

# Dunholme St Chad's Church of England Primary School: Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Dunholme St Chad's Church of England Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b> Jan Census PLAC and LAC Pupil Premium Service Premium	£ 5,630.00 £35,047.00 £ 3,480.00	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	218	<b>Number of pupils eligible for PP</b>	26 Jan Census	<b>Date for next internal review of this strategy</b>	July 2018

2. Attainment end of KS2 July 2017		
	<i>Pupils eligible for PP (school) No of children 5</i>	<i>Pupils nationally</i>
<b>% achieving EXS + in reading, writing and maths</b>	40% (2)	67%
<b>% achieving EXS in reading</b>	40%(2)	77%
<b>% achieving EXS in writing</b>	40%(2)	81%
<b>% achieving EXS in maths</b>	40%(2)	80%
<b>% making progress in reading</b>	100%(5) -0.39	confidence interval -4.07 to +0.39
<b>% making progress in writing</b>	80% (4) -4.02	confidence interval -5.66 to -1.33
<b>% making progress in maths</b>	100% (5) -4.02	confidence interval -4.23 to 0.21

PP in Y6 2016-17 5 pupils 1 most able based on prior attainment plus 4 Sends/PP

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )		
<b>A.</b>	Language, literacy skills	
<b>B.</b>	Attitudes to learning including confidence	
<b>C.</b>	Social skills and behaviour	
<b>External barriers</b> ( <i>issues which also require action outside school</i> )		
<b>D.</b>	Home support/parental engagement	
<b>E.</b>	Significant circumstances beyond school (over time)	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved language, literacy skills in reception, Y1 and 2 for children in receipt of PP	<ul style="list-style-type: none"> <li>• Effective partnerships with pre-school settings improve on-entry data</li> <li>• Shared on-entry expectations between pre-school settings and transition to school</li> <li>• Readit2 programme impacts on enjoyment and engagement in reading</li> <li>• Language rich environment improves reading, vocabulary and writing skills</li> <li>• Pupil eligible for PP in Year 2 make rapid progress to meet expected standard in reading and writing</li> </ul>
<b>B.</b>	Improved outcomes of identified pupils/groups eligible for PP from across the school in basic skills (reading, writing and maths)	<ul style="list-style-type: none"> <li>• Deployment of whole school strategies for example Pre-Learning, Learning Mentor, Outdoor Learning, Early Help, MSP ensure individual pupils are 'ready to learn'.</li> <li>• Identified pupils make expected or better progress based on prior attainment</li> <li>• Teaching strategies are reviewed to successfully engage girls and boys in maths and writing</li> </ul>

		<ul style="list-style-type: none"> <li>• Overall attendance of pupils with PP is in line with their peers</li> </ul>
<b>C.</b>	<p>Improved positive participation in social times including play times and engagement in extra-curricular activities, Pupil Voice; Leadership Roles and social time of identified pupils eligible for PP from across the school</p> <p>Improved behaviour of identified children who impact on the learning of others</p>	<ul style="list-style-type: none"> <li>• Deployment of targeted strategies supports individuals in developing their social skills</li> <li>• Individual Behaviour Logs and Pastoral Support Plans for identified children impact on low level disruptive behaviour to enable individuals to fully access learning</li> <li>• Identified pupils participate fully in all aspects of school life with increased confidence</li> <li>• Pupils eligible for PP can access school social events, residential and educational visits and bespoke clubs.</li> <li>• Pupils eligible for PP are confident to put themselves forward for leadership roles</li> <li>• Pupils eligible for PP are confident to share personal achievements</li> </ul>
<b>D.</b>	<p>Effective partnership with parents/carers improve outcomes for identified pupils eligible for PP from across the school</p>	<ul style="list-style-type: none"> <li>• Parent/carers routinely support their child with home learning</li> <li>• Parent/carers engage with school including attending parent consultation evenings, parent/carer/ Celebration Assembly/workshops and school/community events</li> <li>• Identified pupils make expected or better progress based on prior attainment</li> <li>• Parent/carers of children with Pastoral Support Plans work with the school to impact on behaviour at school and home</li> </ul>
<b>E.</b>	<p>Effective provision in place to support and nurture identified pupils eligible for PP from across the school with emotional needs and physical well being</p>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP are supported through intervention strategies for example Friends Programme, pupil leadership roles Sports Leaders, Outdoor Learning, with access to the Learning Mentor and other signposted support agencies</li> </ul>

- Practical support with uniform, inclusion in extra-curricular events, access to other provision

5. Planned expenditure					
Academic year		2017/18			
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 Enhanced provision – targeted CPD, class based learning support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring and Review When? Who?
A. Improve language skills in reception and Y1 and 2 for children in receipt of PP	<ul style="list-style-type: none"> <li>• Quality first teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Access to skilled teachers and teaching assistants in an inclusive learning environment impacts on pupils outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Deployment of teachers/teaching assistants</li> <li>• CPD upskills teachers and teaching assistants with English subject knowledge</li> <li>• Measured impact of Readit2 programme</li> <li>• Close monitoring of Early Years Provision</li> <li>• Assessment and Feedback Policy implemented consistently</li> </ul>	R, Y1 and Y2 teachers	<b>When?</b> <ul style="list-style-type: none"> <li>• Termly PPM's</li> <li>• Key Assessment points: Dec, March, July</li> <li>• Work scrutiny</li> </ul> <b>Who?</b> CLL SKB English Subject Leader JG
B. Improved outcomes of identified pupils	<ul style="list-style-type: none"> <li>• Quality first teaching including</li> </ul>	<ul style="list-style-type: none"> <li>• Attitudes to learning impact on level of engagement in the classroom and the wider learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Learning environment scaffolds/supports learning and creates a</li> </ul>	Class teachers	<b>When?</b> <ul style="list-style-type: none"> <li>• Termly PPM's</li> </ul>

<p>eligible for PP from across the school in basic skills (reading, writing and Maths)</p>	<p>effective deployment of teaching assistants/ one to one support</p> <ul style="list-style-type: none"> <li>• Access to the Learning Mentor</li> <li>• Monitoring/strategies by attendance team</li> </ul>	<ul style="list-style-type: none"> <li>• Level of engagement is improved if children and children can identify <i>Effective Characteristics of Learning</i></li> <li>• Teaching strategies take account of gender differences to fully engage children in writing and maths</li> </ul>	<p>culture of success and achievement</p> <ul style="list-style-type: none"> <li>• Learning environment enables independence in editing skills and self-checking strategies</li> <li>• Individuals make better or expected progress</li> <li>• Individuals recognise what kind of learner they are and how they can successfully approach tasks/challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Work Scrutiny</li> </ul> <p><b>Who?</b> SLT</p> <ul style="list-style-type: none"> <li>• Pupil Interviews</li> <li>• Termly attendance monitoring</li> <li>• Pupil Interviews</li> </ul> <p><b>Who?</b> HT/LM</p>
<ul style="list-style-type: none"> <li>• Improved positive participation in social times including play times and engagement in extra-curricular activities, Pupil Voice; Leadership Roles and social time of identified pupils eligible for PP from across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Support identified children who find social time/transition times difficult</li> <li>• Sign post children to put themselves forward for specific roles (leadership/performance) and volunteering roles</li> <li>• Select individuals for leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>• Children who have limited social skills find it difficult to confidently participate fully in the wider life of the school and share their achievements</li> <li>• Support individuals to enable them to participate in social events/extra-curricular</li> </ul>	<ul style="list-style-type: none"> <li>• A range of strategies including modelling, scaffolding are used to enable children to be successful during transition periods and play times</li> <li>• All pupils identified with PP take part in at least one extra-curricular activity</li> <li>• Play Leaders Programme is used as a key strategy</li> <li>• Identified barriers are eliminated</li> <li>• New role of Sports Innovator (Sports Premium)</li> </ul>	<p><b>When?</b></p> <ul style="list-style-type: none"> <li>• Weekly updates</li> <li>• Termly analysis of behaviour and loss of Golden Time</li> <li>• Extra-curricular level of participation /registers</li> <li>• Leadership roles</li> </ul> <p><b>Who?</b> SLT LM/Early Help SENDco PP Governor</p>

<ul style="list-style-type: none"> <li>Improved behaviour of identified children who impact on the learning of others</li> </ul>					<ul style="list-style-type: none"> <li>Impact of pastoral support plans</li> </ul> <p><b>Who?</b> SENDco SLT</p>
<p><b>c.</b> Effective provision in place to support and nurture identified pupils eligible for PP from across the school with emotional needs and physical well being</p>	<ul style="list-style-type: none"> <li>Provision of a Learning Mentor/ Early Help Lead</li> <li>Provision of outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>Access to a broad and balanced curriculum which includes outdoor learning and physical education supports the development of children emotional, spiritual, moral and social development</li> <li>Access to active learning across the curriculum supports self-esteem and well being</li> <li>Access to bespoke inventions helps individuals overcome barriers for example Friends Programme, Kind Hands and other programmes to support positive behaviour</li> <li>Access to learning beyond the classroom impacts positively on self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Good level of attendance</li> <li>Pupil Voice Leadership Groups (including Sports and Play Leaders funded through Sports Premium)</li> </ul>	<p>SENDco Learning Mentor / Early Help</p>	<p><b>When?</b></p> <ul style="list-style-type: none"> <li>Termly PPM's</li> <li>SEND Reviews</li> <li>Pupil Voice</li> <li>Parent feedback</li> </ul> <p><b>Who?</b> SENDco/Inclusion Governor</p>
<p><b>d.</b> Effective partnerships with parents/carers to improve</p>	<ul style="list-style-type: none"> <li>Open Door Policy</li> <li>Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Strong and trusting relationships with parents/carers enables open dialogue which positively</li> </ul>	<ul style="list-style-type: none"> <li>School ethos and values are lived out</li> <li>Access to HT/ class teachers</li> </ul>	<p>SLT Governors</p>	<ul style="list-style-type: none"> <li>Parent View</li> <li>Parent questionnaire</li> </ul>

outcomes for all children including those identified pupils eligible for PP	<ul style="list-style-type: none"> <li>Community partnerships</li> <li>Parent View</li> </ul>	<p>impacts on outcomes for children in receipt of PP</p> <ul style="list-style-type: none"> <li>Engagement with home learning impacts positively on outcomes for children</li> </ul>	<ul style="list-style-type: none"> <li>Regular opportunities to join the school in a variety</li> <li>Assessment cycle communicated to parents which sets out Assessment and Reporting arrangements at regular times throughout the year</li> <li>Parent/carers workshops – standard and in response to Parent View/surveys/feedback</li> </ul>		<ul style="list-style-type: none"> <li>Parent feedback and evaluation sheets</li> <li>Attendance registers to specific events</li> <li>External reports including Ofsted</li> </ul>
<b>Total budgeted cost</b>					£8,000 *14 hours TA support

<b>ii. Targeted support: Learning Mentor, Targeted intervention,</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>Review implementation Who? When?</b>
<p>B. Y6 middle attainers (KS 1) Accelerate progress in Maths to achieve EXS</p> <p>Y3 low attaining pupils (3</p>	<p>Targeted support over and above Maths lesson</p> <p>Learning Mentor – class based to enhance learning</p>	<p>Children identified in Y6 from data Targeted support by Y6 TA for pre-learning or consolidation of learning</p> <p>Builds on targeted provision in Y2 (out of classroom) to</p>	<p>High quality teaching Ongoing assessment identifies gaps in learning Teaching and learning focuses on needs of group</p> <p>Regular check on progress Learning set in context for children</p>	TA (FG)	<p><b>When?</b></p> <ul style="list-style-type: none"> <li>Termly PPM's</li> <li>Progress in books</li> <li>Standardized tests</li> </ul> <p><b>Who?</b> Mobilise Lead</p>

targeted high needs children)	through pre-learning and bespoke teaching	support/prepare for learning in class environment	Key relationship with adult		
C. Improve level of engagement in social time of identified pupils eligible for PP from across the school	Play Leaders Friends	Individual children identified to join group intervention  Support individuals to enable them to participate in social events/extra-curricular	High quality training from MSP Sports Consortium (Sport Premium) High quality CPD for Learning Mentor and MDS's		Termly PPM's

**iv. Other approaches to meet individual needs:**

<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>Review implementation Who? When?</b>
A. Improve language and literacy skills for pupils eligible for PP in the reception, Y1 and Y2	One to one targeted support/ intervention	<ul style="list-style-type: none"> <li>Assessment Data identifies low starting points on entry to school</li> <li>Pupil Performance Data individual is not making expected progress based on prior attainment</li> </ul>	Additional support through consolidation of basic language and literacy skills or specific invention.	SENDco/ CT Teacher/s	PPM's – school team  Pupil Performance Data – SLT, CT  EHCP and SEND reviews – SENDco, Parent, Child

<p>B. Improved behaviour of identified children who impact on the learning of others in particular focus group in Y2 and high needs boys in R</p>	<p>Targeted strategies including improving attendance, engagement with parents and bespoke strategies – Early Help, behaviour Individual behaviour Logs Pastoral Support Plans Reduction of low level disruptive behaviour Identification of additional needs</p>	<ul style="list-style-type: none"> <li>• Eliminate low level disruptive behaviour of identified children to positively impact on the learning of all children</li> <li>• Nurture high needs children to support play and building of friendships with peers</li> <li>• Work with outside agencies to address individual and group needs including Behaviour Outreach Support Service (BOSS) and Play Therapists (Attachment/Early life experience).</li> </ul>	<p>Monitor and evaluate strategies implemented/ time bound</p> <p>Effective home/ school communication</p> <p>Effective PSHE strategies as a whole class</p>	<p>Y2 CT R CT SENDco Learning Mentor</p>	<p>Termly (6 terms) review or more frequently if required</p>
<p>C. Effective provision in place to support and nurture identified pupils eligible for PP to support their emotional needs and physical well being</p>	<p>Bespoke support for individual and his/her family</p> <p>Inclusion for all</p>	<p>Significant circumstances outside school can impact on a child's emotional needs.</p> <p>Eliminating barriers that may make a child feel as if he/she is not included can positively impact on their emotional and physical well-being</p>	<p>Learning Mentor/Early Help Lead impacts significantly on pupils in need of support with emotional needs and physical well being</p> <p>Pupil premium funding is used to remove barriers to inclusion</p>	<p>HT/PP Champion Learning Mentor / Early Help</p>	<p>PPM's ESCO Meetings TAC Meetings</p>
<p>D. Bespoke Support</p>	<p>Support with activities to develop skills and talents: music lessons</p>	<p>To enable children in receipt of pp to be able to fully participate in school life</p>	<p>Good knowledge of family needs</p>	<p>Learning Mentor</p>	<p>Termly Audit of expenditure r</p>

	<p>Signposting to activities and experiences not routinely in reach of families</p> <p>Payment/part payment towards residential and educational visits, after school club</p> <p>Provision of equipment: pencil cases, reading folders, shoes, uniform</p> <p>Provision of hot school meals</p> <p>Bespoke provision/equipment for Service Children</p>	<p>To eliminate any barriers as a result of deprivation</p>	<p>Effective communication between class teachers and Learning Mentor</p> <p>Running record of expenditure to be maintained by School Administrator</p>	<p>School Administrator HT</p>	
<p style="text-align: right;"><b>Service Children (3 children) includes carry forward</b></p> <p style="text-align: right;"><b>PLAC and LAC (3 children) includes carry forward</b></p> <p style="text-align: right;"><b>Pupil Premium (17 children)</b></p> <p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>£ 3,480.00</p> <p>£ 5,630.00</p> <p>£27,047.00</p> <p><b>£36,157.00</b></p>