

Pupil premium strategy statement – Delabole Community Primary School 2018-2019

1. Summary information					
School	Delabole Community Primary School				
Academic Year	2018	Total PP budget	£19,100	Date of most recent PP Review	July
Total number of pupils	127	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Nov 2018

2. Current attainment		
	Y6 pupils eligible for PP (your academy)	Pupils not eligible for PP (national average)
% of Y6 pupils achieving ARE in reading, writing and maths	X 2 66%	X8 73%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	X3 100%	X9 82%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	X2 66%	X 8 73%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	X2 66%	X8 73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	A significant proportion of PP pupils enter school with limited vocabulary and poor oral language skills. They do not have the language to articulate thoughts and feelings. This means that the skills of blending and segmenting are impaired so that reading and writing progress is slow.
B.	Although only 4% of pupils enter from home contexts which are in the 30% most deprived nationally (IMD data) there are a significant number of pupils who come from families on low income who are subject to challenging circumstances economically. This impacts on emotional wellbeing and resilience for learning. This also impacts on home learning/the practise and consolidation of fundamental skills - such as reading - in families who are struggling to support.
C.	A significant proportion of PP pupils have low self-esteem and low aspiration. They do not yet have the capacity to own the learning process and be independent. This is a key area of development across all abilities.
External barriers (<i>issues which also require action outside school</i>)	
D.	Attendance of some PP children is low and many have to contend with high mobility through housing issues. For a small number, continuity of provision in one school is critical, following high levels of mobility from one educational setting to another.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Increased momentum and quality of language acquisition in all classes – but particularly in Reception and Key Stage 1, so that progress in fundamental Reading and Writing skills is accelerated. Vocabulary is enhanced in KS2	PP children in Reception receive bespoke support to enhance oracy, boost phonic awareness and apply to Reading and Writing ELGs. The gap closes rapidly. As pupils transfer to KS1, the focus continues in order to ensure PP children achieve Expected in line with their non – Pupil Premium peers. In KS2, Reading and Writing outcomes at EXS and GDS improve so that the gap between disadvantaged and non-disadvantaged children closes
B.	All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.	Challenging behaviour and incidences of dysregulation arising from pupils in crisis due to anxiety and mental health issues, decreases. Those who present with multiple vulnerabilities receive high quality, consistent provision which addresses their needs. As a result, highly vulnerable pupils access learning and achieve success.
C.	Children are active learners with high aspirations. They own the language of learning skills (metacognition) and have a growth mindset. This enables them to drive their own progress against models of excellence. They achieve highly and are empowered.	There is a shared language which frames 8 key dispositions for learning. Pupils understand the mistakes process and embrace challenge. A growth mindset increases resilience and risk taking in learning. High quality opportunities for focused feedback ensure that pupils have a clear grasp of progress against aspirational models.
D.	Increased attendance rates for pupils eligible for PP	Attendance figures for PP children rise and are stabilised at 95%. Parents understand the impact of lateness and persistent absence. They support the school's drive to ensure pupils achieve their entitlement. Pupils attend school and are safe.

5. Planned expenditure

Academic year

2018-2019

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?
Improved oral language skills Reception and KS1	An audit of Phonics provision and staff training on the development of oracy in Reception and KS1 (English Lead release)	Through observation, Senior Leadership identified inconsistencies in Phonic progression from EYFS to KS1 and beyond. This has been addressed and a new systematic approach resourced/introduced. High quality patterns of oracy introduced through quality texts, drama and purposeful play in Continuous Provision	Training provided by Early Excellence and staff representatives from SLT, Class Teachers and TA teams are part of Action research project. High quality resources and texts purchased, and training procured through RSC affiliation.	Senior Head of School and Head of School English Lead	January 2019 March 2019 July 2019
Accelerated progress in Reading and Writing for KS 1 pupils Increased proportions of pupils achieving Expected at end of each key stage	Early morning learning intervention for fundamental skills. Action research on effective feedback to secure accountability/ application of skills (follow back). Staff release	Review of progress of lower achieving PP pupils in Reception/Yr 1 indicates that they are unable to apply basic skills with confidence and consistency. This lack of automaticity impacts on early Reading progress and fundamental writing skills. In KS1 and KS2, pupils lack ownership and are passive in terms of editing and refining	Whole school action research around effective feedback (see low cost v high value studies by EEF) Selected small groups of learners receive Early Morning Learning of fundamental skills in phonics and 'need to know' words from Teacher. Peer observation and lesson study secure a shift in school feedback culture.	Senior Head of School and Head of School English Lead All teachers.	January 2019 March 2019 July 2019
Total budgeted cost					£2,000

ii. Targeted 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	When will you review
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Improved oral language skills transferring to Reading and Writing Increased proportions of pupils achieving expected at end of each key stage	Bespoke packages of support across Wave 2 and 3 (small group and 1:1) delivered by experienced Intervention Teacher	Targeted support delivered to close the gap to ARE (Achieve Intervention) and boost confidence with highly individualised support during SATs. Targeted support delivered to high achieving pupils (Mastery Intervention) in order to raise scaled scores and secure high quality outcomes	Timetables are orchestrated so that small group/1:1 interventions enhance Quality First teaching rather than detract from it. They are run in parallel or are deployed as pre-teach/Golden Ticket (reparative work or consolidation) or refining opportunities for Writing. Where possible 'follow back' opportunities check that skills are applied in independent whole class work	Intervention Teacher	Ongoing and reviewed X6 yearly through pupil progress meetings
Increased proportions of pupils achieving expected at end of each key stage	Consolidation of Learning Toolkit and Growth Mindset work to increase resilience and support a focus on pupil effort and accountability. Whole staff action research around effective feedback (Clarke and Hattie) to engage pupils and give them ownership of learning process.	See high impact/low cost studies from EEF linked to metacognition for learning and effective peer to teacher/peer to peer feedback. See also recent high quality research from Shirley Clarke and John Hattie (Visible Learning Feedback) A number of pupils remain passive and lack independent learning strategies. They do not respond to marking feedback. The SLT are driving significant change in approaches to how we shape lessons and deploy marking/feedback through lesson study	SLT will ensure that this strand of development of Teaching and Learning is central to the School Improvement Plan and a core element of Performance objectives for all staff – including TAs. Termly training focuses linked to action research in cohort teams will drip feed each element with milestones for review. It will be monitored through peer to peer lesson study and whole staff monitoring such as learning walks, book looks and pupil voice captures. Staff will be released for peer to peer observations and lesson design.	SLT All teachers in cohort groups.	Ongoing linked to milestones throughout the year
Total budgeted cost					£9,000

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?
All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with	All staff to receive TISUK training which builds on previous training linked to brain development and Thrive approaches which support pupils with poor wellbeing/low	70% of pupils enter from home contexts which are in the 30% most deprived nationally (IMD data). This impacts on emotional wellbeing and resilience for learning. This also impacts on home learning/the practise and consolidation of	High quality training whole staff from Julia Harmieson (TISUK) Key members of staff are trained as lead practitioners (SENDco and lead TA Key practitioners conduct Motional Baseline assessments alongside parents which profile the whole child and enable	SLT SENDco Lead TA	Termly through the Care and Guidance team meetings

<p>complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p>	<p>resilience/challenging behaviour as a result of contextual issues/emotional and social needs.</p>	<p>fundamental skills - such as reading - in families who are struggling to support.</p> <p>There is significant research into the impact of trauma on brain development in formative years which suggests that new templates for learning and wellbeing need to be laid down by highly trained practitioners in order to redirect behaviour responses.</p>	<p>staff to strategically deploy reparative intervention sessions.</p> <p>Innovative ways into behaviour change are designed i.e.Wild Tribe club</p> <p>External agencies are used for specific cases i.e.Dreadnought and CLEAR</p>		
<p>Increased attendance rates for pupils eligible for PP</p>	<p>A variety of approaches linked to supporting increased attendance and decreasing persistent absence for at risk pupils.</p> <p>The creation of the Parent Liaison lead role Care and Guidance Team Monitoring cycles Direct engagement/awareness of pupils and home Regular monitoring with EWO</p>	<p>Research from NFER indicates that in order to close the gap for disadvantaged/ vulnerable pupils, we must first ensure that they maximise attendance. Attendance below 95% has an inverse impact on progress, behaviour, confidence and self-image as a learner Many PP children are victims of persistent absence through changing family contexts and hard to engage families.</p> <p>The SLT understand that there is a need to engage with these families from the outset and build good habits of attendance.</p>	<p>The designated Parent Liaison lead will work alongside the SENDco and SLT as well as other staff to ensure that the school builds a trust account with parents, that parent's views are harnessed and that these are used to inform opportunities to support and engage parents in their child's learning though: Workshops, school experiences and Open Classroom Sessions as well as signposting to multi agency support.</p>	<p>SLT Parent Liaison Lead SENDco Care and Guidance Team</p>	<p>As above Termly through the Care and Guidance team meetings</p> <p>Hub Councillors and EWO X3 yearly</p>
Total budgeted cost					£8,000

6. Review of expenditure				
Previous Academic Year		Expenditure £26,240		
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
To close the gap in achievement so that PP children increasingly make progress that is at least good (above 6 points per year) and attain in line with their non PP peers	The majority of PPG funding was set against the salary of the part time teacher who targeted bespoke intervention programmes across the school. A key focus was closing the gap for Year 3 and Year 6 Pupil Premium pupils in Maths. There will be further consolidation of Reading skills for Pupil Premium children at risk of falling behind across year's 3, 4, 5 and 6	Averaged across the school, the percentage of Pupil Premium (PP) children on course to achieve the Expected standard is above national results for PP children in reading (+9%) and in combined reading, writing and maths (+6%); but is below national results for PP children in writing (-4%) and in maths (-1%). Averaged across the school, the gap between school PP children and national results for Non PP children is 8% in reading; 19% in writing; 18% in maths; and 13% in combined reading, writing and maths. This to be compared with National figures for 2018 when released. Our PP children achieved well. Averaged across the school, this year PP children have made the same progress as Non PP children in reading and in maths, but have made slightly less progress than Non PP children in writing. This is an improving picture, however. Outcomes for PP children at end of KS2. Of the three pupils, one with complex needs achieved Expected in Reading, Working Towards in Writing but was below the standard in Maths. The Reading progress score for this child was significantly above the expected 6 points at 8.3 points. The other two children achieved at least Expected in all three subjects, with one child achieving GDS in Reading.	Writing progress for this group remains a concern and has demonstrated that targeted intervention for oracy, phonics and early fundamental skills for Reading and Writing need to be deployed in reception and KS1 in order to prevent the gap from widening. That said, the deployment of an Intervention Teacher solely for the purpose of closing the gap, has enabled us to target pockets of underachievement – PP and non PP children - across the school. This approach will be continued but deployment will be targeted to younger children and all staff will be involved in 'early morning learning' sessions for fundamental skills We have noted that in the most recent two years, proportions of children achieving GDS is increasing. This trend also applies for PP children which indicates that they are increasingly aspirational and have the resilience to strive for mastery in their learning.	£19,000
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

<p>To remove contextual barriers to learning and tackle at source issues around low self-esteem, low confidence and social/emotional issues which impact on pupil wellbeing. These issues exacerbate low resilience and present as dysregulated or challenging behaviour. This in turn means that pupils are not ready to learn and progress is slow/outcomes do not meet Age Related Expectations</p>	<p>In a commitment to remove all contextual barriers to learning, an allocation of funds was set against emotional intelligence programmes across the school – including Thrive programmes delivered by the SENDco and a TA who underwent training through 2017-2018.</p>	<p>This element of school improvement has had a significant impact on pupils and staff and has led to a culture shift in terms of staff resilience and approaches to both low level and challenging behaviour.</p> <p>Elements of best practice have been shared with parents through workshops and have paved the way for a deeper dialogue around pupil readiness to learn and accountabilities.</p> <p>Alongside this, staff have deployed the Learning Toolkit – a set of 8 key dispositions for learning – which have been introduced to the children as part of the everyday language around the ownership of learning.</p>	<p>This work has paved the way for the next stage of development in readiness to learn.</p> <p>The strategy for 2018-2019 will be to develop growth mindset for pupils and engage them in cycles of effective feedback for learning. See planned expenditure above.</p>	<p>£5,000</p>
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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
<p>To sustain the acquisition of high quality language, and harnessing it in immersive writing opportunities. This will impact significantly on appropriate depth of challenge (mastery approaches) for our most able Pupil Premium pupils, whilst enabling less confident Pupil Premium learners to access deep learning.</p>	<p>Further high quality whole school training will be secured in order to raise aspiration and enhance teaching skills across the staff. All staff will continue to be released for the enhancement of an Enquiry Curriculum.</p>	<p>Impact has been very strong with both high achieving PP children achieving GDS in both Reading and Writing. Alongside this – those pupils who are meeting Expected standards, are increasingly secure with strong scaled scores.</p>	<p>To continue this approach and enhance the Enquiry Curriculum through the second cycle. Teachers in paired cohort teams will continue to be released for planning so that they support each other in the design of innovative learning experiences which render the learning meaningful and provide rich and varied contexts for writing.</p> <p>Quality language will be generated and harnessed at every phase of the teaching and learning cycle.</p>	<p>Termly release for Curriculum Planning X6 per teacher per year</p>

