

**Dothill Primary School**



**Pupil Premium Strategy**  
**2017/2018**

Based on a National College Pupil Premium Strategy Template

## Pupil premium strategy statement - September 2017

1. Summary information					
School	Dothill Primary School				
Academic Year	2017/18	Total PP budget	78,350	Date of most recent PP Review	July 17
Total number of pupils	410	Number of pupils eligible for PP	45	Date for next internal review of this strategy	Jan 18

£78,530 is the amount allocated to school for the financial year April 17 - March 18.

This plan is based on the academic year Sept 17 - July 18.

Following advice from our Finance Officer it has been agreed that this amount is a fair estimate to cover the 7 months to April and include an estimate of what next year's PPG allocation is likely to be.

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	38%	61%	57%
% achieving ARE in reading	62%	71%	72%
% achieving ARE in writing	77%	71%	76%
% achieving ARE in mathematics	46%	75%	65%
Key stage 1 -2 progress in reading		0	-0.4
Key Stage 1-2 progress in writing		0	+0.1
Key Stage 1-2 progress in maths		0	-2.6

## Conclusions:

- Pupils in receipt of PPG funding in year 6 did better than all pupils nationally in writing.
- There was a 29% difference between pupils in receipt of PPG funding and all pupils nationally for maths.
- There was a 9% difference between pupils in receipt of PPG funding and all pupils nationally for reading.
- Pupils in Year 6 who are eligible for PPG did not attain well in combined subjects.
- Attainment data for Year 3 in 16/17 was low for pupils in receipt of PPG Reading=58% Writing=58% Maths=50%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Whilst progress improved, attainment of PPG pupils in Year 3 of 16/17 remains lower than national standards in all curriculum areas. The barrier is the lack of a clear work ethic and sense of pride for working hard and doing well. Stamina for writing is also a problem.
<b>B.</b>	46 % of PPG pupils attained ARE in Year 6 in 2016. Nationally 75% of pupils attained ARE. The barriers are lack of stamina and the ability of pupils to access maths within word problems.

#### **External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>C.</b>	Attendance in EYFS for all pupils but specifically PPG pupils needs to increase to be in line with school target
<b>D.</b>	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.	To improve attainment in reading, writing and maths for PPG Year 3 (16/17) pupils	<ul style="list-style-type: none"> <li>• PPG pupils will make accelerated progress to meet ARE.</li> <li>• Targeted pupils who left Y2 at ARE and are not now currently on track will meet ARE</li> <li>• Pupils who left Y2 at exceeding and who are not now currently exceeding will exceed ARE by July</li> <li>• Those pupils currently working below ARE will make accelerated progress to achieve ARE</li> <li>• 75% of PPG pupils will achieve ARE</li> </ul>
B.	To improve achievement for Year 6 pupils in maths	<ul style="list-style-type: none"> <li>• PPG pupils will make accelerated progress to meet ARE.</li> <li>• Targeted 2b pupils who are not currently on track will meet ARE</li> <li>• Pupils at L3 for KS1 will exceed ARE</li> </ul>
C.	Attendance for PPG pupils improves	<ul style="list-style-type: none"> <li>• Attendance for EYFS pupils increases from 94.93 to above 96%</li> <li>• PA EYFS PPG pupils will decrease from .....</li> </ul>
D.	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>
<p>There will be a fund of £500 that can be used for individual situations where pupils/families may benefit from some financial support in order to access learning. e.g towards Arthog, music lessons, equipment etc</p>		

5.Planned Expenditure					
Academic Year				2017/2018	
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. To improve attainment in reading, writing and maths for PPG Year 3 (16/17) pupils (Current Year 4 pupils)	AHT co-coaching teaching staff to support a variety of Sutton Trust approaches	<p>Sutton Trust research:</p> <ul style="list-style-type: none"> <li>• Collaborative learning</li> <li>• Feedback</li> <li>• Mastery learning</li> <li>• Metacognition and self-regulation</li> <li>• Behaviour interventions</li> </ul>	Subject leaders are tracking data to ensure impact SLT are monitoring books and lessons regularly	SLT	Every half term
B. To improve achievement for Year 6 pupils in maths	Additional teacher (Specifically DHT) for Year 6 to split two large classes into 3 learning groups for Maths The majority of Year 6 PPG pupils are in the group with DHT	<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"> <li>• Feedback studies tend to show very high effects on learning</li> <li>• Feedback has effects on all types of learning across all age groups learning</li> <li>• Feedback should be specific, accurate and clear</li> </ul> <p>Research - Meta-cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> <li>• Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential</li> </ul> <p>Research: Peer tutoring</p> <ul style="list-style-type: none"> <li>• Particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high.</li> </ul>	Subject leaders are tracking data to ensure impact SLT are monitoring books and lessons regularly	DHT	Every half term
				Total budgeted cost	£30,566 £19,200

ii. Targeted Support					
Desired outcome	Desired outcome	Desired outcome	Desired outcome	Desired outcome	Desired outcome
C. Social and emotional health and well being of pupils improves	Learning mentor and TA employed to offer interventions to groups and individuals to remove social and emotional barriers to learning  ELSA training from EP service	<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"> <li>• SEL have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself</li> <li>• SEL programmes appear to benefit disadvantaged or low attaining pupils more than other pupils</li> </ul> <p>Research - small group tuition</p> <ul style="list-style-type: none"> <li>• Intensive tuition in small groups is very effective</li> <li>• Pupils are grouped according to specific level or need</li> </ul> <p>Pupils' needs are accurately assessed and targeted.</p>	<p>Detailed records kept by Learning Mentor to evidence baseline and impact.</p> <p>Learning mentor to line manage ELSA TA</p> <p>ELSA work offered under direction of EP</p>	Learning mentor	Every 6 weeks
<b>Total budgeted cost</b>					£18,265

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. 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.	<p>Admin assistant well trained and experienced</p> <p>School process reviewed to ensure effectiveness</p> <p>Close links with Local Authority AST</p> <p>Strong involvement of Head Teacher with 3 weekly attendance monitoring meetings</p> <p>Regular updates to governors</p>	Becca Butler	Each half term
<b>Total budgeted cost</b>					£9,793