

Dean Bank Primary School

Pupil Premium Strategy Statement 2019-20

Pupil Premium Lead ~ Will Haynes

Pupil Premium Governor ~ Denis Regan

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 3

*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 data not available Summer data not available
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 Reading 38% Writing 38% PP Nursery Listening 100% Understanding 100% Speaking 100%	Blast training has been completed by all EYFS staff SeeSaw programme being used to collect evidence Books and Topics reviewed to ensure diversity and development of cultural capital. PP Reception End of term Reading 62% Writing 69% PP Nursery Listening 100% Understanding 100% Speaking 100%
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	Listening Matters training £700 TA to support Behaviour For Learning £10,000 Well Being Award £2,000	Detentions 2018/19 A1 23 A2 30 Sp1 29 Sp2 20 Su1 14	Training has been completed and intervention for listening matters will begin in Spring 2020 Wellbeing award initial visit will take place in January 2020 Children continue to access school councillor as appropriately. Detentions 2019/20

			average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.	School Councillor £2964	Su2 19	A1 35 A2 16
C	Y1 and Y2 phonics resits confirm that all disadvantaged pupils meet the standard.	Sounds Write training for Rec Teacher + books to support decodable reading Y1 and 2 teachers HT/DHT and HLTA to have Sounds Write training	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.	Sounds Write training £430 Sounds write decodable books £358 LA Phonic Intervention £11,000	2019 Y1 phonic test PP 57% 2019 Y2 phonic resit PP 100% Autumn Baseline Rec Ph1 ~ 21 Rec Ph 2 ~ 79 Y1 Ph2 ~ 15 Y1 Ph3 ~65 Y1 Ph4 ~20 Y2 Ph3 ~24 Y2 Ph4 ~ 24 Y2 Ph5~ 40 Y2 Ph6 ~45	Sounds write Training Completed by Rec Teacher Books purchased to support reading at appropriate level End of Autumn Term Rec Ph 2 ~ 17 Rec Ph 3 ~ 78 Rec Ph 4~ 6 Y1 Ph2 ~ 0 Y1 Ph3 ~43 Y1 Ph4 ~ 19 Y1 Ph5 ~38 Y2 Ph3 ~15 Y2 Ph4 ~ 15 Y2 Ph5 ~37 Y2 Ph6 ~ 33
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	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. 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. 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.	Y2 TA Support £10,000 Y6 TA £10,000 Maths Text books £2,000 ICT Reading Licenses £2,500 KS 1 Reading For Pleasure Library Books £3,000 Tablets to support AR and Lexia & Rockstars £3,000	End of Summer 18/ 2019 KS1 Reading PP 69% others NA 78% KS1 Writing PP 69% others NA 73% KS1 Maths PP 69% others NA 79% KS2 Reading PP 72% others NA 78% KS2 Writing PP 83% others NA 83% KS1 Maths PP 89% others NA 83%	End of Autumn KS1 Reading PP 43% KS1 Writing PP 38% KS1 Maths PP 48% KS2 Reading PP 43% KS2 Writing PP 59% KS1 Maths PP 71%

			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 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).			
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.	Listening Matters training for TA/Supervisor Wellbeing Award for Schools	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	Lego Therapy training £75 Listening Matter Training £1,000 TA Support for Behaviour Intervention £10,00	Listening matters data to be completed once intervention starts. 2 children to access LM following training in Jan 2020	3 children accessing Listening matters 6 children (2 groups) accessing nurturing afternoons
F	Pupils eligible for PP receive high quality feedback in order to move their learning on.	EDA support around feedback SLT to visit other schools	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.	Y3/4 TA Support £13,500 Y5/6 Support £10,000 EDA Support £500 SLT to visit other schools £1,000 Management Time for CPD £1,400	Increase in % of progress made by PP each half term End of Summer 18/19 YR Reading PP 69% GLD YR Writing PP 69% GLD YR Maths PP 69% GLD Y1 Reading PP 43% Y1Writing PP 24% Y1 Maths PP 48% Y2 Reading PP 60% Y2Writing PP 60% Y2 Maths PP 60% Y3 Reading PP 59% Y3 Writing PP 53% Y3 Maths PP 53% Y4 Reading PP 39% Y4 Writing PP 31% Y4 Maths PP 46% Y5 Reading PP 59% Y5 Writing PP 53% Y5 Maths PP 65%	EDA support for feedback (October) EDA SLT visited other schools to discuss feedback and staff trialling different feedback strategies. End of Autumn 19/20 (Some Cohorts have changed by several children) Y1 Reading PP 44% Y1Writing PP 44% Y1 Maths PP 44% Y2 Reading PP 43% Y2Writing PP 38% Y2 Maths PP 48% Y3 Reading PP 59% Y3 Writing PP 59% Y3 Maths PP 59% Y4 Reading PP 74% Y4 Writing PP 53% Y4 Maths PP 74% Y5 Reading PP 50% Y5 Writing PP 35% Y5 Maths PP 59% Y6 Reading PP 64% Y6 Writing PP 64% Y6 Maths PP 71%

G	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		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 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.	Attendance Officer £3,500 PSA Support £4,000	2018 /19 Attendance For PP Pupils Autumn 1 95.3% Autumn 2 95.1% Spring 1 93.7% Spring 2 95.8% Summer 1 93.2% Summer 2 94.3 PA for PP Pupils Autumn 1 15.1% Autumn 2 17.5% Spring 1 19.1% Spring 2 19.8 Summer 1 16% Summer 2 22.1%	AIT Involved with several referrals and prosecutions. 2019/20 Attendance For PP Pupils Autumn 1 89.3% Autumn 2 91.4% Spring 1 Spring 2 Summer 1 Summer 2 PA for PP Pupils Autumn 1 27.3% Autumn 2 46.5% Spring 1 Spring 2 Summer 1 Summer 2
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	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. 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	TA support for extra Curricular Activities £6,000 PSA Support £4,000	3 families to be targeted for support	Lexia Club run to support pupils EYFS Words together scheme to support Reading Triple P training organised for Spring term.

9. Budget Strategy	
Desired Outcome	Cost
<p>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.</p> <p>High quality provision both indoors and outdoors help supports PP children meet ARE.</p>	£22,200

	Tailored provision support for PP children.	
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.	£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 ~ Denis Regan

Pupil Premium Meeting	Autumn	Spring	Summer
	12.12.19	17.2.20	17.7.20

Autumn

Reception children settled well in school and a baseline was completed showing children EYFS make good progress from their starting points. The Reception teacher is using the 'SoundWrite' phonic scheme to try to increase the % of children achieving the expected standard in phonics in Y1.

Analysis of Progress has highlighted area for staff to work on with specific cohorts. This is documented and monitored through pupil Progress Reviews.

The school is investing in the Wellbeing Award for Schools to ensure disadvantaged pupils are emotionally literate and have positive mental health.

Attendance continues to be of great concern and has been hampered by a national viral infection and stomach bug which has raised our Persistent Absence Figure immensely. School continue to work diligently to overcome a historic culture of poor attendance and Governors will discuss this further in the Spring Term.

Spring (Up until Feb half term)

Several members of staff have now completed 'SoundWrite' training and children are far more confident with blending and segmenting sounds.

We had our initial visit from the Wellbeing Award Assessor and have completed an action plan which has been agreed by the awarding board.

Staff completed TA at Feb half term however official assessment data was not carried out as school went into lockdown before the assessment period.

Attendance is still a concern and governors have now appointed a specific working party to work along school to offer further support and guidance.

Summer (lockdown)

As the school went into lockdown in March , many of the initiatives that are paid for out of pupil premium were not able to proceed so the expectation was for staff to upskill themselves through online training as well as attending school on a rota basis to support our vulnerable pupils or those who have parents who are key workers. (see redacted course and school attendance data

Review Date

Completed July 2020

Teaching Assistant Days in school	Safeguarding level 1	Safeguarding children with disabilities	Science – Working scientifically (plus others)	Prevent	Safeguarding -Information Sharing and Consent	Safeguarding Hidden harm	Adverse Childhood Experiences (ACEs) and Early Trauma	Safeguarding CSE	Healthy MindEd conference	Other
TA 1 0	28/4	28/4	5/5	Previously completed	3/6	3/4		9/7	1/7 2/7	Read through Charanga 9/5 Teaching Programming 22/5 Inclusive classroom: SEND In Computing (2 week course) 24/6 Programming pedagogy: Developing computing teaching (2 week course) 26/6 EAL for classroom teachers (2 units) 29/6 , 30/6 Teacher development programme – deep learning in the classroom 1/7 Planning engaging and productive lessons 3/7 Teacher development programme – 5 units 7/7 Safeguarding level 2 12/7
TA 2 22	29/4	5/5	28/4	Previously completed	5/5	11/5			1/7 2/7	
TA 3 28		2/4	28/4	Previously completed	24/6	10/6			1/7 2/7	Reducing parental conflict 13/5 SEND and Anxiety CPD workshop 11/6 Wellbeing network meetings May and June Safeguarding level 2 26/6 Rethinking behaviour webinar 9/7 14/7
TA 4 24	Previously completed	7/5	23/4	Previously completed	10/5	11/5	2/4		1/7 2/7	Effective self care (5 units) 13/5 Teacher development programme (7 units) 21/5 22/5 Understanding stress and how to manage it (4 units) 16/6
TA 5 43	31/3	22/4	31/3 x3	31/3	21/4	28/4	4/5		1/7 2/7	Leading character education 22/5 Accelerate progress with metacognition (Optimus Ed) 4/6 SEND inclusive teaching programme (Optimus Ed) 12/6
TA 6 0	31/3	23/4	22/4	Previously completed	1/5	12/5			1/7 2/7	Supporting EAL pupils 22/5 Grooming and CSE - Safeguarding your pupils 3/6 Effective self care (5 units) 19/6 Accelerate Progress with Metacognition (2 units) 25/6
TA 7 0	26/6	22/6		Previously completed	24/6	1/7				Safeguarding level 2 10/7
TA 8 13	31/3	21/4	2/4	Previously completed	22/4	27/4	11/5		1/7 2/7	Supporting EAL pupils 22/5 GDPR for All School Staff 3/6 Compliance, Communication and CPD 3/6 Understanding stress and how to manage it (4 units) 9/6
TA 9 29	26/5	30/3	2/4	Previously completed	17/6	23/6	21/4	28/4	1/7 2/7	Teaching Programming in Primary Schools 22/4 Science Across the Curriculum 2/4 Recognising and preventing FGM 1/7 FA Shooting Stars training – 3 modules 7 th , 9 th , 14 th July

TA 10 38	21/4	23/4	1/4 14/5	1/4	27/4	30/4	6/5		1/7 2/7	Safeguarding level 2 12/6
TA 11 29	31/3	30/3	2/4	Previously completed	20/4	6/4		13/5	1/7 2/7	

Teacher	Fit for Life	Science – Working scientifically	Safeguarding -Information Sharing and Consent	Safeguarding level 1	Safeguarding level 2	Safeguarding children with disabilities	Safeguarding CSE	Hidden Harm	Adverse Childhood Experiences (ACEs) and Early Trauma	Others	Healthy MindEd conference
T 1 7	19/3 (x3)	31/3	26/3		2/4	22/4	24/4	1/6	5/6		1/7 2/7
T2 38	28/4										1/7 2/7
T3 13	5/5	2/4						9/5			1/7 2/7
T4 16		1/4									1/7 2/7
T5 22	24/3	30/3	31/3		31/3	31/3	31/3	31/3			1/7 2/7
T6 11	26/3	1/4									1/7 2/7
T7 38		1/4		1/4	4/4						1/7 2/7
T8 19		29/4		29/4	6/5	6/5					1/7 2/7
T9 0			DSL already completed most safeguarding courses. Time used for DSL and welfare							CSE and grooming units 1 and 2 11/5	1/7 2/7
T 10 62	DSL already completed most safeguarding courses.										1/7 2/7