

Pupil premium strategy statement

Review of 2017-18

1. Summary information					
School	Duston Eldean Primary School				
Academic Year	2017 - 2018	Total PP budget	£67,696	Date of most recent PP Review	July 2018
Total number of pupils	450	Number of pupils eligible for PP	38 (Oct 2017)		

2. Current attainment		
	<i>Pupils eligible for PP end of KS2</i>	<i>National Average (all pupils)</i>
% achieving expected standard or above in reading and maths plus expected standard in writing	55%	64%
% achieving expected standard or above in reading	64%	75%
% achieving expected standard or above in mathematics	73%	76%
% achieving expected standard or above in spelling, grammar and punctuation	82%	78%
% achieving expected standard or above in writing	64%	78%
Average scaled score in reading	100.7	105.04
Average scaled score in grammar and punctuation	103.6	106.2
Average scaled score in maths	102.5	104.38
Progress measure		School All
Progress measure in reading:	-3.26	-0.67
Progress measure in writing:	-0.95	-0.82
Progress measure in maths:	-0.74	1.11

3. Review of expenditure

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
The Majority of pupils leave Foundation Stage at Age Related Expectations in Communication, Language and Literacy.	Additional support groups in social skills, communication, and high frequency words, by members of ECM team.	The majority of children made improved progress in social skills, communication skills and learning high frequency words.	The approach worked well and will continue next year.	
Improve basic skills for pupils eligible for pupil premium in Year 2	Year 2 nurture group with qualified teacher to teach basic maths, English and social skills.	Majority of children that accessed this support were able to progress back into their year group curriculum.	A minority of Pupil Premium children with additional SEN needs did not make as much progress. Approach will be adapted next year to be more targeted.	
Pupil Premium pupils achieve higher rates of progress in reading and writing in Year 3	Year 3 nurture group with qualified teacher to teach English in small focused group.	The majority of Pupil Premium children made higher rates of progress. One child didn't who has identified additional Special Educational Needs	Intervention was successful for the year group involved so not needed when they progress to year 4.	
Improve reading and writing attainment for pupils eligible for pupil premium in Year 4	Daily individual intervention programmes.	Daily intervention programmes were successful in raising attainment.	Programmes were successful and will need to continue next year. Due to additional Special Educational Needs, three children made more progress than previously but will need to continue to have additional support so that progress is maintained.	
Improve maths attainment for pupils eligible for pupil premium in Year 6	Mastery maths teacher target group.	More pupils closed the gap to achieve their year group standard in maths.	Mastery maths teacher to have a targeted group of children from different year groups who still have gaps in their basic maths knowledge.	
Improve reading and writing attainment for pupils eligible for pupil premium in Year 6	SENCO target group to teach literacy skills.	Targeted group all made progress, enabling them to read material.	There were more children in year 6 needing this type of support last year. The approach will continue if appropriate for identified children.	
				£41,296

Quality 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
All children to have a relational understanding of mathematical concepts through a progressive approach from concrete, pictorial to abstract learning to enable them to make at least good progress in Maths.	Mastery maths teacher to lead training for all staff. Maths planning to be supported by mastery teacher.	More children are making good progress in maths.	The approach has been very successful. Due to its success, less time will be needed for mastery teacher to support maths planning.	
All children will be exposed to a multi-sensory pedagogical approach to support and develop their English	Use of the Word Aware programme to be implemented across all year groups	All children are exposed to increasing range of vocabulary which is having a positive effect on their English development.	Some specific children, including Pupil Premium are not retaining enough new vocabulary. The approach will continue in class but some children will also have additional support.	

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
Class teacher to work 1 to 1 with all vulnerable children each week to identify specific targets	Teachers released for Focussed Teacher Support (FTS) time	Targets identified by class teachers for all vulnerable children, including Pupil Premium.	FTS has helped a large number of children to make progress. The approach will continue next year.	
				£13,919.40
Total cost				£67,860

4. Additional detail
Teachers released for focussed teacher support by providing Forest School and cookery and nutrition teaching to key stage one. Teachers released for focussed teacher support by providing French and music teaching to key stage two.

Pupil Premium Plan 2018-19

1. Summary information				
School	Duston Eldean Primary School			
Academic Year	2018 - 2019	Total PP budget	£60,844	Date for next internal review of this strategy July 2019
Total number of pupils	452	Number of pupils eligible for PP	38	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Low self-esteem of some children in key stage one and two impacting upon learning
B.	Low speech, language and communication skills when children enter foundation stage
C.	Specific children in year two, with additional needs, are not making as much progress as expected.
D.	Specific children in year four, with additional needs, are not making as much progress as expected.
E.	Some children in key stage two have gaps in their mathematical knowledge that are preventing them from accessing their year group curriculum.
F.	Specific year five children, with additional needs, not accessing year group curriculum in English

External barriers (*issues which also require action outside school, such as low attendance rates*)

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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Class teacher to work one to one with all vulnerable children each week. Monitoring of whole school provision map	All vulnerable children to have specific targets identified by their class teacher that can be monitored through the week.
B.	The Majority of pupils leave Foundation Stage at Age Related Expectations in Communication, Language and Literacy. Early years progress records.	All children are ready to access the year one curriculum by the end of the year.
C.	Specific Pupil Premium children with additional needs to make more progress to access their year group curriculum. Individual working records.	Children make enough progress to be able to access their year group curriculum
D.	Specific Pupil Premium pupils achieve higher rates of progress in reading and writing in Year five. Provision map targets to monitor progress	Achievement gap to begin closing for specific children with additional needs
E.	Improve maths attainment for pupils eligible for pupil premium in key stage two. Pupil progress records to monitor progress	Gaps in maths knowledge plugged so that the children can access their year group curriculum
F.	Improve reading and writing attainment for pupils eligible for pupil premium in Year six. Provision map targets to monitor progress	Achievement gap to begin closing for specific children with additional needs

How we 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	Review date
All children to gain further skills in decoding to aid fluent reading and understanding of text, enabling them to make at least good progress in reading.	Training of reading leads, enabling them to support teachers with new strategies for teaching whole class reading. Additional timetabled specific teaching of reading in every class	Want more children to achieve expected standards or greater depth in reading. Reading allows access to all areas of the curriculum.	Head teacher and governor attendance at staff training. Staff self-reflections. Pupil discussions. Monitoring of planning and reviews.	Gemma Stephenson and Paula Page	July 2019
All children will be exposed to a multi-sensory pedagogical approach to support and develop their English skills across all subjects. In turn, this will enable children to make at least good progress in English.	Use of the Word Aware programme to be implemented across all year groups Training to be given by SH on pedagogical approaches within English	A multi-sensory pedagogy supports and strengthens memory and brain capacity. Children who can make connections when learning, can commit learning to memory with greater success.	Head teacher attendance at staff training. Staff self-reflections. Pupil discussions. Monitoring of planning and reviews. Governor monitoring visits.	Sarah Hepworth	July 2019

Budgeted cost £11,000

ii. 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	Review date
Class teacher to work 1 to 1 with all vulnerable children each week	Teachers released for Focussed Teacher Support (FTS) time	Class teachers need to be involved in focussed target setting so targets are referred to in all learning	Pupil Progress and SENCO meetings with each class teacher to discuss focus and strategies	Cathy Moore	July 2019

Budgeted cost £12,000

iii. 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	Review date
The Majority of pupils leave Foundation Stage at Age Related Expectations in Communication, Language and Literacy.	Additional support groups in social skills, communication, and high frequency words, by members of ECM team.	Additional reinforcement and practise of skills is effective in improving outcomes	Termly Pupil Progress meetings with head teacher. Termly review of provision	Karen Helliwell & Cathy Moore	July 2019
Specific Pupil Premium children with additional needs to make more progress.	SENCO to teach small group who are not accessing their year group curriculum group, including Pupil Premium children, each day to improve basic skills.	Regular repetition of basic skills creates automaticity, enabling children to focus on higher order learning. Advice sought and given by educational psychologist working with pupil premium child.	Termly Pupil Progress meetings with head teacher. Bi-termly SENCO meetings.	Karen Helliwell	July 2019
Pupil Premium pupils achieve higher rates of progress in reading and writing in Year 5	SENCO to teach small group specific reading and writing skills 4 days a week	Children not working at Age Related Expectations in reading and writing. Lack of basic literacy skills is preventing access to the year group curriculum.	Termly Pupil Progress meetings with head teacher. Governor monitoring visits.	Karen Helliwell	July 2019
Improve maths attainment for pupils eligible for pupil premium in Years	Mastery maths teacher target group.	Gaps in basic number skills is impacting on the wider maths curriculum. Metal strategies are currently inefficient and links are not being made in learning.	Termly Pupil Progress meetings with head teacher.	Catherine Smyth	July 2019
Improve reading and writing attainment for pupils eligible for pupil premium in Year 6	SENCO target group to teach literacy skills.		Termly Pupil Progress meetings with head teacher.	Karen Helliwell	July 2019
Funds allocated for supporting and subsidising pastoral activities for pupil premium children, to ensure access to enriched curriculum to promote learning and engagement.					
Budgeted cost					£38,000
Total budgeted cost in three areas					£61,000+