

# Pupil Premium Review commenced February 2018 ~ Completed November 2018

1. Summary information					
<b>School</b>	Dean Bank Primary School ~			Review carried out by Kay Hemmings ~ Qualified PP Reviewer NCSL	
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£117,480	<b>Date of most recent PP Review</b>	28/11/18
<b>Total number of pupils</b>	183	<b>Number of pupils eligible for PP</b>	91	<b>Date for next internal review of this strategy</b>	N/A

1. Current attainment			
( Based on May Data )	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
	<b>Whole cohort</b>	<b>With us since Y3</b>	
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>46%</b>	<b>71%</b>	56%
<b>% making expected progress in reading (as measured in the school)</b>	<b>69%</b>	<b>71%</b>	67%
<b>% making expected progress in writing (as measured in the school)</b>	<b>54%</b>	<b>86%</b>	89%
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>62%</b>	<b>86%</b>	56%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Inconsistent phonics teaching, particularly for pupils entitled to PPG
<b>B.</b>	Outcomes generally for pupils in receipt of PPG are not as strong as for other groups in all areas
<b>C.</b>	Inconsistent teaching throughout the school – teaching of PP children is not matched to ability level (Teachers and TAs)
<b>D.</b>	Provision in EY
<b>E.</b>	Lack of governor knowledge/challenge with regard to PP children
<b>F.</b>	Accuracy of assessment of PP children – need effective moderation of this including matching progress from previous Key Stage and ensuring like with like comparison
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>G.</b>	Social and emotional well-being are barriers to learning (particularly for PP); this impacts on children's ability to engage and therefore has a detrimental effect on academic progress	
<b>H.</b>	Attendance (including persistent absence) is a problem with PP children and this impacts on learning	
<b>I.</b>	Parental engagement	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To raise attainment in phonics – with a particular focus on Y1 and Y2 and PP children	Increase % achieving expected standard at the end of Y1
<b>B.</b>	To raise attainment in maths, writing and reading in line with peers	Gap between PP and Non PP diminishes
<b>C.</b>	To improve consistency in teaching across the whole school	PP children experience quality first teaching and therefore attainment is raised
<b>D.</b>	Provision in Early Years	PP in EY receive a high quality education – engagement is evident
<b>E.</b>	Governors upskilled in their understanding of data and therefore progress made by PP children	Governor assigned to PP and has firm handle on progress of PP across the school
<b>F.</b>	Assessment is accurate	Leaders moderate assessment to ensure that they have confidence in all school data
<b>G.</b>	To continue to nurture and support children to help to remove their barriers to learning	Children are well supported and therefore able to effectively engage in their learning
<b>H.</b>	Children's attendance improves and they are no longer classed as persistently absent	Children's attendance increases and gaps between school and national diminishes
<b>I.</b>	To achieve greater parent engagement in the children's learning	Parents more actively engaging in their child's learning through involvement in school sessions

<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-2018</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>Evaluation</b>
<b>A.</b> To continue with the improvement in phonics	Continued focus on phonics, tracking well to ensure appropriate progress. Governor assigned to monitoring phonics so has a	All staff are teaching phonics to a good level. Leadership has transferred to another member of staff so it's important to keep track of this.	HT and designated governor to monitor this area to ensure continued progress.	PN + lead on phonics	78% of the children passed the phonics test. The improvement has been sustained from previous year. Named governor (Keith Brown) monitors this area.

	clear handle on impact of changes.				
B.To raise attainment in maths, writing and reading in line with peers	<p>Quality First Teaching</p> <p>Targeted intervention across the school for Y2 (TA in M,T,W) and Y4,5 and 6 (Teacher M,T,W).</p> <p>Timetabled intervention targeted to specific groups</p>	Ofsted inspection identified inconsistencies in teaching across the school.	<p>Regular monitoring, tracking data, pupil progress meetings and work scrutinies.</p> <p>Monitor the intervention – targeting the next steps and measuring the impact.</p>	Leadership Team	<p>Data for May 2018 shows that although collectively, as a cohort, the gap did not close, if looking at the non-mobile children, evidence does show a narrowing of the gap.</p> <p>Y2 – Reading increased % from previous year by 23% (42% to 65%) Writing increased by 12% (47% to 59%) Maths increased by 25% (40% to 65%)</p> <p>Y6 – Reading increased % from previous year by 31% (38% to 69%) Writing increased by 26% (44% to 70%) Maths increased by 4% (58% to 62%)</p> <p>This shows clear impact for the PP in both Y2 and Y6 cohort.</p> <p>For Y6 the progress data for PP was Reading 4.54 Writing 3.36 Maths 4.11 All 3 were all above the national progress for Non PP.</p>
C.To improve the consistency of teaching across the whole school.	<p>Quality First Teaching</p> <p>This will be developed through a combination of staff training, coaching as well as monitoring visits (Lesson Observations and Learning Walks) with clear targets for improvement given and acted upon.</p> <p>Where staff require more support, this is implemented.</p>	Teaching was inconsistent across the school.	<p>Regular monitoring and teaching and planning, learning walks and work scrutinies</p> <p>Clear targets given and acted upon.</p>	PN + TL Co-Ord + Maths Co-Ord	<p>Monitoring throughout the year has shown an increase in the % of consistently good or better teaching has increased from 25% in the first term to 87.5%.</p> <p>Teaching is more consistent now across the whole school and where it hasn't been, a 4 week mentoring programme has been put in place to support improvement. This has impacted well. In addition to this, there have been recent changes to staffing.</p>

D. Provision in Early Years	EDAs are supporting the school to develop a positive and constructive learning environment. They come in every two or three weeks and implement a new strategy and evaluate the progress of the strategy introduced on the previous visit.  EY lead post has been advertised as a new post to give this area the required lead it needs.	Following the inspection the county in discussion with the HT agreed that this was an area of significant need and therefore this intense approach was required. There are 3 staff who are benefiting from this support and will remain there next year and so this support is going to have an impact.	EDA monitors this on a 2/3 week basis and feeds back to HT and the SSG. Data is analysed regularly to measure the impact. Although the focus is not just PP children they are directly benefiting from this and data is analysed specifically with regard to them.	PN	Support has been given and implemented. A new EY lead has been appointed and teaching is now consistently good. Progress in improving the provision has been monitored both internally and externally (Nov 2018) and is now consistently good.
F.Ensure accuracy of assessment.	With a focus on PP children select 3 children from each class on a half termly basis and moderate the assessment given and ensure appropriate challenge.	Assessment has been inconsistent.	Evidence on a half termly basis of moderation taking place and any actions taken.	PN + Assessment Co-Ord + Lit and Num	EDAs have monitored the books termly. English and Maths subject leaders have attended moderation meetings and had their work moderated. An external moderation of EY, KS1 and KS2 as taken place. Assessment is accurate.
<b>Total budgeted cost</b>					£67871
<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>Evaluation</b>
G.To continue to nurture and support children to help to remove their barriers to learning	SLA for a School Counsellor - 6 sessions a week. PP are a focus for this. Resilience Project – training has taken place and is being implemented. PP are a focus for this. Breakfast Club is offered to all children and take up tends to be PP. The more vulnerable children are encouraged to attend. TAs to be used as a greater resource during Breakfast Club and at lunchtime – pastoral support.	Children needing access to this specific support to help remove barriers to learning.  Developing children’s resilience so that they are more pro-active learners and understand what is expected of an active learner.  To give a positive start to the day and ensure children have eaten something before starting their learning. TAs to be used as active listeners during BC as currently happens during lunchtime sessions. This will be further developed so that opportunities can be taken to hear	Counsellor is in place and school receives regular feedback.  Staff Meeting time used to train/implement. Then evaluation will take place as part of the project.  Change to practice will be shared with TAs and then this will be monitored. 2 or 3 PP children to be targeted as individuals to monitor the impact of this support – seeing improvement as to how they come to school and how they then engage in class.	ST  ST  MA	12 children have accessed the support of the school counsellor.  Resilience Project did not meet the needs and so an Emotional Wellbeing project has been taken on. Training is taking place now.  TAs are supporting children’s reading during the Breakfast Club and this 1:1 opportunity is used to engage children in conversation, supporting their emotional well-being and enabling children to be ready to learn. They are also supporting with OPAL, giving children the opportunity to access additional emotional support TAs as active listeners. The impact has been they’re ready to learn. No exclusions have been made this academic year and detentions have decreased.

H. Children's attendance improves and they are no longer classed as persistently absent	Attendance Officer to work with all vulnerable PP families. Action Plan to be drawn up for each family. Monitor those children under 90% and identify early if causing concern. Termly school sessions inviting parents in to raise awareness of attendance. Continue to raise teachers' awareness of how they can encourage good attendance.  Rewards are given to children and warning letters etc. are sent out. All families have to submit medical evidence when ill.	A % PP children are PA. Parents can be difficult to engage and not recognise the importance of attendance.  If there is more regular contact e.g. termly meeting with coffee to discuss attendance and celebrate successes this may have an impact.	Attendance Officer to know exactly what is required.  AO to feedback to HT.  AO writes regular reports to SSG.	SG PN	Half termly  Attendance overall for PP children ranges between 94 and 95% during the year. PA – Up until and including Spring 1, PA had decreased for PP children but in the last 3 half terms it increased.  The Attendance Officer works with all vulnerable families supporting the HT in tracking the data, highlighting those who are causing concern and, where necessary, meeting with families or sending letters.  Systems are in place to track and support families. These will continue and in time, show should show impact.  Children are rewarded for good attendance.
I. To achieve greater parent engagement in children's learning.	Gain parents' opinions through questionnaire.  Encourage parents to support more with reading and phonics by providing phonics workshops and 'reading together' opportunities.	Children are not being heard read at home and phonics is not being reinforced.	Questionnaire ready to go out.  Plan in two sessions per half term (one phonics, one reading), using children as motivator if they are involved and also use this forum for gauging opinions of parents as to how to increase engagement of parents of older children.	PN  PN + phonics lead and Y1 and	Exit questionnaires have been used for Y6 parents. Reading workshops have been set up with Reception parents in Autumn term 2018.  This area is not fully implemented and will be continued in 2018-2019
<b>Total budgeted cost</b>					45305
<b>iii. Other approaches</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>Evaluation</b>
E. Governors upskilled in their understanding of data and therefore progress made by PP children	Two governors have been assigned the role of PP governors. They have completed the PP Governor training and are now meeting termly with the assessment co-ordinator looking specifically at the PP data. They have also attended meetings where work with PP children is discussed.	Governors needed to have an understanding of PP children and the funding linked with this to diminish the gaps. They needed to know what was put in place for these children to support them – both academically and personally. They then need to analyse the impact of the provision.	Two governors have been assigned the role. They have had the training and an action plan has been written which indicates their role.	HB	SGSS training completed with regard to PP funding. Governors meet regularly with the HT to discuss PP interventions in place and the impact they are having.

<b>Total budgeted cost</b>	£3500
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#### 5. Additional detail

- Funding to subsidise visit to the theatre £1240