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## **Duxford (C of E) Community Primary School Pupil Premium Review 2017/18 and action plan 2018/19**

### **The Pupil Premium - overview**

The Pupil Premium is designed to ensure that funding to tackle the disadvantaged reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Year 11 who are eligible for free school meals (FSM), who are looked after (in foster care or adopted)(LAC) or have parents currently in the Armed Forces (Service Premium).

From 2012, the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years of their school life (FSM6)

In 2018-19 Pupil Premium was £1,320 per pupil eligible under FSM6, £1,900 for Looked After children and £300 per pupil eligible under Service Premium.

This money is allocated to initiatives to support pupils to reach their potential both academically and socially.

### **School Allocation**

For the financial year 2016-17, Duxford Primary School's Pupil Premium allocation was £38,540

This represents £29,040 from FSM6 and £9,500 from LAC.

For the Financial year 2017-18, Duxford Primary School's Pupil Premium allocation is £37,960.

This represents £30,360 from FSM6 and £7,600 from LAC

For the Financial year 2018-19, Duxford Primary School's Pupil Premium allocation is £33,000

This represents £25,400 from FSM6 and £7,600 from LAC

### **Impact of funding 2017-18**

Each term the academic progress of each child is analysed and support is put into place to support and extend learning as and when needed. In addition to this the class teacher also monitors and records any events in the child's life which may result in them requiring emotional support. The pupil premium champion (Headteacher) collates this data and meets with class teachers to discuss with them any specific needs relating to the PP pupils as and when they arise. This is then discussed with the Special Educational Needs/Disabilities leader. (SEND Lead) as in our school many Pupil Premium children have SEND needs too. The funding of our specialised 2 day SEND Lead has provided invaluable emotional and practical help for all vulnerable children and parents within our school community. She regularly liaises with a variety of outside agencies to support children and families. Additionally all support and interventions are plotted onto a Provision Map which is reviewed half termly. If an intervention is not having a positive impact after 6 weeks, it can be discarded and a different approach used.

Our Ofsted inspection report, November 2018, stated:

'Over the past few years, the published assessment information for the small number of disadvantaged pupils indicates that they do not achieve as well as other pupils. An examination of the use of pupil premium funding to overcome barriers to learning showed that it was having a positive impact on helping pupils to make good progress from their individual starting points. Teachers ... carefully identify the barriers to learning experienced by individual pupils and plan additional support pastorally, within lessons, or by implementing additional activities to improve the quality of learning for these pupils.'

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1. Summary information 2018/19					
<b>School</b>	Duxford (C of E) Community Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£33,960	<b>Date of most recent PP Review</b>	04.9.18
<b>Total number of pupils</b>	205	<b>Number of pupils eligible for PP</b>	23	<b>Date for next internal review of this strategy</b>	26.2.19

2. Review of attainment 2018		
31 children in this year group. 1 PP – 3% (23% SEND, 1 EHCP)	KEY STAGE 2 2017/18	
	<i>Pupils eligible for PP (your school) exs</i>	<i>Pupils not eligible for PP (national average) exs</i>
Expected Standard Reading	100%	75%
Expected Standard Writing	0%	78%
Expected Standard Maths	0%	76%
% achieving in reading, writing and maths	0%	64%

**Whole school - Pupil Premium Summer 2018 progress data summary table.**

18 pupil premium children (brackets show actual numbers) <b>N.B. Figures include reception children who won't be included in funding until the following financial year.</b>	<b><u>Reading</u></b>	<b><u>Writing</u></b>	<b><u>Maths</u></b>
% that made progress since Autumn 2017 to Summer 2018	88% (16)	94% (17)	94% (17)
% not made progress/stayed the same since Autumn 2017 to Summer 2018	11% (2)	5.5% (1)	5.5% (1)
% not made progress and <b>are SEND (8)</b>	11% (2)	5.5% (1)	5.5% (1)
% not made progress and <b>not SEND (10)</b>	0% (0)	0% (0)	0% (0)
<b><u>Narrowing the Gap.</u></b>			
% <b>exceeding</b> age standard at Summer term	5.5% (1)	0% (0)	16.5% (3)
% at age expected/or exceeded at Summer term	38.5% (7)	38.5% (7)	44% (8)
% <b>total</b> not at age expected	55% (10)	60.5% (11)	38.5% (7)
% not at age expected and <b>are SEND</b>	33% (6)	27.5% (5)	22% (4)
% not at age expected and <b>not SEND</b>	22% (4)	33% (6)	16.5% (3)

<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, such as poor oral language skills</i> )		
<b>A.</b>	Poor verbalisation, life experiences and syntax leading to lower writing outcomes	
<b>B.</b>	Traumatic/difficult life experiences requiring counselling and/or support	
<b>C.</b>	Limited memory skills especially linked to difficulty with spellings, phonics and maths	
<b>D.</b>	Social skill and behavioural issues	
<b>E.</b>	Limited home support	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Traumatic/difficult life experiences requiring counselling and/or support	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children will be able to express themselves more and increasingly correctly orally and in writing	Wider vocabulary, grammatically correct structures, improved punctuation, higher writing composition and effect, increased progress and attainment in writing
<b>B.</b>	Children are better equipped to deal with complexities of life and have skill set to be able to focus in learning and talk about their problems which are resolved quicker	Children know who to go to in times of crisis and to prevent escalation/onset of problems, fewer disturbances to learning, increased progress and attainment across subjects
<b>C.</b>	Children are able to retain prior learning in the areas of spelling, phonics and maths and move quickly onto new objectives	Decreased reliance on repeated learning, less regression if any, increased progress and attainment in these areas
<b>D. And F.</b>	Children are included in learning more, show motivation to learn, are happy and are able to thrive in lessons	Children report feeling happier, fewer behavioural incidences, class or group work pace increases and increased progress and attainment in lessons
<b>E.</b>	Children are able to cope with the everyday demands of learning and gain equal access to provision through equipment and experiences	Children gain more experiences and the gap between them and their non-disadvantaged peers closes. Children have the necessary resources and skills to thrive in school.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19</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>
For pupils and families to have wider support with home life, social skills, behaviour and parenting	Fund the family support worker (JHT) to support all families with aspects of parenting, attendance, supporting learning and working in partnership with school and outside agencies to achieve positive outcomes for children	We have seen the impact support for social skills and behaviour has already started to have as a school and believe this would be the best way to achieve this. The family worker is someone parents and families regularly reach out to and no longer exists due to the restructure of the locality provision so this plugs the gap.	Liaison with cluster schools to ensure high quality support is provided. Feedback sought through SEND to ascertain how it is working.	HT/DHT/SEND	Summer 2019
Continue to support children through a range of interventions	Intervention TAs able to deliver specific interventions to a range of pupils	Children need consistency and continuity with their interventions, someone to track the data and check the intervention is meeting their current needs, and someone who is able to look ahead and pitch future learning needs to that of the individual or group.	Regular collection of data, analysis and pupil progress meetings	HT/DHT/SEND	Summer 2019
To provide a safe place for children to be and a person to talk to when they need time out of lessons	SEND lead plus allocated TA	Conversations with children and analysis of behaviour data shows that children need an outlet for worries and a place to go in order to support their needs.	Pupil surveys, behaviour and class data	HT/DHT/SEND	Summer 2019
Teaching assistant time to support children with emotional needs	SEND is available and not assigned to classes. Teaching assistants employed to provide class emotional support when SEND is unavailable.	This approach enables there to always be a supportive and trusted adult children can talk to when needed.	Pupil surveys, behaviour and class data. SEND to consider impact of TAs when reviewing.	HT/DHT/SEND	Summer 2019

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<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>
Structured conversations for parents of vulnerable children	Although Staff trained on how to hold supportive conversations to best engages and support these parents, it is mainly SEND who leads and is engaged in these conversations	The school wishes to improve its communication with parents particularly of those from disadvantaged backgrounds. It is believed that a strong partnership between home and school will best allow children to reach expected outcomes in school, be happy and safe and to make good progress.	Feedback from parents and children will allow us to review this measure and refine our practices, potentially providing scope to disseminate across all pupils.	HT/DHT/SEND	Summer 2019
Access emotional support from outside agencies	Approach counselling services in conjunction with cluster schools, where appropriate	Our children need a range of support to meet their needs including mental health especially when they do not meet the EHA requirements for attainment. For children from disadvantaged backgrounds, children are less likely to have support through parents due to costs and other factors.	Our SEND lead will track emotional difficulties of pupils to gauge improvement and impact. Continue with cluster Mental Health work.	HT/DHT	Summer 2019
Ensure all children have access to clubs, trips, wrap around care, booster groups and appropriate clothing	School office(SBM) to provide guidance and finances to support parents struggling to meet costs discretely which is also reiterated in parental contact e.g. coffee mornings/pastoral lead Offer food at boosters.	All children should feel part of Duxford in terms of uniform and experiences. Children should have equal access to all opportunities we have to offer.	Check children are all participating in activities, offer support when there are gaps, provide parents with information of where to go to with funding needs	HT/DHT/SBM	Summer 2019
<b>Total budgeted cost</b>					<b>£33,000</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2017/18</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Teachers, TAs and SEND have further training to support children in reading and writing	Inference training for intervention TA and SEND	All staff better equipped to offer support to staff and children on how to infer in reading thus narrowing the gap between PP group and wider class/school	Further disseminate training and consider further support/interventions across school	
Ensure all children have access to clubs, trips, wrap around care, booster groups and appropriate clothing to ensure inclusion	School office to provide guidance and finances to support parents struggling to meet costs discretely which is also reiterated in parental contact.	All children attended trips with the exception of those who were absent or had a medical appointment. Children had good inspiration for writing based on experiences and social acceptance among peers.	Calling parents up of all children declining trips to get them to reconsider worked well to increase uptake and engagement.	
Children have access to high quality texts	Library club led by experienced TA with scheme to pay as you go to incentivise affordable spending	Children will be able to increase the number and quality of texts giving them more access to better support at home and more experiences to support writing	Provide more financial incentives and further track and develop uptake of scheme Consider expanding to KS1	TOTAL
				<b>£4,880.00</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

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Teaching assistant hours provided to target support in phonics, maths, spelling, lego, reading, grammar and English skills to ensure progress and attainment	Group support and intervention for PP children and others not on track to meet age related expectations	All interventions running were reviewed for progress and stopped if data did not support the intervention. All interventions that continued, supported by PP funding, showed an improvement in data.	To run interventions via SEND to enable continuity of support and accurate data tracking.	
Pupils needing external counselling support provided with this as an outlet for mental health concerns and to support pupil well being	Counselling – 10 week block with play therapy	Children reported feeling happier having an outlet to release concerns. Well supported by parents.	To provide also an in-school service to prevent escalation of mental health issues. To continue to provide/explore this with the support of the cluster to reduce costs.	
Music tuition and Dance for disadvantaged groups	1:1 instrument lessons and orchestra, stage dance club	Children were able to flourish in non-academic subjects raising self-esteem and resilience	Continue to offer and expand.	
Purchase equipment and books	Various	Supported behaviour in class and increased engagement	Continue to use this approach	<b>TOTAL £33652.00</b>
				<b>Grand total 38,540</b>

**7. Additional detail**

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