 who baseline in October so there it would be 2 points)</p> <p>All Pupils            Y1- R:2.6 W:2.3 Ma:2.4            Y2- R:4.4 W:3.9 Ma:4.5            Y3- R:4.9 W:5.0 Ma:5.0            Y4-R:4.4 W:3.9 Ma:4.1            Y5-R:5.3 W:4.8 Ma:5.6            Y6-R:5.4 W:5.0 Ma:4.9</p> <p>PP pupils            Y1- R:2.5 W:2.4 Ma:2.3            Y2- R:4.6 W:3.9 Ma:4.9            Y3- R:5.3 W:5.4 Ma:5.2            Y4-R:4.0 W:3.6 Ma:4.2            Y5-R:4.8 W:4.5 Ma:5.7            Y6-R:5.2 W:5.1 Ma:4.9</p>



Points progress for the whole cohort and PP pupils is very similar. This shows PP is effectively being used to ensure PP are making progress in line with their peers.

#### SEND Pupils

Y1- R:2.0 W:3.0 Ma:3.0  
Y2- R:3.5 W:2.3 Ma:4.8  
Y3- R:4.8 W:4.4 Ma:4.5  
Y4- R:3.8 W:2.8 Ma:4.3  
Y5- R:6.2 W:4.4 Ma:6.0  
Y6- R:5.4 W:5.9 Ma:5.9

#### Pupil Progress data for SEND and PP pupils

Y1 (2pupils) - R:2.6 W:3.0 Ma:2.5  
Y2 (1 pupil) - R:3.0 W:2.0 Ma:5.0  
Y3 (2 pupils) - R:6.0 W:5.5 Ma:4.5  
Y4 (3 pupils)- R:3.7 W:2.3 Ma:4.3  
Y5 (4 pupils)- R:6.8 W:4.3 Ma:6.0  
Y6 (5 pupils) - R:5.2 W:6.2 Ma:6.0

Reading – is slightly lower than the whole cohort except in Y5 which is better than the whole cohort.

Writing – is the lower than for the whole cohort except for Year 1 and 6 where it is better.

In maths in Year 2, 4, 5 and 6 is better than whole cohort showing these pupils are making good progress.

Data for pupils who are SEND/PP is slightly lower in writing and reading but is very similar or better in maths. The number of pupils this relates to is very small except in Y5/6 and in those year groups the data is very similar or even better than for all the PP pupils.



C and D	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.	<table border="1"> <thead> <tr> <th></th> <th>ARE</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y1</td> <td>PP (15)</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>NON PP(11)</td> <td>82%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td rowspan="2">Y2</td> <td>PP (8)</td> <td>75%</td> <td>63%</td> <td>63%</td> </tr> <tr> <td>(21)</td> <td>81%</td> <td>71%</td> <td>81%</td> </tr> <tr> <td rowspan="2">Y3</td> <td>PP(15)</td> <td>67%</td> <td>60%</td> <td>73%</td> </tr> <tr> <td>NON PP (15)</td> <td>80%</td> <td>73%</td> <td>73%</td> </tr> <tr> <td rowspan="2">Y4</td> <td>PP(16)</td> <td>63%</td> <td>50%</td> <td>56%</td> </tr> <tr> <td>NON PP (13)</td> <td>92%</td> <td>92%</td> <td>85%</td> </tr> <tr> <td rowspan="2">Y5</td> <td>PP(18)</td> <td>61%</td> <td>39%</td> <td>61%</td> </tr> <tr> <td>NON PP (11)</td> <td>82%</td> <td>36%</td> <td>82%</td> </tr> <tr> <td rowspan="2">Y6</td> <td>PP (21)</td> <td>76%</td> <td>52%</td> <td>71%</td> </tr> <tr> <td>NON PP (9)</td> <td>56%</td> <td>56%</td> <td>89%</td> </tr> </tbody> </table>		ARE	Reading	Writing	Maths	Y1	PP (15)	80%	80%	80%	NON PP(11)	82%	100%	100%	Y2	PP (8)	75%	63%	63%	(21)	81%	71%	81%	Y3	PP(15)	67%	60%	73%	NON PP (15)	80%	73%	73%	Y4	PP(16)	63%	50%	56%	NON PP (13)	92%	92%	85%	Y5	PP(18)	61%	39%	61%	NON PP (11)	82%	36%	82%	Y6	PP (21)	76%	52%	71%	NON PP (9)	56%	56%	89%
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E	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.	Whole schools Attendance is currently 96.3% Persistent absentee rate is 10% PP Attendance is 95% PA:14.0. Measures in place to target these families, such as the school mini bus, however, these have had little impact.																																																											
E	PP parents will engage more positively with the school and will be better at supporting their children at home with their learning	Data from Seesaw shows that 90% of our PP parents access and engage with their child's learning on Seesaw.																																																											



		75% of PP parents attended our most recent parents' evening autumn 2019.
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The EEF (Education Endowment) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action. Red shows the impact in months from research of our chosen activity.

See link for further information <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>



## Planned Expenditure

ACADEMIC YEAR	2019-20				
QUALITY FIRST TEACHING - this will be provided to all pupils in school by teachers and support staff to ensure that the progress and attainment of PP pupils is in line with non-PP pupils and that progress rates in Reading, Writing and Maths are sustained across school for PP pupils					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs.	<p>Ensure teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching. Staff development and quality CPD</p> <p>Continue to develop the following teaching strategies in all classes within school: -Feedback -to ensure that the feedback provided to all pupils is instant and effective. -Pre teaching – to continue</p>	<p>DFE report: <i>supporting the attainment of disadvantaged pupils: articulating success and good practice</i>. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>School is supporting teachers through the DFE Early Career teachers framework – staff are supported by colleagues across the trust.</p> <p><b>Feedback (+8 months – EEF Toolkit)</b></p> <p><b>Phonics (+4 months)</b></p> <p><b>Reading comprehension strategies (+6 months)</b></p>	<p>Impact of CPD in lesson visits 'deep dives', book scrutiny and pupil interviews.</p> <p>Data to be tracked using Tracker and discussed at termly progress meeting with SLT. Children who are not on track will receive immediate extra input and they will be closely monitored</p>	Head teacher (HT)	Termly



	Continue to teach reading comprehension to all pupils on a daily basis in smaller groups. Phonic teaching in EYFS/Y1 in smaller groups	EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.			
Raise attainment in Mathematics for pupils by diminishing the gap.	Same day Maths interventions – to continue in Years 4 and 5.	Same Day Intervention- this has had a positive impact in Year 5 where the gaps in maths have been diminished and a greater proportion of pupils are at the expected standard. School is now rolling this out in Year 3 and 4 to support pupils with gaps in their learning.	Triangulation of data, lesson visits and work scrutinies by SLT.	Maths Lead/HT	Half termly
To raise attainment through providing enriching experiences across the curriculum.	<ul style="list-style-type: none"> <li>- Specialist Art /Music</li> <li>Develop pupils skills in art, dance and music</li> <li>- Ensure pupil receive high quality dance and art provision</li> <li>- promotion of The Arts within school.</li> </ul>	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	<p>Regular monitoring of Teaching and Learning by SLT with a focus on support provided to PP and PP/SEND pupils. Feedback provided.</p> <p>Termly progress meetings led by HT/AHT.</p>	Curriculum AHT/HT	Half termly
<b>Total budgeted cost</b>					<b>£36,465</b>





**TARGETED SUPPORT - will be provided to many of our PP children in a very personalised way. Some children will benefit from one to one tuition, some from extra booster sessions and some from after school tuition. These groups will be based on ongoing assessment data and will be very fluid.**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p> <p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year</p>	<ul style="list-style-type: none"> <li>- Extra group work with teachers or TAs</li> <li>- lunchtime tuition with teachers for Y6 pupils</li> <li>- Further develop and run Early Years interventions</li> <li>- Oral language interventions to run in EYFS</li> <li>- Extra small group support will be provided to all Rec and Year 1 pupils in phonics</li> <li>- Reading intervention groups to be run for any pupils who are falling behind</li> </ul>	<p><b>One to one tuition +5 months (EEF Toolkit)</b></p> <p><b>Small group tuition +4 months (EEF Toolkit)</b></p> <p><b>Early Years interventions (+5 months – EEF Toolkit)</b></p> <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p>	<p>Regular monitoring of T and L by SLT with a focus on support provided to PP pupils. Monitoring of PP teacher and TA intervention groups too by SLT and TA leader. Feedback provided.</p> <p>Half termly progress meetings led by phase leaders/HT with a strong focus on raising the attainment of any children whose progress and attainment is not at the expected level.</p>	<p>Head teacher/SLT</p>	<p>Termly</p>
<b>Total budgeted cost</b>				<b>£71,813</b>	



WIDER STRATEGIES - including behaviour, attendance and social and emotional support					
Desired Outcome	Chosen action/provision	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>- Children with specific behavioural and learning needs are supported through specific interventions.</p> <p>- Reduce incidents of behaviour</p> <p>Children experiencing barriers to learning will be identified) and will work alongside our Inclusion Specialist/HSLO.</p>	<p>- Breakfast club provision</p> <p>- Minibus pickup</p> <p>- Pastoral support around behaviour and social/emotional support from Inclusion Team</p> <p>- Sports Provision</p> <p>- Behaviour treat/rewards</p> <p>One to one work with Inclusion Specialist and Pastoral Manager</p> <p>- Social and Emotional intervention groups (including behaviour intervention groups).</p> <p>- Commando Bryn sessions</p> <p>- Lego Therapy sessions</p>	<p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behaviour interventions +3 months (EEF Toolkit)</p> <p>Sports Participation +2 months (EEF Toolkit)</p>	<p>Parent /Pupil questionnaires</p> <p>Analysis of termly data for these PP pupils.</p> <p>Case studies</p> <p>Baseline/End of intervention data</p>	<p>SEND/CO/HT</p> <p>Pastoral Manager/Inclusion Specialist</p>	<p>Termly</p>
<p>Improve Attendance and ensure Whole school attendance remains above 96%</p> <p>- Specific PP pupils have improved attendance (in</p>	<p>- Attendance to be on the agenda at Parents' Evenings</p> <p>- Pastoral Manager to continue with procedures in place such as:</p> <p>- First day calls</p> <p>- Home visits</p> <p>- Morning Minibus collection for target pupils</p>	<p><i>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</i></p>	<p>Attendance monitoring on a termly basis. Target pupils identified and interventions in place to ensure they attend school and are punctual.</p>	<p>HT</p>	<p>Termly</p>



comparison to last year)	<ul style="list-style-type: none"> <li>-Penalty fines for extended holidays</li> <li>-Referrals to EWO for pupils at risk of becoming 'Persistent Absentees'</li> </ul> <p>Attendance treats/ weekly attendance rewards</p>	<p>Overall attendance at DF is very high (above 96%), however there remains a gap between PP and non-PP attendance (PP is 95.4%) and this is an area to continue to work on.</p> <p>Individual case studies shows impact of this provision on pupils impact can be measured through attendance data which is in line with national average and much lower than national average for persistent absence.</p>			
Build on our PP children's social and cultural capital and to give them access to life enriching experiences	PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. Ensure all PP pupils are able to engage and take part in residential and trips.	<i>The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</i>	Monitor pupils attending extra curricular activities and their attainment pupil/parent questionnaires	AHT (GS) to monitor	Termly
Parents feel more well informed and empowered to support their children	<ul style="list-style-type: none"> <li>- Seesaw APP</li> <li>- Parental engagement programme in place</li> <li>- Family Learning workshops</li> <li>-Parents' Weeks</li> <li>-class assemblies</li> <li>- Family theme weeks</li> <li>Coffee mornings</li> </ul>	<p><b>Parental engagement +2 months (EEF Toolkit)</b></p> <p>Parental engagement has massively improved through the Seesaw APP-98% of parents are using the APP to engage with their child's learning.</p>	AHT to monitor engagement through the APP and termly parents surveys.	AHT ( KF ) to monitor	Termly
<b>Total budgeted cost</b>					<b>£29,482</b>

