

Dothill Primary School



**Review of Pupil Premium
Strategy
2016/2017**

Pupil premium strategy statement

1. Summary information					
School	Dothill Primary School				
Academic Year	2016/17	Total PP budget	£67,309	Date of most recent PP Review	28.9.17
Total number of pupils	448	Number of pupils eligible for PP	48	Date for next internal review of this strategy	N/A

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Dothill all pupils</i>
% achieving ARE or above in reading, writing & maths	43.7%	53%	42%
% achieving ARE in reading	70.8%	66%	73%
% achieving ARE in writing	54.1%	74%	58%
% achieving ARE in mathematics	52.1%	70%	52%
Key stage 1 -2 progress in reading	+1.35	0	1.9
Key Stage 1-2 progress in writing	-1.89	0	-2.6
Key Stage 1-2 progress in maths	-1.37	0	-2

Conclusions:

- Attainment of PPG pupils was below national for all pupils in reading writing and maths.
- Progress data show all PPG pupils achieved above the national floor targets set for 2016.
- Progress in reading for PPG pupils was a positive score.
- Attainment of PPG was better than for all Dothill pupils in maths and writing and just below in reading.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor behaviour of some year four pupils which is affecting their progress and impacting on the progress of the remainder of the class.
B.	Poor progress in all subjects for significant minority of current year 6 pupils
C.	Progress in maths and writing for minority of current year 3 pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance for pupils eligible for PPG is an issue and causes them to make less progress as a result
E.	Social, emotional health and well-being of pupils eligible for PPG is an issue for some and represents a barrier to their academic progress

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Behaviour in Year 4 will improve	Fewer behaviour incidents recorded Decrease in SLT call outs Fewer parental complaints received Lesson observations showing good behaviour for learning

B.	To improve achievement for Year 6 pupils in all subjects	PPG pupils will make accelerated progress to meet ARE. Targeted 2b pupils who are not currently on track will meet ARE Pupils at L3 for KS1 will exceed ARE
C.	<p>Progress in maths and writing improve for pupils in Year 3</p> <p>77% of Dothill pupils achieved ARE in maths at Y2 but only 66% of disadvantaged pupils achieved ARE - Nationally disadvantaged achieved 77%</p> <p>67% of Dothill pupils achieved ARE in writing at Y2 but only 50% of disadvantaged pupils achieved ARE - Nationally disadvantaged achieved 70%</p>	<p>PPG pupils make accelerated progress to achieve ARE in writing 8/11 pupils to achieve ARE</p> <p>PPG pupils make accelerated progress to achieve ARE in maths 9/11 to achieve ARE</p>
D.	Attendance for PPG pupils improves	PA rates reduce
E.	Social and emotional health and well being of pupils improves	<p>Pupil questionnaire shows pupils to feel safe and happy.</p> <p>Lesson observations show resilient pupils who are willing to try and learn from mistakes</p> <p>Number of TACs are reduced due to needs being met</p>

5. Planned expenditure

Academic year

2016/2017

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?	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)																				
C. Progress in maths and writing improve for pupils in Year 3	<p>Additional TA support in Year 3 classes for writing and maths every morning</p> <p>Training for all staff in giving feedback to move learning forward.</p> <p>SLT planning support and team teaching</p>	<p>Research shows that TA support gives low impact for high cost, however by directing a TA specifically to pupils with specific action plans this member of staff can give direct feedback on learning to move their learning forward.</p> <p>TA can also give the teacher more capacity for providing specific feedback to learners.</p> <ul style="list-style-type: none"> Feedback studies tend to show very high effects on learning Feedback has effects on all types of learning across all age groups learning Feedback should be specific, accurate and clear 	<p>Pupils in receipt of Pupil Premium Grant in year 3 made more progress in RW and M than all pupils in 2017 and also more progress than they did in the previous year.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Year three</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>88</td> <td>99</td> <td>94</td> </tr> <tr> <td>PPG 2016</td> <td>80</td> <td>80</td> <td>80</td> </tr> <tr> <td>PPG 2017</td> <td>92</td> <td>100</td> <td>100</td> </tr> </tbody> </table>		Year three				R	W	M	All pupils	88	99	94	PPG 2016	80	80	80	PPG 2017	92	100	100	<p>The approach adopted with this year group has had a positive impact.</p> <p>This approach could be used again with another year group that are identified as not making enough progress.</p> <p>We will continue to monitor this group of children in the coming year to ensure that progress is maintained.</p>
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<p>B. To improve achievement for Year 6 pupils in all subjects</p>	<p>Additional teacher (Specifically DHT) for Year 6 to split two large classes into 3 learning groups for Reading, Writing and Maths</p> <p>Additional TA in all three Year 6 learning groups every morning.</p> <p>Training for all staff in giving feedback to move learning forward.</p> <p>DHT modelling peer tutoring to other Y6 teachers</p>	<p>Research shows that reducing class sizes can give moderate impact for very high cost however, by doing this there are other areas of high impact work that staff are able to address such as :</p> <p>Research - Feedback</p> <ul style="list-style-type: none"> Feedback studies tend to show very high effects on learning Feedback has effects on all types of learning across all age groups learning Feedback should be specific, accurate and clear <p>Research - Meta-cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential <p>Research: Peer tutoring</p> <ul style="list-style-type: none"> Particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high. 	<p>The end of KS2 progress gap between those students in receipt of PPG and all pupils has significantly diminished based on teacher assessment:</p> <table border="1" data-bbox="1137 325 1503 421"> <thead> <tr> <th>Year 6</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>17%</td> <td>47%</td> <td>52%</td> </tr> <tr> <td>2017</td> <td>1%</td> <td>3% +</td> <td>6%</td> </tr> </tbody> </table> <p>The end of KS2 attainment gap between those pupils in receipt of PPG and all pupils has significantly diminished based on TA.</p> <p>Based on KS2 SATs results the gap between those pupils in receipt of PPG funding and all pupils has diminished in writing and maths (between 2016 and 2017) however in reading pupils in receipt of PPG did less well (8%) than in 2016</p> <p>Pupils in receipt of PPG funding in year 6 did better than all pupils nationally in writing. However there was a 29% difference between pupils in receipt of PPG funding and all pupils nationally for maths and a 9% difference in writing.</p> <table border="1" data-bbox="1137 1002 1561 1158"> <thead> <tr> <th>Year 6 PPG at ARE</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>70%</td> <td>50%</td> <td>30%</td> </tr> <tr> <td>2017 (TA)</td> <td>77%</td> <td>77%</td> <td>69%</td> </tr> <tr> <td>2017 (SATs)</td> <td>62%</td> <td>77%</td> <td>46%</td> </tr> </tbody> </table>	Year 6	R	W	M	2016	17%	47%	52%	2017	1%	3% +	6%	Year 6 PPG at ARE	R	W	M	2016	70%	50%	30%	2017 (TA)	77%	77%	69%	2017 (SATs)	62%	77%	46%	<p>The approach adopted with year 6 was successful. Reducing class sizes was very effective as it allowed teachers and TAs to give very specific feedback to individuals in order to quickly move their learning forward.</p> <p>This is an approach that should be used elsewhere within school to improve achievement.</p>
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<p>Total budgeted cost £35075</p>																																

ii. Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Impact:	Lessons learned (and whether you will continue with this approach)
E. Social and emotional health and well being of pupils improves	Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning	<p>Social and emotional needs provide the lower levels of Maslows Hierarchy of needs (Psychological needs). With these needs being met the self actualisation and therefore learning needs can be addressed.</p> <p>Research: Social and emotional learning</p> <ul style="list-style-type: none"> • SEL have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself • SEL programmes appear to benefit disadvantaged or low attaining pupils more than other pupils <p>Research - small group tuition</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need <p>Pupils' needs are accurately assessed and targeted.</p>	<ul style="list-style-type: none"> • Learning mentor appointed 1.9.16 • Hive established as a resource room for learning mentor to work with identified pupils on interventions to address personal, social and emotional needs. • There are a reduced number of negative incidents occurring on the playground at lunch time due to the lunchtime club offered in the Hive. • Identified children have been taught specific strategies to cope with social situations that could lead to conflict. • The start of the afternoon is calmer and more purposeful as any confrontation has been dealt with effectively. • Due to the work of the learning mentor identified pupils are developing a vocabulary of feelings to be able to express their emotions in a constructive way to facilitate an amicable outcome. • 13 children took part in 1 to 1 sessions for whatever reason their teacher or the SENDco or SLT referred them for. Some needed short term help while others needed longer, the children received targets which were verbally reviewed after each session. • 21 PPG pupils accessed the Hive 	<p>The appointment of a learning mentor was a successful use of PPG and it is an area that can be further developed in order to continue to meet the ever rising social and emotional issues that are being presented in school.</p> <p>Consider further training for learning mentor and other staff members to support this role.</p>

<p>A. Behaviour in Year 4 will improve</p>	<p>Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning</p> <p>Behaviour support CPD and team teaching with Year 4 teachers</p> <p>1:1 support for individuals in Year 4</p>	<p>Social and emotional needs provide the lower levels of Maslows Hierarchy of needs (Psychological needs). With these needs being met the self actualisation and therefore learning needs can be addressed.</p> <p>Research: Social and emotional learning</p> <ul style="list-style-type: none"> • SEL have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself • SEL programmes appear to benefit disadvantaged or low attaining pupils more than other pupils <p>Research: Behaviour interventions</p> <ul style="list-style-type: none"> • School level approaches to developing a positive ethos and improving discipline to support a greater engagement with learning • Evidence shows that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. • Reducing challenging behaviour can have a direct and lasting effect on pupils learning 	<ul style="list-style-type: none"> • Learning mentor gave specific support to individuals in year 4 who had been identified as having particularly challenging behaviour (3 pupils) • Learning mentor attend TAC meetings for these pupils to offer support to the families in working with school to manage their behaviour. • Head teacher worked alongside one of the year 4 teachers to support and strengthen her behaviour management skills. This was effective as she is now demonstrating consistently good lessons and her behaviour management is considered to be stronger. • A TA was appointed to offer one:one support to one of the identified pupils in the class to support his access to the curriculum. This was successful in that he was able to remain in the classroom for fixed periods of time which allowed him to access more of his learning. The amount of work evidenced in his book increased. He remained in school for the whole year which was a success. The modified timetable which had been considered the only option was not needed. 	<p>Although this approach did make a difference to one of the individuals, it is too expensive to continue or to consider using again with another child based on current budget.</p>
Total budgeted cost				£26209

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Impact:	Lessons learned (and whether you will continue with this approach)																																													
D. Attendance for PPG pupils improves	Admin assistant employed to monitor pupils attendance and follow up quickly on absences using first day response and 3 weekly	Children need to attend school in order to learn, therefore improving attendance is the foundation to improving learning.	<table border="1" data-bbox="1216 352 1556 1094"> <thead> <tr> <th></th> <th>End of Year 15/16</th> <th>End of Year 16/17</th> </tr> </thead> <tbody> <tr> <td>Overall Attendance</td> <td>96.35</td> <td>96.72</td> </tr> <tr> <td>Rec</td> <td>94.81</td> <td>94.93</td> </tr> <tr> <td>Year 1</td> <td>96.28</td> <td>96.13</td> </tr> <tr> <td>Year 2</td> <td>96.58</td> <td>97.55</td> </tr> <tr> <td>Year 3</td> <td>97.23</td> <td>97.51</td> </tr> <tr> <td>Year 4</td> <td>96.72</td> <td>96.6</td> </tr> <tr> <td>Year 5</td> <td>96.6</td> <td>97.01</td> </tr> <tr> <td>Year 6</td> <td>95.79</td> <td>97.05</td> </tr> <tr> <td>Boys</td> <td>96.58</td> <td>96.86</td> </tr> <tr> <td>Girls</td> <td>96.1</td> <td>96.58</td> </tr> <tr> <td>SEN - EHCP</td> <td>81.61</td> <td>94.62</td> </tr> <tr> <td>SEN</td> <td>95.44</td> <td>95.03</td> </tr> <tr> <td>PPG</td> <td>94.11</td> <td>95.52</td> </tr> <tr> <td>Persistent absence</td> <td>37 pupils</td> <td>22 pupils</td> </tr> </tbody> </table> <p data-bbox="1182 1129 1621 1289"> ✓ Attendance of pupils eligible for PPG has increased. ✓ Of the 22 PA pupils only 5 are PPG. ✓ This has reduced from 15/16 when 7 were PPG ✓ Of the 7 in 15/16, only 2 are currently persistently absent. ✓ The other 3 PA pupils for 16/17 are new into EYFS </p>		End of Year 15/16	End of Year 16/17	Overall Attendance	96.35	96.72	Rec	94.81	94.93	Year 1	96.28	96.13	Year 2	96.58	97.55	Year 3	97.23	97.51	Year 4	96.72	96.6	Year 5	96.6	97.01	Year 6	95.79	97.05	Boys	96.58	96.86	Girls	96.1	96.58	SEN - EHCP	81.61	94.62	SEN	95.44	95.03	PPG	94.11	95.52	Persistent absence	37 pupils	22 pupils	<p data-bbox="1637 352 2123 456">This approach has been successful. We have reduced PA over the year for all children and specifically for PPG children.</p> <p data-bbox="1637 496 2123 799">Improvements are due to:</p> <ul data-bbox="1697 528 2123 791" style="list-style-type: none"> ✓ Clear attendance policy in place ✓ 3 weekly attendance monitoring ✓ Swift action taken following attendance policy ✓ Annual attendance panel ✓ Raised profile of attendance with pupils - assemblies, display, awards ✓ Raised profile of attendance with parents - newsletter, awards etc <p data-bbox="1637 831 2123 895">We will continue to use this approach as it has proved successful</p>
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