

# Pupil Premium Strategy 2017-18

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## Amount of Pupil Premium funding received 2017-18

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| Number of pupils eligible | 59<br>(including 3 x adopted) |
| TOTAL PP received         | £78,160                       |

## Identified barriers to educational achievement

Danemill Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Limited vocabulary and understanding of that vocabulary
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning

## Rationale for expenditure

As identified in the 2015-16 impact statement, accelerated progress is required for PP pupils in two key areas: combined results and Mathematics. Allocated teaching and LSA time has been dedicated with particular focus on pupils not on target to achieve combined results as well as a one-to-one / small group tutor in Maths employed for all year groups.

Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year. Emotional and Behavioural needs can be a barrier for some of our PP accessing education. Allocated emotional support time has been dedicated to these children in order to support them so that they can access their learning.

## Key expenditure – how the allocation will be spent

| Area of spend   | Focus                               | Total allocation | Impact  |
|---|-------------------------------------|------------------|---|
| Additional TA support in classes and for focused interventions  | English and Maths                   | £65,000          | 54% Of our pupil premium pupils across the school reach<br>15 pupils are both Pupil Premium & SEND ~ 25%              |
| Additional TA training  | Affinity LSA training               | £1,200           | Teaching assistants led focused interventions   |
| Focused interventions in KS1 & Lunchtime club   | Reading                             | £3,000           | Pupil premium pupils targeted at lunchtimes for reading   |
| Additional learning resources (iPads, Dyslexia software, Language interpreter, magazine subscription) | English, Maths, Personal and Social | £3,850           | Interpreter vital to integrate families new to English int<br>Dyslexia software used to diagnose pupils so that appro |
| Funding for school trips and residential trips  | Personal and social                 | £3,500           | EYFS went Think Tank & West Lodge<br>Year 1 New Walk Museum & ThinkTank   |
| Attendance Officer  | Personal and Social                 | £1,760           | Attendance for the year was 95.76%<br>Pupil Premium pupils was 91.31% (17% of these pupils a                          |
| Summer school   | Personal and Social                 | £6,000           | Summer School<br>We had over 50 children attend our Summer School   |
| Cool Milk   | Wellbeing                           | £500             | Pupils were ready to learn  |

| Area of spend   | Intended outcomes – why these approaches were taken  | Actions   |
|---|--|---|
| <b>LSA support in classes and for focused interventions</b> | <p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</p> <p>Support within lessons to improve understanding of learning in reading, writing and maths</p> <p>Consolidation of learning completed in classes – time for practise and application of skills</p> <p>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to</p> | <p>Weekly LSA records given to SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</p> <p>Teacher and SENCO review – careful planning of interventions to be completed each half term/phase</p> <p>LSAs complete impact statements to provide evidence of outcomes and plan for next steps</p> <p>SENCO observe interventions and provide feedback regarding</p> |

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|  | <p>learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> <p>Careful tracking of homework to include reading journals – ensure regular reading takes place</p> <p>Priority reading with LSAs if pupils are unable to read at home</p> <p>Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains</p> <p>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</p> | <p>strategies, next steps, resources</p> <p>Clear communication between teachers and TAs – expectations within lessons</p> <p>LSA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre- teaching and consolidation of learning</p> <p>Close communication between LSAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary</p> <p>Teachers and LSAs liaise with PP champion closely and regularly update tracking for pupils with SEND</p> |
| <b>One – to one LSA time</b>   | <p>Improved learning in maths</p> <p>Pupils gain in confidence with key concepts</p> <p>Pupils feel equipped to tackle higher-level work</p>   | <p>DHT meet with pupil premium champion, LSAs and teachers at each milestone (Nov, Feb, Apr, Jul) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes</p> <p>Regular review of groupings and re-shaping of focus as required</p> <p>Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes</p>  |
| <b>Additional learning resources (Language software, dyslexia software, iPads, Mathletics)</b> | <p>Pupils are fully supported by learning resources being made available to them</p> <p>Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning</p> <p>A range of learning styles can be catered for</p>  | <p>Pupils regularly asked for ideas about how to spend funding – School Council</p> <p>Teachers and LSAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)</p>  |
| <b>Funding for school trips and residential</b>  | <p>Pupils are able to participate fully in school trips and residential trips</p> <p>Learning is supported by trips that are carefully planned to enhance the school’s curriculum</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential</p>   | <p>Initial letters to include information for parents about available funding</p> <p>TL to liaise with parents and HT regarding specific requests for funding</p> <p>Teachers made aware of funding available – can approach parents if appropriate</p>   |
| <b>Attendance Officer</b>  | Attendance % rise which has an impact on attainment and  | Attendance officer to monitor attendance of PP children   |

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|  | progress for PP children. | and work with families to improve this.<br>Attendance officer to make external referrals where necessary<br>e.g. school nurse, early help<br>Attendance officer to meet with families alongside DHT. |
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**How will the school measure the impact of the Pupil Premium?**

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Danemill Primary School School, the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (approximately every half term) and will include a member of Senior Management, teachers, LSAs and the Pupil Premium Champion.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the agenda at our Trust Pupil Premium Meeting.