

DITTON PRIMARY SCHOOL ACTION PLAN

DITTON PRIMARY SCHOOL – JANUARY 2018	
Total number of pupils in the school	Total Number on Roll = 403 Pupil Premium Indicator =165
Amount per pupil:	£1,320 for primary aged pupils & £1,900 for CiC
Total pupil premium budget:	£217,800

Evidence of school performance

Key observations from the Inspection Data Summary Report, November 2017 and findings from the Review:

Disadvantaged pupils are making similar progress to other pupils nationally within Reading and Mathematics; there are small gaps but they are not significant. Internal data indicates that this is not an area of concern across the year groups and in some years there is evidence that the disadvantaged are outperforming their peers.

The Inspection Data Summary Report indicates that disadvantaged pupils are not making similar progress compared to all pupils in writing, the trend is mirrored with regards to attainment. Internal data suggests that this is not an issue with current pupils and in some cases shows that the Pupil Premium cohort are outperforming their peers.

Governors have not checked the effectiveness of pupil premium expenditure with sufficient vigour to ensure that provision for disadvantaged pupils is effective and provides value for money

Monitoring and assessment of additional provision for disadvantaged pupils and those who have special educational needs and/or disabilities is not sufficiently well developed and embedded to have an impact on sustained progress.

There are examples of best practice across the school, noticeably the carefully targeted deployment of TAs and the introduction of the 'Tree House' project.

Leaders have ensured that assessment systems are sufficiently robust. Tracking of pupils is focused on progress and attainment. As a result, leaders and teachers have the necessary information to ensure that work is set for pupils at the correct level. Internal data and frequent observations suggest that the overall quality of teaching is good, however there are issues around a small number of relatively inexperienced teachers who have a high proportion of disadvantaged pupils within their teaching groups.

Summary of school's performance data in academic year 2016-17:

Attainment & Progress 2017:

Yr 1 Phonics

Overall 83% achieved the standard

PP = % / Non-PP = %

All Pupils End of KS1

Expected Reading = 53%

Expected Writing = 49%

Expected Maths = 53%

Greater Depth Reading = 2%

Greater Depth Writing = 0%

Greater Depth Maths = 0%

Pupil Premium End of KS1

Expected Reading = 39%

Expected Writing = 26%

Expected Maths = 30%

Greater Depth Reading = 0%

Greater Depth Writing = 0%

Greater Depth Maths = 0%

All Pupils End of KS2

Expected Reading = 68%

Expected Writing = 55%

Expected Maths = 70%

Expected EGPS = 68%

Reading Progress = 0.6

Maths Progress = 0.1

Greater Depth Reading = 11%

Greater Depth Writing = 2%

Greater Depth Maths = 9%

Greater Depth EGPS = 16%

Writing Progress = -2.8

Pupil Premium End of KS2

Expected Reading = 54%

Expected Writing = 39%

Expected Maths = 50%

Expected EGPS = 43%

Reading Progress = -0.1

Maths Progress = 0.1

Greater Depth Reading = 11%

Greater Depth Writing = 0%

Greater Depth Maths = 11%

Greater Depth EGPS = 7%

Writing Progress = -4.3

School's pupil premium statement and strategy:	<p>The Pupil Premium spend for 2016-17 was available on the school website but was not reviewed, therefore the impact that each area of spending had was very difficult to ascertain. The school has a very clear data and tracking system and I would suggest that this is used to provide quantifiable evidence for the effectiveness of each intervention.</p> <p>The strategy for 2017-18 is present on the school website but again this would benefit from being evaluated on a regular basis. The interventions sections highlights that a large percentage of the Pupil Premium budget, £108,000, is allocated for various interventions; it is easier to determine the success of any interventions when they have been clearly defined. The actions and strategies identified are suitable given the school context and are aligned strongly with the improvements needed as identified by OfSTED and also in the school SEF.</p> <p>The school should add a section to the School Development Plan (SDP) which details how the PP spend will make an impact and how it will be evaluated. I would also encourage the school to appoint a link PP governor as soon as possible, this person should be identified within the PP plan and the SDP.</p>
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Ditton Primary School Action Plan (Part 1)

The table below can be used to summarise the identified areas of focus, barriers, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils.

Focus	Barriers	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>Evaluation and impact of expenditure for 2016-17 and a robust plan for academic year 2017-18 with success criteria and desired outcomes attached.</p>	<p>There is a wide range of data available which is not being used to the full effect in order to assess which interventions are working and offering the best value for money.</p>	<p>Senior and Middle leaders have a strong and clear plan for PP spending which can be shared with the staff team to ensure clarity.</p>	<p>Pupil Premium strategy will be completed, including the sections highlighting the impact of the spend.</p> <p>The School Development Plan will be amended to include a designated section relating to the performance of disadvantaged pupils.</p>	<p>Use of in school data to evaluate impact.</p> <p>Pupil/Parent voice.</p>	<p>The evaluation of each strategy should form part of the review on the website and be presented to all stakeholders and particularly the governing body and external colleagues as and when required.</p> <p>Impact will be evaluated using the success criteria listed; however, indicators such as improvements in Attendance / PA / Exclusions / Attitude to Learning, behaviour and pupil voice should not be overlooked.</p>

Focus	Barriers	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>Ensure all class teachers are aware of student starting points to have a sharp focus on progress.</p>	<p>Lack of consistency across the school and also lack of understanding of prior attainment to ensure sufficient progress.</p>	<p>Attainment and progress will improve across the school.</p>	<p>Improve the progress in reading, writing and maths at all key stages, particularly is KS1 and KS2.</p>	<p>Half-termly pupil progress meetings with staff.</p> <p>Teacher coaching programme with bi-weekly moderation with members of the SLT.</p> <p>Work scrutiny to include the key students highlighted on the pupil progress sheets.</p>	<p>The headteacher and deputy will monitor and evaluate the classes within the school using the data system currently in place.</p> <p>Specific intervention with additional adults or teachers will be used to monitor their impact and effectiveness.</p> <p>The whole school data will be reviewed after each data capture point and moderation will take place.</p>

Focus	Barriers	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>High quality teaching should be directed at the groups that have the highest proportion of disadvantaged pupils.</p>	<p>Disadvantaged pupils benefit most from access to high quality teaching, numerous studies have reinforced that this is the biggest influence in the level of progress achieved by disadvantaged pupils.</p>	<p>Disadvantaged pupils have access to quality teaching on a day to day basis.</p>	<p>Improve the progress in reading, writing and maths at all key stages, particularly is KS1 and KS2.</p> <p>Improved attendance due to increased engagement.</p>	<p>Creation of Pupil Premium groups to take advantage of the current numbers of high quality teachers within the school.</p> <p>Using a section of the PP budget to recruit a specialist high quality PP teacher.</p> <p>CPD/Coaching systems to improve the quality of teaching for all pupils, including those who are disadvantaged.</p>	<p>The headteacher and deputy will monitor and evaluate the classes within the school using the data system currently in place.</p>

Ditton Primary School Action Plan

An action plan similar to the one above should help to provide a refreshed focus on the school's pupil premium strategy. The headteacher and governors should own the plan, which should identify the main strategies, owners and milestones, with dates to review and evaluate the success of each strategy.

Ditton Pupil Premium Action Plan 2018			
Headteacher name:		Signature:	
Chair of Governors name:		Signature:	
Reviewer name:	Alan McKeegan	Signature:	
Date of pupil premium review:			