

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Dore Primary School				
Academic Year	2016/17	Total PP budget	£36800	Date of most recent PP Review	NA
Total number of pupils	460	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Jan 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Standardised scores in reading at KS2 (100 is the expected level)	103	103
Standardised scores in grammar at KS2 (100 is the expected level)	98	104
Standardised scores in mathematics at KS2 (100 is the expected level)	96.6	103

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Outcomes for current (2017) in writing at KS1 below national.
B.	Early Speech and Language – both in terms of understanding language and in terms of speech skills have been lower for some pupils eligible for PP, therefore impacts across the curriculum.
C.	Aspirations, self-belief and confidence – within the group of children eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations of themselves.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance for some of this group has been well below expectations for their journey through school. Average attendance 2015/16 has been 96% compared to 97% whole school.

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Outcomes in writing for current disadvantaged group will improve in line with peers and national.	Disadvantaged children make progress across all year groups which ensure differences diminish between them and all children nationally.

<b>B.</b>	The difference between disadvantaged and all children nationally diminishes by end of KS2.	Disadvantaged children make progress across all year groups which ensure differences diminish between them and all children nationally.
<b>C.</b>	Disadvantaged higher performing children continue to be challenged.	Higher attaining children are assessed at key milestones and are still working within a greater depth.
<b>D.</b>	Early identification of children with language difficulties and appropriate intervention provided.	Children identified as having additional language difficulties make progress in order to diminish the difference.

<b>5. Planned expenditure</b>					
<b>Academic year</b>					
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teaching of high quality writing including SPAG.	Teaching Sequence CPD & implementation	Based on original closing the gap strategies and writing for boys. SLT have identified that standards across groups need to rise in writing.	It is part of the whole school priority and will be under regular review, observation, book scrutiny and data review.	JF & Literacy Team	Aut 2 and then termly.
Level of challenge increases for all.	Higher expectations from staff – pen license, learning token, celebration assembly. Opportunity to work within deep more often	Moderation and KS results indicate standards can be improved.	It is part of the whole school priority and will be under regular review, observation, book scrutiny and data review.	JF & SLT	Aut 2 and then termly.
<b>Total budgeted cost</b> Cost of attributed CPD and release time: LDT focus on priority until Christmas = £2700; CPD Writing, SPAG, Phonics = £1000; Teacher release time for consultation £500. CQ deep training = £500					<b>£ 4700</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Accelerate progress for targeted individuals in maths calculation.	Implement success @ arithmetic.	Evidence based intervention – research through EEF.	Staff given appropriate training, resources and time to deliver.	JF,AP & SG	Aut 2 and then termly.
Raise standard across all curriculum areas.	1:1 classroom support to focus on challenge and support.	Using EEF principles of maximising TA support in the class to improve outcomes.	Continuous CPD for all staff through PDMs	JF	Aut 2 and then termly.
<b>Total budgeted cost</b> Intervention CPD £1000; Staff release £500; Staff delivery 7 chn x 2 hours weekly = 140 x12 =£1680 Professional Dev Meetings £500x3 =1500					<b>£4680</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve confidence & self-esteem for targeted children.	Small group & outdoor learning opportunities.	Peer reviewed literature & Ofsted Guidance	Appropriate training in place and resources made available.	JF	Spring
Provide challenge and depth of learning for high attaining children.	1:1 specialist teacher provision.	Sutton trust – 1:1 qualified teaching improves outcomes.	Appropriate training in place and resources made available.	JF	Spring
<b>Total budgeted cost</b> £1000					<b>£ 10380 (Aut 1&amp;2)</b>

6. Review of expenditure				
Previous Academic Year				
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
Progress for all disadvantaged children is better than for all children across all subjects.	Teachers to focus on target children.	Progress across all curriculum areas was in line with or better than peers during 2015/16 except for children in Y1 where reading & writing was slightly behind.	Continue to support teaching staff with focus children information and appropriate teaching strategies & intervention.	£??
NA				
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
Raise standards in maths for targeted children.	1:1 personalised learning in and out of class.	There still remains a difference in standards between PP and all children in maths. Progress for groups targeted last year was better than for all children indicating positive impact of intervention.	This was a skills based intervention which required intensive staff input to target areas of need. Lessons learned have been implemented above through investment in prescriptive intervention with well trained staff.	£10000

Raise standards across curriculum for targeted children.	Small group, 1:1 and classroom support.	Interventions for PP children had variable entry and exit measures and evidence of impact was mainly assessed against milestone data.  There still remains attainment differences within most year groups but progress in year was better in all year groups than their peers except Y1 reading & writing.	Continued CPD for staff is essential in order to raise standards of focused support in the classroom. Support staff now attending PDM sessions is a huge part of this move forward.	£25000
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### iii. Other approaches

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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Current milestone data suggests that our 2017 cohort of disadvantaged children are in line with their peers across all subjects(10).

Current milestone data suggests that our KS1 2017 cohort of disadvantaged children are below their peers across all subjects(2).

Disadvantaged children have access to financial support as outlined in the school charging & remissions policy. Financial support is available for residential trips, curricular enrichment trips and activities along with participation in after school clubs and opportunities.