

Pupil premium strategy statement

1. Summary information					
School	Danemill Primary School				
Academic Year	2015/16	Total PP budget	£80660	Date of most recent PP Review	June 2016
Total number of pupils	390	Number of pupils eligible for PP	64	Date for next internal review of this strategy	June 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing and maths	71%	75%
% making at least 2 levels of progress in reading	87%	92%
% making at least 2 levels of progress in writing	91%	95%
% making at least 2 levels of progress in maths	85%	91%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Children – the vulnerable group of children that are both PP and SEND are underperforming. This prevents sustained high achievement in Key Stage 2.
C.	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
E.	Traveller Community – attendance rates are low
F.	Change in placement – managing behaviour and academic education of children awaiting special school placements
G.	Parental Engagement – a focus that we are continuing with alongside our community links

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Behavioural issues of Year 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.
E.	Increase attendance rates for pupils eligible for PP in pre-school.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.
F.	Increase attendance rates for pupils eligible for PP in wraparound care setting.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

G.	Improve lunchtime provision by using meta cognition strategies in a focus on character and self-efficacy.	Fewer behaviour incidents recorded on the school system (without changing recording practices or standards). Character values embedded with staff and children.
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5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
A. Improved oral language skills in Reception	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	Tracey Lawrence Laura Higham Ian Turner	Jan 2017
B. Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Staff training on high quality feedback. Staff training on target setting and accurate assessment.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	Tracey Lawrence Catherine Winterton Kirsty Ellis Paul Taylor	Jan 2017
Total budgeted cost					Staff training and development £35000

ii. Targeted support

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?
A. Improved oral language skills in reception	121 and small group provision of EMSLT project for pre-school pupils.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Pre-School Teachers Laura Higham	Jun 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Emma Todd Paul Taylor Tracey Lawrence	Mar 2017

B - Improved progress for high attaining pupils	<p>Weekly small group sessions in maths for all PP pupils as part of standard lessons.</p> <p>Children to have access to maths sessions from home.</p> <p>Weekly small group sessions in Reading for selected group of PP pupils in addition to standard lessons.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p>	<p>Mathletics subscriptions for all PP pupils.</p> <p>Impact overseen by maths co-ordinator and Deputy Head.</p>	<p>Emma Todd Paul Taylor Tracey Lawrence</p>	<p>March 2017</p>
Total budgeted cost					£25,000
iii. Other approaches					
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?
D. Increased attendance rates	Part time attendance officer employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Jan 2017

C. Problem behaviour in Year 6 addressed	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Year 6 teachers	Jun 2017
	After school clubs continued to bring structure and teamwork.	Research suggests that sport and effective behaviour management are linked.	Use PP funding to provide equal access to Swimming and after school clubs.	Paul Taylor	Jun 2017
Total budgeted cost					£30,000

6. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Improve attainment cross-circular	LSA CPD schedule set up and ran	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met but approach shows promise.	Staff were positive about the training and believe it has affected their ability to support children and their subject knowledge. We will send LSAs on subject specific training: EYFS, Numeracy, Literacy and SEND/Behaviour who will disseminate further.	£600

Improve attainment in Reading particularly in Years 5 and 6	Magazine subscriptions offered for every PP child CLS library services subscription for all PP children Premier League Reading Scheme implemented for children in Year 5 and 6	High: observed increase in progress amongst PP in Reading. Reading for pleasure increase in boys. Success criteria: met	Very effective. We will continue next year.	£6000
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ii. Targeted support

Desired outcome	Chosen action/approach	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
Improved Year 6 maths results	One to one tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in Maths tests. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£17500
Improved behaviour with key groups of pupils	ELSA/PSW employed to support high need pupils	High: observed progress in reduction of incidents compared to without involvement. Success criteria: met	This is most effective when monitored and used as intervention. Must monitor case load of workers as not effective otherwise. We will continue next year but also build into LSA and teacher training.	£35000

iii. Other approaches

Desired outcome	Chosen action/approach	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
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Improve attendance	Attendance Officer employed	Medium – positive impact on raising attendance for PP children.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£21560
Improve engagement in after school activities	Use PP funding to provide wide after school opportunities	Higher levels of engagement in after school clubs.	We will continue this next year.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk