**Pupil premium strategy / self-evaluation Dinnington First School**

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| 1. **Summary information** | | | | | |
| **School** | Dinnington First School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | 46,420 | **Date of most recent PP Review** | Oct 19 |
| **Total number of pupils** | 145 plus 14 in nursery | **Number of pupils eligible for PP** | 31 FSM and Ever 6 | **Date for internal reviews of this strategy** | Dec 19  Apr 20  July 20 |

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| 1. **Current attainment – Summer 2019** | | | | | |
|  | | | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **Early Years:** 30 in cohort 6PP and 24 Non-PP 76% GLD overall | | | | | |
| **% achieving Good Level of Development** | | | | *60%* | *80%* |
| **% achieving ELG Reading** | | | | *60%* | *80%* |
| **% achieving ELG Writing** | | | | *60%* | *80%* |
| **% achieving ELG Maths** | | | | *60%* | *80%* |
| Phonics Screening Year 1: 30 in cohort 4 PP and 26 Non-PP expected standard overall 83% | | | | | |
| **% achieving expected standard** | | | | *50%* | *88.5%* |
| **Key Stage 1:** 27 in cohort 9 PP and 18 Non-PP expected standard overall 88.9% reading 88.9% writing 85.2% maths 85.2% combined | | | | | |
| **% achieving expected standard or above in reading, writing & maths** | | | | 57% | 95% |
| **% making expected progress in reading (as measured in the school)** | | | | 71% | 95% |
| **% making expected progress in writing (as measured in the school)** | | | | 71% | 95% |
| **% making expected progress in mathematics (as measured in the school)** | | | | 57% | 95% |
| **End of Year 4:** \_ in cohort - PP and – Non-PP standard overall - reading - writing – maths - combined | | | | | |
| **% achieving expected standard or above in reading, writing & maths** | | | | 38% | 82% |
| **% making expected progress in reading (as measured in the school)** | | | | 50% | 86% |
| **% making expected progress in writing (as measured in the school)** | | | | 38% | 82% |
| **% making expected progress in mathematics (as measured in the school)** | | | | 50% | 91% |
| **Attendance 2018/19 School average All 96.4% Persistent 8.3% Overall** | | | | |  |
| **Attendance % All children Year 1 to Year 4** | | | | 91.9% | 96.2% |
| **Persistent absenteeism Reception to Year 4 (90% or below)** | | | | 24% | 4% |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Poor oral and communication skills | | | |
|  | | Poor decoding, reading fluency and a lack of reading for pleasure | | | |
| **C.** | | Poor attendance impacts on academic outcomes | | | |
| **D.** | | Lack of wider experiences and the cultural capital to succeed academically | | | |
| **E.** | | Lack of independence or metacognition strategies to promote independent, self-motivated learning | | | |
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| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **F.** | | Social and emotional needs linked to home circumstances | | | |
| 1. **Intended outcomes** | | | **Success criteria** | | |
|  | Children in reception will develop speech and language skills at and beyond what is required for GLD.  Children throughout school will be learn to articulate themselves more confidently, understand and remember more. | | * All teacher will be experts in early reading and promoting speech and language development * Targeted speech and language interventions will improve outcomes for children below age related expectations * Discussions with children will show that they have are able to articulate their thoughts and learning confidently using a wider range of vocabulary | | |
|  | All groups of children are able to decode confidently and read at age related expectations  The teaching of phonics is systematic from reception onwards. Ongoing frequent assessments target any children falling behind and immediate targeted support is given. | | * All children pass the phonics screening unless there is a significant cognitive barrier. * All children are on track to decode fluently in line with school systematic phonics scheme * School leaders including governors have a deep and accurate understanding of strengths in reading throughout the school and areas for improvement | | |
|  | PP children who are persistent absentees or have a high rate of absenteeism attend school more regularly. They make good or accelerated progress from their starting points. | | * Attendance is improved and persistent absence is reduced * Attainment of children who were previously persistent / regularly absent improves and they make good / accelerated progress from starting points. | | |
|  | All pupils inc PP / SEND make good progress in their learning from starting points in core subjects and across the curriculum | | * Discussions with children, book looks, data captures, discussions with teachers show that PP/SEND children are making good or accelerated progress and learning more and remembering more. | | |
|  | Children are supported so that they have positive mental well-being and are ready and able to learn. | | * Children know where to go to if they need emotional support * Children access the right support to develop strategies to ensure their positive mental well-being * Staff are trained and know how to support children to ensure their positive mental well-being * Consistent methods are used and understood throughout school | | |

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| 1. **Review of expenditure - £44,720** | | | | | | | | | |
| **Previous Academic Year** | | | **2018/19** | | | | | | |
| 1. **Quality First 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** |
| Change the design of maths lessons to develop fluency and understanding allowing all children to deepen their knowledge of mathematics. | An increase in the number of disadvantaged children achieving secure and greater depth of learning in mathematics | | This approach will ensure that disadvantaged children in the higher band of secure achieve a greater depth of learning. | | | The design of maths lessons was changed allowing children to increase fluency and develop reasoning and problem solving. A new planning template was introduced enabling teachers to clearly indicate the teaching sequence in each lesson. White Rose maths was implemented across the school and this was used to guide planning.  Attainment of disadvantaged children has improved in most year groups. In Reception class 60% of children achieved the ELG in maths compared to 33% in 2018. This approach will continue with further training and monitoring 2019/20 | | | £8000 |
| Staff will attend training that benefits all children but that will particularly help children in receipt of pupil premium funding.  Planned training for 2018-19 is  Letters and Sounds (phonics)  Infusing Rich Vocabulary throughout the Primary Curriculum  Securing Greater Depth  Guided Reading  First Class at Writing | All staff will be equipped with the skills to maximise the learning of all children | | CPD for all staff will ensure high standards of teaching and support. It will also enable staff to reflect on what they are doing and try new approaches which will improve outcomes for all children. | | | PP review in Sept 2019 highlighted that training was not targeted specifically enough in order to impact effectively on PP children.  Full review of PP interventions and CPD to take place Oct 2019  Review of all interventions to take place Sept/Oct 2019 | | |
| Provide additional support in Reception class at specified times to provide a daily, differentiated systematic phonics programme.  Small group targeted phonics in Year 1 for disadvantaged children so that they achieve the expected standard in the Phonic Screen.  Trained LSA to deliver Lexia sessions  for groups of children in Year 2, 3 and 4 | At least 75% of disadvantaged children achieve expected in reading.  All disadvantaged children will receive one to one reading support on a regular basis.  Children needing additional support will be invited to our after-school reading club. | | Whilst most children recognise letters and their sounds some experience difficulty blending sounds and need additional support.  Only 75% of disadvantaged children achieved the expected standard in 2018.  Lexia has previously had a positive impact on reading outcomes.  This will give those children who do not read at home with an adult the opportunity to develop their reading skills.  This will allow children to further their reading skills and read for pleasure | | | Review of reading Sep 2019 highlighted gaps in phonic knowledge throughout school and catch up has not impacted quickly enough for these children.  The current phonics scheme has been reviewed and will be replaced by RWInc alongside reading books that match children’s phonic ability. Staff will all be trained in becoming early reading experts through external and in-house CPD 2019/20  Impact of 1:1 or small group reading has not had a measureable impact. Interventions have not always been planned / targeted effectively.  2019/20 reading interventions for the most vulnerable children will be based on evidenced based best practice with the highly qualified practitioners | | |  |
| 1. **Targeted support for pupil premium children to enable them to achieve well** | | | | | | | | | |
| **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** |
| Provide speech and language support in nursery and reception class for children with low level language skills on entry.  A member of the early year’s team has attended EYFS Elkan training.  Cover will be provided through additional staffing to deliver focused language intervention. | Improved vocabulary and communication skills in Nursery and Reception Class | | Impact on phonic and reading development; only 33.33% of disadvantaged children achieved the ELG in reading at the end of reception class.  Further use and development of The Elkan Language intervention programme will allow intervention at an early stage. | | | Focused language intervention by a highly skilled member of staff has had a positive impact in both and nursery and reception class. 60% of disadvantaged children achieved the ELG in language and communication and reading. | | | Staffing £22,000  Resources  £3000  Total  £25,000 |
| Implement First Class at Writing for a small group of disadvantaged children in Key Stage 2, to develop spelling, grammar and punctuation skills.  Include disadvantaged children in the SENTASS Motor Co-ordination intervention at various points in the year.  Provide LSA support in all Year 1, 2 ,3 and 4 to support the learning of all disadvantaged children. | At least 75% of disadvantaged children achieve expected in writing at the end of each year. | | This small group intervention will provide children with specific direction and allow progress to be monitored closely.  Some disadvantaged children have less well developed fine motor skills.  Additional support in the classroom to support Quality First Teaching has previously had a positive impact. | | | This has not had the desired impact on writing attainment for the majority of PP children working below ARE.  A focus on quality first teaching and teacher led intervention in 2019/20 will replace this.  Monitoring of writing has highlighted weaknesses in spelling throughout school.  he teaching of spelling and in particular common exception words will be a priority for 2019/20. | | |
| Provide additional support in reception class at specified times to provide a daily, differentiated systematic phonics programme  Small group targeted phonics in Year 1 for disadvantaged children  Trained SLA to deliver Lexia sessions to children in Y2 –Y4  All disadvantaged children will receive regular one to one reading support on a regular basis | At least 75% of disadvantaged children achieve expected standard in reading | | Only 75% of disadvantaged children reached the expected standard in 2018 | | | There has been an increase in the number of disadvantage children achieving the expected standard however there are still too many children in each year group who are not reading at age related expectation.  All teachers are not experts in early reading.  The teaching of phonics is not consistent and books do not match children’s current phonic knowledge  Children who are falling behind do not catch up quickly | | |
| Whole school emphasis on maths non negotiables and LSA support outside of the maths lessons for disadvantaged children to ensure they acquire basic mathematical skills | At least 75% of disadvantaged children achieve the expected standard in mathematics at the end of each year | | All pupils are given the opportunity to master the mathematical skills so that they can access all lessons | | | An increase in the % of disadvantaged children achieving the expected standard in mathematics across school | | |  |
| 1. **Improve social and emotional well-being** | | | | | | | | | |
| **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** |
| Implement the Thrive Programme: | Children’s resilience, self-esteem and self-confidence are improved so that their access to the curriculum is maximised. | | The programme identifies strategies to help children experiencing personal social or emotional difficulties need support in order to be motivated and engaged in their learning. | | | Two members of staff attended introductory training for the Thrive Programme.  One member of staff has begun to trial Thrive strategies in her support of children with social and emotional difficulties. As the programme has not been implemented fully the impact can’t be measured however discussions with the children show promising effects.  The SENCO is to include the implementation of the programme into her action plan for 2019-2020.  All staff to have Thrive training October 2019 and the THRIVE  Approach will be part of the new behaviour policy 2019/20 | | | Counselling  £2500  Thrive  2,000  Tuition  £7,500  Total £12,000 |
| Therapeutic counselling  Weekly counselling sessions for identified children with Kalmer Counselling  Free music tuition, out of school clubs and residential visits. | Improvement in identified children’s health, attitude and ability to enjoy learning  Children in receipt of pupil premium funding will have prioritised access to extra-curricular activities | | The programme identifies strategies to help children experiencing personal, social or emotional difficulties that may be affecting their ability to access learning and fully engage in life in and out of school.  Opportunities and experiences help to broaden children’s horizons and provide children with the experiences they need to draw up in their learning | | | Noticeable increase in self-confidence and well-being.  Some children no longer requiring counselling.  Increased self-esteem and confidence | | |
| **Total Spend 2018/19 £44,720** | | | | | | | | | |
| 1. **Planned expenditure (Reviewed November 2019 by incoming HT and Governing Body) £46,420** | | | | | | | | | |
| **A Academic year** | | **2019/20** | | | | | | | |
| This reports demonstrates how we are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies. The Pupil Premium Strategy is grounded in our whole school ethos and developed in conjunction with our school development plan. | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| External Pupil Premium Review | To ascertain the impact of current PP spend in order that future spend is evidence based and offers best value for money in terms of outcomes. | | The % of PP children attaining expected standard or above is lower than their peers | The review will be conducted by an experienced consultant and the Head Teacher.  The outcomes of the review will lead to the formulation of a set of actions to be shared with the governing body and actioned by HT | | | Head Teacher  External Consultant | Spring 2020  Summer 2020 | |
| Audit of interventions | To ensure that all interventions are evidence-based, delivered by skilled staff and impact is measurable. | | EEF recent evidence indicates that quality first teaching has the highest impact on outcomes. Where interventions are targeted, time bound and delivered by trained staff they can impact favourably on outcomes. | Review to be conducted by Head Teacher and senior leadership.  Observations of interventions and monitoring impact.  Discussions with children / book scrutiny and formal assessments.  Discussions with staff and pupil review meetings. | | | Head Teacher | Spring 2 | |
| **Total budgeted cost:** External Review and follow up meetings £1000 | | | | | | | | | |
| **A.& B**  Introduce systematic  Synthetic phonics scheme  Purchase high quality fiction and non-fiction texts | To ensure all children learn to read at age related expectations and those falling behind catch up quickly.  Increase the % of PP children passing the phonics screening.  All teachers become experts in early reading.  To develop a love of reading.  To ensure children are learning to read and reading to learn across the curriculum | | Read Write Inc  Phonics is proven scheme that alongside the training will ensure phonics is taught systematically.  Current range of books needs is limited and needs updating.  Texts need to be used throughout the curriculum so that children read  widely and often. | | Led by English Subject Leader who will feedback to SLT  Regular reviews – 6 weekly assessments  All staff will be trained on a rolling programme.  Investment in all materials to allow for best delivery  Monitoring of delivery – SLT  Phonics screening results. | | English Lead | Autumn 2 | |
| **Total budgeted cost:** RWIncResources, training and staffing £10,000  High quality texts across the curriculum £500 | | | | | | | | | |
| **C**  Employ Attendance Officer and member of staff to meet and greet children who arrive to school late. | To work with families of persistent absentees and low attenders to improve attendance and outcomes for these children.  A high % of these PA children are PP / SEND | | Poor attendance at school means valuable learning time is missed and can lead to lower attainment and outcomes. | | Attendance officer from Clennell Education Solutions to work with Head Teacher and class teachers and families of persistent absentees / those whose attendance is below 95%  Monitor attendance for improvements. | | Head Teacher | Spring 1 | |
| **C**  Designated member of staff to meet and greet children who are late, previously absent or anxious about attending school | Children enter school ready to learn with positive mental wellbeing and secure relationships within school.  Children will be supported with their emotional wellbeing and mental health. | | Children and families need to have a positive relationship with the school.  Children need to feel safe at school and have someone they can talk to.  Children need a positive start to the school day | | Head teacher, DHT, SENDCo and EYFS lead meeting half termly to discuss progress of vulnerable children.  HT - Discussions with families, children and designated member of staff supporting children | | Head Teacher | Spring 1 | |
| **Total budget cost: Attendance Officer £1000**  **Staffing £2000** | | | | | | | | | |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| **A,B & D**  Targeted 1:1 support in reading in line with RWInc phonics  Targeted support within class to support quality first teaching | Children falling behind age related expectation receive timely, targeted, expert support and catch up.  % of PP children working at age related expectation in English, Maths, Science and foundation subjects is in line with their peers. | | Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Using classroom teachers and teaching assistants for targeted academic support, structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. EEF 2019 | Head Teacher and SLT to monitor the impact of targeted support through:  Teaching observations / drop ins  Discussions with pupils and shared ‘book look’  Discussions with class teachers / Teaching assistants  Summative and formative assessments  Pupil progress reviews | | | Head Teacher  Literacy Lead | RWInc assessments every six weeks.  Pupil progress review meetings termly with teachers and SLT. | |
| **Total Budgeted Cost: £16,920 Staffing Costs** | | | | | | | | | |
| **D**  Free/Subsidised extra-curricular activities and residential trips | Devise a programme of planned rich experiences so that all children have the knowledge, experience and cultural capital they need to succeed.   * Opportunities to develop and use a rich vocabulary in context * Ensure children have experiences that enrich both the school curriculum and also celebrate their local environment, history and heritage so they can speak and reflect meaningfully about it. | | It is widely accepted that a person’s level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.  There is a large disparity at Dinnington First School between pupils in the experiences and cultural capital gains outside of school.  A programme of rich experiences linked to the curriculum will support children with fewer experiences to succeed academically. | Trips and visits will be carefully planned to ensure a rich variety of experiences. This will be overseen by the senior leadership team in planning reviews, pupil attainment reviews, discussions with pupils and staff. | | | Head Teacher | Ongoing at SLT meetings and termly pupil progress reviews  Careful tracking and monitoring of pupil premium children.  Review % of PP children accessing out of school activities every half term. | |
| **D**  Free/Subsidised music tuition | Ensure PP children gain the cultural capital they need to succeed through gaining the opportunity to learn a musical instrument.   * All children learn to play the recorder * PP children are given the opportunity to learn to play another musical instrument with tuition | |
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| **Total budgeted cost** | | | | | | | Trips and Music Tuition £7,500 | | |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| Implementation of Thrive Programme | Behaviour and Attitudes Personal Welfare   * Ensure that Thrive provision impacts positively on social and emotional welfare thus improving both academic outcomes and the welfare of our school community | | The Thrive Programme® is an [evidence-based](https://www.thriveprogramme.org/evidence-based-mean/) training programme that teaches children and adults the skills and resources to overcome mental health issues and learn to thrive.  When children in school present as anxious or distressed school will be able to provide them with the right support. | As part of the Thrive programme a member of staff will receive the full training and become a ‘Thrive Lead’.  All staff will receive basic training and Thrive will be built into our whole school ‘positive behaviour policy’.  The impact of thrive will be measured using Thrive assessments and will be monitored through SLT vulnerable children meetings half termly. | | | Head Teacher  Thrive Lead – To be appointed  Spring 2 | The programme will be implemented in stages and a Thrive Lead trained in Spring 2.  The programme will be reviewed at the during Summer 2 alongside a review of the new positive behaviour policy. | |
| Kalmer Counselling | Children with identified anxiety / mental health issues receive targeted support thus improving academic outcomes and the welfare of the school community. | | Kalmer Counselling is ongoing and has had positive outcomes on the wellbeing of children in school. Discussions with children and families support this. | Head Teacher has brief fortnightly meetings with Kalmer counsellor to discuss progress and any new cases for referral. | | | Head Teacher Kalmer Counseller | Summer 2 | |
| **Total budgeted cost** | | | | | | | Thrive £6000  Kalmer Counselling £1500 | | |
| 1. **Additional detail** | | | | | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Pupil Premium (Provisional) |  |  |  |  | 46,420 | | Pupil Premium Review  Phonics Scheme Resources, Training and Staffing  High quality texts |  |  | 1,000  10,000  500 |  |  | | Attendance Officer |  |  | 1,000 |  |  | | Staffing Family / Child support attendance |  |  | 2,000 |  |  | | Support Staff |  |  | 16,920 |  |  | | Visits and visitors  Thrive  Kalmer Counselling |  |  | 7,500  6,000  1,500 |  |  | | Balance |  |  |  |  | 46,420 | |  |  |  |  |  | 0 | | | | | | | | | | |