

Pupil Premium Review for 2018/19

1. Summary information					
School	DANEMILL PRIMARY SCHOOL				
Academic Year	18-19	Total PP budget	£91,640	Date of most recent external PP Review	April 2018
Total number of pupils	408	Number of pupils eligible for PP	69	Date for next internal review of this strategy	November 2019

2. Current attainment and progress		
	<i>Pupils eligible for PP</i>	<i>National Average for non- disadvantaged pupils</i>
% achieving expected standard in reading, writing and maths combined	50%	
% attaining scaled score of 100 in reading (external test)	14.3%	
% attaining Age Related Expectation (ARE) in writing (teacher assessed)	58.3%	
% attaining scaled score of 100 in maths (external test)	7.1%	
% achieving at the higher level in reading, writing and maths combined	8.3%	
Progress Score in reading	2.42	0.32
Progress score in writing	-1.00	0.26
Progress score in mathematics	2.36	0.36

3. Barriers to future attainment (for pupils eligible for PP, including high ability). These have been identified using EEF toolkit, staff, pupil and parent consultation and internal databases.	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	
B.	
C.	
D.	

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E.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)				
F.				
4. Desired outcomes				
	<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>	
A.				
B.				
C.				
D.				
E.				
F.				
5. Review of expenditure				
Previous Academic Year 2018 - 19		£		
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

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Improve reading across the school	Accelerated Reader (AR) is a whole-group reading management and monitoring programme that aims to foster the habit of independent reading among pupils. To closely monitor progress of reading.	The introduction of Accelerated reader has had a very positive impact on the achievements of our pupils, particularly our pupil premium pupils. 70% of our PP in KS1 achieved ARE in Reading In KS2 43% achieved ARE with 29% achieving Greater depth. Examples of closing the gap evidence are: In year 1 the percentage of PP achieving ARE went from 25% to 38% Across the school, most year groups have a percentage of 67% achieving ARE which is above average.	High positive impact. Will continue to use next year.	£3,150
To diminish the difference in attainment of Pupil Premium pupils against non pupil premium children.	To create, deliver, monitor & evaluate effective interventions that focus on specific gaps in learning. These interventions will include learning strategies that are tailored to the learning styles of the pupils,	A comprehensive series of Interventions were planned & delivered throughout the year. These were focussing on the needs & learning styles of the pupils who were exhibiting gaps in their learning. Interventions had entry & exit criteria and they had a very positive impact on outcomes across the school. The gap in attainment is reduced across the school. Examples of this include Year 1 Writing went from 0% achieving ARE to 38% of PP. In Maths it went from 25% to 38% .In Year 2, Reading went from 56% to 67%, Writing from 33% to 56% & Maths from 11% to 22%. There is a similar picture of data across the school.	Positive impact. Will continue to use next year.	£56,515
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

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<p>To improve the overall attendance of Pupil Premium pupils, particularly the persistent absentees.</p>	<p>To work with Attendance officer to hold parents to account for the attendance of their children.</p>	<p>The overall attendance for our school last year was 96% The attendance of PP pupils was 93.4% The attendance of our Traveller community pupils was 83% which impacts on the PP attendance as well as the whole school attendance. Whole school attendance was 97% when we take out the traveller data. We have worked hard to support families to ensure that their children attend school Every day, on time & ready to learn.</p>	<p>We no longer employ an Attendance Officer but the strategies in place will continue next year & be led by school staff.</p>	<p>£2,500</p>
<p>To diminish the difference in attainment for PP pupils across the school. To provide exciting & bespoke learning opportunities that these pupils can access effectively. To increase the self confidence & self esteem of the PP pupils.</p>	<p>To provide equipment, schemes & resources to support PP pupil's learning both in the classroom & during their focused intervention sessions. To customise their learning according to their preferred learning style.</p>	<p>As illustrated above, data across the school shows that our PP pupils are making good progress and the attainment gap is diminishing. Our end of KS2 data for our PP pupils shows that 50% of them achieved ARE combined RWM with 8.3% GD In Reading 66.7% achieved ARE with 8.3% GD. In Writing 58.3%, Maths 66.7 & GPS 58.3% with 25% GD</p>	<p>Yes. We will continue to provide next year.</p>	<p>£3,000</p>
<p>To increase wellbeing and engagement for pupils. To identify barriers to learning for vulnerable pupils and develop strategies to support them. Progress on Emotional Literacy Questionnaires.</p>	<p>To provide ELSA sessions to pupils who are having difficulty with social & emotional situations.</p>	<p>Vulnerable pupils & families are supported very effectively across the school. Last year there were 3 PP pupils under CP plans & 15 EH Our ELSA supported all of our PP pupils throughout the year. Focussed & intensive support was given to 5 pupils in Year 1, 1 in Year 2, 10 in Year 3, 6 in Year 4, 4 in Year 5 & 10 in Year 6. Examples of progress: Using GL Assessment Emotional Literacy Teacher Checklist ~ One PP child went from a score of 37 in the Autumn term to a score of 83 in the Summer Term. Another child went from 44 to 63 and another from 49 to 62.</p>	<p>Very positive impact. ELSA support will continue next year. Will aim to increase our Pastoral team in the future.</p>	<p>£13,285</p>

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<p>To support children with social difficulties that are causing significant barriers to progress - nurture group for internal and external play plus any necessary sanctions.</p>	<p>Behaviour welfare support at lunchtimes Wellbeing Club established as well as access to the library & ICT suite</p>	<p>Lunchtimes have improved significantly during the past year. This has been ratified by our DSAT Safeguarding Audit as well as the pupils throughout the school. The provision of play equipment at lunchtime has enable pupils to be more active as well as having more fun. The ICT suite has been used daily by all classes. The library is open for pupils to go into and relax & read. They have the choice to complete their Accelerated Reader quiz on an ipad should they wish to. Wellbeing Club is led by a Senior Leader or our ELSA ~ This is where pupils are sent if they are making the wrong behavioural choices or can choose to come to if they are struggling emotionally or with friendships.</p>	<p>We will continue to develop this provision next year.</p>	<p>£6,000</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Increased number of pupils who attend school trips including residential. Wider experiences for pupils.</p>	<p>25% off school trips.</p>	<p>More pupils eligible for pupil premium attended school trips than previous years, including residential. 100% of PP pupils attended the Year 4 Residential trip. 100% of PP pupils attended the Year 2 trip to the Botanical Gardens 95% attended the Year 3 / 4 trip to Twinlakes.</p>	<p>Yes. Continue next year.</p>	<p>£3,535</p>

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<p>Ensure good nutrition for pupils so that they are ready for learning</p>	<p>Provide milk for EYFS pupils & pupils up to the age of 5 years</p>	<p>Our Deprivation Summary Analysis shows that our Children/Young adult average score of 0.31 for this cohort. We provide milk, fruit & other breakfast choices to our most vulnerable PP. This has a positive impact on both their behaviour & readiness to learn. 16.1% of our PP achieved GLD at the end of EYFS</p>	<p>Yes. Continue next year.</p>	<p>£505</p>
<p>To increase the awareness of vulnerable pupils and to monitor closely support given to ensure accelerated progress for those falling behind.</p>	<p>Pupil progress meetings to focus on children eligible for Pupil Premium.</p>	<p>Impact statement Teachers are able to talk about disadvantaged pupils and support provided for them. Academic and emotional needs are being met.</p>	<p>Yes. Will continue next year.</p>	<p>No cost</p>
<p>To ensure disadvantaged pupils have access to extra-curricular clubs to develop skills and confidence.</p>	<p>Inclusion of children eligible for pupil premium at after school clubs</p>	<p>An increased number of children eligible for pupil premium attending after school clubs. PE leader and PE coaches targeted numbers of PP children attending clubs.</p>	<p>Yes. We will continue next year.</p>	<p>No cost</p>