

Dean Bank Primary School

Pupil Premium Strategy Statement 2019-20

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1. Rational

At Dean Bank Primary School we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non-Pupil Premium pupils.

At Dean Bank Primary School we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence

2. Reception ~ Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
113	Per Pupil: £1,320 62	Per Pupil: £1,320 51	Per Pupil £1,700*/ £2,300 2	Per Pupil £300 4

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

3. Early Years Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
13	Hourly Rate £0.53 9	Hourly Rate £0.53 5	Hourly Rate £0.53 4	Hourly Rate £0.53 £1001.70 approx per term

4. 2019 – Disadvantaged pupils outcomes								
EYFS – 20 pupils (8 FSM)								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
	72%	75%	-3%	-19%				
KS1 Y2 – 23 pupils (13 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	69%	78%	-9%	-16%	15%	28%	-13%	-14%
Writing	69%	83%	-4%	-18%	15%	17%	-2%	-10%
Maths	69%	81%	-10%	-16%	23%	24%	-1%	-12%
KS2 Y6 - 25 pupils (18 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	72%	78%	-6%	-16%	%	33%	%	-15%
Writing	83%	83%	%	0%	%	24%	%	-13%
Maths	89%	83%	%	-15%	%	28%	%	-14%
GPS	89%	83%	+6%	-15%	56%	40%	+14%	-15%
RWM combined	76%	71%	%	-19%	12%	13%	-1%	-8%

5. 2018 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other	School Difference	Nat gap 2018
Reading	0.2	0.3	-0.1	-0.9
Writing	1.8	0.3	+1.5	-0.8
Maths	3.3	0.3	3	-1.0

6. Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
A	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations. This means they need to make more progress than their peers to catch up that gap.	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019. High quality provision both indoors and outdoors help supports PP children meet ARE. Tailored provision support for PP children.
B	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP through use of TA support Lesson observations will demonstrate pupils’ learning desire and good behaviours. Number of detentions for PP children to decrease.
C	Some Y1 disadvantaged pupils did not meet the phonics standard at the end of the year. This is going to slow their progress in all curriculum areas that demand effective reading strategies.	Y1 phonics show an increasing number of PP meeting the NA standard Y2 phonics resits confirm that all disadvantaged pupils meet the standard.
D	Children attain at the expected standard in reading, writing and maths.	End of KS1 and KS2 data to be closer to/ in line with national and improved for PP compared to last academic year.
E	Behaviour issues for a small group of pupils at lunchtime (mostly PP pupils) are having a detrimental effect on academic progress made during afternoon sessions.	A reduction in incidents of poor behaviour resulting in a positive impact on behaviour in classrooms in the afternoon period. Access to ‘listening matters’ from a trained TA to support behaviour issues.
F	Pupils eligible for PP often have limited access to resources to support their learning can lead to lack of engagement and poor quality work.	Pupils eligible for PP receive high quality feedback in order to move their learning on.

7. External Barriers to Future Attainment		
Barriers		Desired Outcomes
G	Low attendance rates for some PP children impacts on their learning. This means they are constantly having to catch up to their peers.	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA.
H	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.

8.Pupil Premium Planned Expenditure						
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation Autumn Spring Summer
A	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019. High quality provision both indoors and outdoors help supports PP children meet ARE. Tailored provision support for PP children.	Audit for outdoor provision Blast training for all staff in EYFS Review Texts used to support communication and language	Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	Blast Training £100 EYFS Resources £4,000 EYFS Apprentice £7,500 Assessment Hardware £600 Key Worker to support 2Yr Olds £10,000	PP Reception Com & Lang End of Year 2019 50% PP Nursery Com & Lang End of Year 2019 60%	
B	Improve emotional resilience for pupils eligible for PP through use of TA support Lesson observations will demonstrate pupils’ learning desire and good behaviours. Number of detentions for PP children to decrease.	Lego Therapy training for TA	Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional	Listening Matters training £700 TA to support Behaviour For Learning £10,000 Well Being Award £2,000 School Councillor £2964	Detentions A1 23 A2 30 Sp1 29 Sp2 20 Su1 14 Su2 19	

			approaches can benefit disadvantaged children more than their peers.			
C	Y1 and Y2 phonics resits confirm that all disadvantaged pupils meet the standard.	<p>Sounds Write training for Rec Teacher + books to support decodable reading</p> <p>Y1 and 2 teachers HT/DHT and HLTA to have Sounds Write training</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>Sounds Write training £430</p> <p>Sounds write decodable books £358</p> <p>LA Phonic Intervention £11,000</p>	<p>2019 Y1 phonic test PP 57%</p> <p>2019 Y2 phonic resit PP 100%</p>	
D	End of KS1 and KS2 data to be closer to/ in line with national and improved for PP compared to last academic year.	HLTA training to support intervention	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>There are some indications that computer-based tutoring approaches can be successful in improving reading comprehension (although the evidence is less robust in this area), particularly when they focus on the development of strategies and self-questioning skills.</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative</p>	<p>Y2 TA Support £10,000</p> <p>Y6 TA £10,000</p> <p>Maths Text books £2,000</p> <p>ICT Reading Licenses £2,500</p> <p>KS 1 Reading For Pleasure Library Books £3,000</p> <p>Tablets to support AR and Lexia & Rockstars £3,000</p>	<p>KS1 Reading PP 69% others NA 78%</p> <p>KS1 Writing PP 69% others NA 73%</p> <p>KS1 Maths PP 69% others NA 79%</p> <p>KS2 Reading PP 72% others NA 78%</p> <p>KS2 Writing PP 83% others NA 83%</p> <p>KS1 Maths PP 89% others NA 83%</p>	

			<p>learning and Peer tutoring). It also seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p>			
E	<p>A reduction in incidents of poor behaviour resulting in a positive impact on behaviour in classrooms in the afternoon period. Access to 'listening matters' from a trained TA to support behaviour issues.</p>	<p>Listening Matters training for TA/Supervisor</p> <p>Wellbeing Award for Schools</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Specifically, more specialised programmes which are targeted at students with particular social or emotional needs</p>	<p>Lego Therapy training £75</p> <p>Listening Matter Training £1,000</p> <p>TA Support for Behaviour Intervention £10,00</p>	<p>Listening matters data to be completed once intervention starts. 2 children to access LM following training in Jan 2020</p>	
F	<p>Pupils eligible for PP receive high quality feedback in order to move their learning on.</p>	<p>EDA support around feedback</p> <p>SLT to visit other schools</p>	<p>Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p>	<p>Y3/4 TA Support £13,500</p> <p>Y5/6 Support £10,000</p> <p>EDA Support £500</p> <p>SLT to visit other schools £1,000</p> <p>Management Time for CPD £1,400</p>	<p>Increase in % of progress made by PP each half term</p>	
G	<p>Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA and hence raise their aspirations around learning</p>		<p>First, evidence suggests that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve</p>	<p>Attendance Officer £3,500</p> <p>PSA Support £4,000</p>	<p>First Two terms 18/19 17.5% for PP compared to 12.2 for others</p>	

			them. Second, where pupils do have lower aspirations, it is not clear that any targeted interventions have consistently succeeded in raising their aspirations. Third, where aspirations begin low and are successfully raised by an intervention, it is not clear that an improvement in learning necessarily follows.			
H	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	Reading Clubs for children and parents	<p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost</p>	<p>TA support for extra Curricular Activities £6,000</p> <p>PSA Support £4,000</p>	3 families to be targeted for support	

9. Budget Strategy		
Desired Outcome		Cost
A	<p>Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019.</p> <p>High quality provision both indoors and outdoors help supports PP children meet ARE.</p> <p>Tailored provision support for PP children.</p>	£22,200
B	<p>Improve emotional resilience for pupils eligible for PP through use of TA support</p> <p>Lesson observations will demonstrate pupils' learning desire and good behaviours.</p> <p>Number of detentions for PP children to decrease.</p>	£15,664

C	Y1 phonic test and Y2 phonics resits confirm that the majority of disadvantaged pupils meet the standard.	£11,788
D	End of KS1 and KS2 data to be closer to/ in line with national and improved for PP compared to last academic year.	£30,500
E	A reduction in incidents of poor behaviour resulting in a positive impact on behaviour in classrooms in the afternoon period. Access to 'listening matters' from a trained TA to support behaviour issues.	£11,075
F	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.	£25,900
G	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA.	£8,500
H	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	£10,000
Total Budget Spent		£135,627
10. Additional Funding Supporting Provision		
The Key Subscription for School Leaders and Governors to support School Improvement £2000		
The Gala Theatre & Beach enhancement visits £3,000		
Bus Subsidies for each educational visit £2,400		

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium			
Pupil Premium Governor			
Pupil Premium Meeting	Autumn	Spring	Summer
Autumn			
Spring			
Summer			
Review Date	July 2020		