

Pupil premium strategy statement for 2019-2020 (Planned Spending)

1. Summary information					
School	DANEMILL PRIMARY SCHOOL				
Academic Year	2019-20	Total PP budget	£97,940	Date of most recent external PP Review	APRIL 2018
Total number of pupils	412	Number of pupils eligible for PP	73	Date for next internal review of this strategy	JUNE 2020

2. 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.	Many children do not have regular access to a variety of reading materials at school
B.	Gap between the achievements of PP pupils & non PP pupils is evident in all subjects
C.	Attendance of PP pupils is lower than non PP pupils
D.	Children with social difficulties that are causing significant barriers to progress and wellbeing
E.	Many pupils do not have access to a variety of exciting out of school experiences
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reading progress will increase in line with National with all PP pupils making at least expected progress. Through the use of Whole Class Guided Reading termly results will increase as will end of KS results.	Percentage of PP pupils achieving ARE will be closer to National
B.	Increase number of PP pupils achieving ARE & diminish the difference between PP pupil attainment & non PP pupil attainment.	Percentage of PP pupils achieving ARE will be closer to National
C.	Attendance of PP pupils to increase to at least 95%	Attendance of PP pupils to increase to at least 95%
D.	Wellbeing will improve as pupils will have the opportunity to be part of social/emotional groups as well as access alternative provision at lunchtime.	Evidence from Emotional Literacy Questionnaires.
E.	More PP pupils will attend school trips, residential & after school clubs.	Percentage of PP attendance is higher than previous year.
F.		

4. Planned expenditure					
Academic year	2019 - 20				
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. Improving the 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?
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.	Recognised Reading strategy. EEF recognize the positive impact on Reading Comprehension schemes for all pupils.	All staff to implement AR in the classroom. Lunchtime club for pupils to access the online tests and choose next book if successful.	KE / JH	June 2020
Total budgeted cost					£5,000
ii. Targeted support for all pupil premium 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 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,	Small group interventions with peer feedback to ensure that pupils are focussed on their learning. Specific programmes eg. DIPT have been very effective.	Intervention Maps for each Year group. LSA observations. Pupil interviews.	JH / LH	Termly at Pupil progress meetings. June 2020
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 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.	To ensure that pupils are able to learn through their own learning style. Multi-sensory learning has greatest impact.	Lesson observations. Pupil interviews. Intervention maps for each year group.	JH / LH	Termly when we review Intervention maps June 2020

To improve the overall attendance of Pupil Premium pupils, particularly the persistent absentees.	To work with Attendance officer to hold parents to account for the attendance of their children.	Pupil premium average attendance is lower than non-pupil premium. We want to diminish the difference between the two groups.	Rigorously follow our attendance policy, regularly holding parents to account.	JH / AP	Fortnightly June 2020
To increase wellbeing and engagement for pupils. To identify barriers to learning for vulnerable pupils and develop strategies to	To provide ELSA sessions to pupils who are having difficulty with social & emotional situations.	We have an increasing number of parents & pupils with wellbeing & mental health issues. We need to deal with pupil's emotional needs before they are ready to learn.	Regularly monitor ELSA records. ELQs show progress Observations Pupil & parental feedback	JH / LH / EW / CL	Termly June 2020
To support pupils & families linking with outside agencies to ensure that get the maximum guidance.	Pastoral Manager to support families through accessing various external agencies.	We have an increasing number of parents & pupils with wellbeing & mental health issues. We need to deal with pupil's emotional needs before they are ready to learn.	Monitoring of support both internal & external ~ CPOMs	JH / EW / LH	Termly June 2020
To support children with social difficulties that are causing significant barriers to progress - nurture group for internal and external play plus any necessary sanctions.	Behaviour welfare support at lunchtimes Wellbeing Club established as well as access to the library & ICT suite	Lego Club added for younger pupils. Ensure that there different environments that are conducive to the needs of the pupils at lunchtime.	Regular monitoring of lunchtimes Lunchtime incidents decrease ~ CPOMs	JH / LH / EW	Termly June 2020

i. 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?
Increased number of pupils who attend school trips including residential. Wider experiences for pupils.	25% off school trips.	Motivate more PP pupils to attend.	Office to communicate with families	JH / AP	Termly June 2020
Ensure good nutrition for pupils so that they are ready for learning	Provide milk for EYFS pupils & pupils up to the age of 5 years	Readiness for learning	Pupils to have milk	AP / EYFS staff	Termly June 2020

To increase the awareness of vulnerable pupils and to monitor closely support given to ensure accelerated progress for those falling behind.	Pupil progress meetings to focus on children eligible for Pupil Premium.	Desire to diminish the distance between the attainment of PP pupils & non-PP pupils	Data analysis. Impact of Intervention. Pupil progress meetings.	JH / LH	Termly June 2020
To ensure disadvantaged pupils have access to extra-curricular clubs to develop skills and confidence.	Inclusion of children eligible for pupil premium at after school clubs	Evidence that some of our pupils do not have access to a variety of activities outside school.	Monitor percentage of PP pupils attending extra-curricular clubs.	AP / JH	Termly June 2020
Total budgeted cost					£97,940