

The Dingle Primary School – September 2016

1. Summary information					
School	The Dingle				
Academic Year	2016-17	Total PP budget	£30,220	Date of most recent PP Review	September 2016
Total number of pupils	325	Number of pupils eligible for PP	24	Date for next internal review of this strategy	September 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in reading, writing & maths	83%	69%
% making at least expected progress in reading (or equivalent)	100%	78%
% making at least expected progress in writing (or equivalent)	83%	80%
% making at least expected progress in maths (or equivalent)	100%	94%

3. Barriers to future attainment (for pupils eligible for PP) – We recognise that all our children have individual barriers to their learning and have provision addressed to individual needs at the required time.

In-school barriers	
A.	The Dingle has no designated 'champion' for disadvantaged children to monitor and identify the specific needs of individual disadvantaged children as a group.
B.	Some disadvantaged children arrive at school with low prior attainment relative to peers and in comparison to national expectations. They are not receiving enough individual and small group support to enable them to catch up.
C.	Some disadvantaged children have Speech and Language difficulties and do not receive enough support to catch up.
D.	For some disadvantaged children, behaviours for learning are weaker than their peers and they demonstrate a lower level of social skills and ability to follow rules within school.

D.	Some disadvantaged children have limited aspiration and lower expectation compared to other children.	
E	Not enough personalised teaching takes place due to large classes and mixed aged children which affects the learning of disadvantaged pupils.	
External barriers		
A	Home Learning Environment – relatively low levels of support and engagement from parents in reading, homework, visits and experiences outside of the local community affect some disadvantaged children.	
B	Some disadvantaged children have low levels of attendance relative to peers nationally.	
C	Entry into school for some disadvantaged children, with low relative attainment and below age related expectations due to barriers at home and lack of engagement with pre-schools, Sure Start etc., results in children being behind their peers and other children nationally.	
D	Lack of resources / financial restraint to allow full inclusion such as appropriate PE kit, ability to pay for trips and residential visits restricts opportunities for some disadvantaged children.	
4. Desired outcomes		Success criteria
A.	Children’s individual needs are recognised early before joining the school and monitored throughout their time at The Dingle so that intervention can be put into place in a timely fashion and includes the opinions of parents.	A member of the school’s SLT is successful at identifying needs and responding to those needs by designing bespoke programmes of support for each individual child in a timely fashion. As a result disadvantaged children do as well as other children nationally.
B.	Children attend school and parents and pupils understand the importance of regular attendance.	There is no difference in attendance of disadvantaged pupils and those nationally.
C.	Parents are well supported by the school.	Parents support their child at home effectively.
D.	Excellent progress for children in receipt of PPG so that they progress, attain and have similar opportunities to all other pupils nationally including more able pupils.	Attainment and progress is at least equivalent to children nationally.

E.	Improved social and emotional wellbeing of each pupil so that children in lessons and around school benefit from their positive contributions.	Happier, more confident children who contribute effectively to lessons and raise outcomes for all pupils.
F.	Children demonstrate good behaviours for learning which enable them and their peers to do well. Children have high expectations of themselves.	Children are high achievers, meeting national expectations with the more able exceeding; in line with the national average.
G.	Children are aspirational in the outlook for their future.	Children have a drive and determination to do well and as a result demonstrate excellent attitudes towards school and learning.
H.	Children are not hindered in any way by financial constraint or lack of resources.	Children have the necessary resources to be able to be included in school activities including enrichment activities and clubs of their choice.
I.	The school provides opportunities and experiences to broaden children's knowledge experience and outlook on life.	All disadvantaged pupils engage in trips and visits within and outside of the community.
J.	Children have the necessary skills and social ability to contribute effectively in the school and wider community and show values that ensure they make a valuable contribution to the British Society and the wider world.	Children leave The Dingle and continue to be successful in their learning. They are well respected pupils and act as role models to their peers.

5. Planned expenditure					
Academic year		2016-2017			
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					
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	When will you review implementation?
Children to be identified and championed to ensure needs are met and rates of progress at least in line with other children nationally	PP Champion role exists in school to identify and provide for the needs of every PP child	The Champion will keep this group of children high profile amongst staff to ensure the desired impact of the strategy.	Champion is member of SLT and will report to Head teacher and be accountable as part of their performance management. Report will also be made to Governing Body who will monitor strategy and the effectiveness of spending.	VB/BC	Termly as part of Performance Management
Expected or better than expected progress for all PP children	QFT – additional teachers employed to allow smaller classes and facilitate more collaborative and group based activities	Smaller class/group sizes provides a smaller teacher/pupil ratio and has been proven to be effective in setting personalised learning goals and improves behaviour.	All groups and pupils tracked and monitored for progress and attainment.	VB	Termly
Individual learning targets for PP children	Small group work and targeted monitoring to ensure personalised feedback and support e.g. additional speech and language, reading support	Providing chn with detailed and regular feedback is a proven high-impact strategy (<i>EEF 2016</i>)	All groups tracked and monitored for progress and attainment. Monitoring of work and pupil voice will confirm pupil progress against their targets	VB	Termly

Up to date training and CPD for teaching staff	CPD – Teaching staff to take part in training, e.g. Talk for Writing (Sept 2016)	Good quality teaching results from up to date knowledge and high quality practice. The impact of Talk for Writing has demonstrated improved outcomes nationally	Book scrutiny, pupil voice, teacher feedback and monitoring and assessment.	BC/VB/MG	Termly
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Total budgeted cost £20,000

ii. 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	When will you review implementation?
Accelerated progress in reading	1-2-1 reading and small group activities	EEF 2016 evidence shows that 1-2-1 tuition has a moderate/high impact on learning	Children will be identified by need and targeted support provided. Learning walks, book	BC/MG/	Termly
Children have opportunities to address feedback and become engaged in activities	Learning Zones – 10/15 minute periods 2 x daily	Meta-cognition and self-regulation (learning to learn) approaches have a proven high impact based on extensive evidence (<i>EEF 2016</i>)	Learning walks, book scrutiny, rigorous monitoring and assessment, pupil voice	All staff VB	Termly
Accelerated progress in Maths	Targeted support particularly for Year 6 pupils	Specific small group support identifies those areas of knowledge not learnt and can be taught effectively	Maths club for identified pupils	ST/VB	Spring Term
Accelerated progress in other curriculum areas	Targeted support for disadvantaged children and all children that are identified.	Specific small group support identifies those areas of knowledge not learnt and can be taught effectively	Slow movers are identified by class teachers through quality first teaching and tracking.	JH/VB& All class teachers	Half Termly

Children are not disadvantaged due to financial constraint in the purchase of resources and therefore do not have restricted inclusion	Targeted provision of resources such as PE Kit, provision of Ipads, payment of trips and residential visits.	Disadvantaged children do not always have access to resources or experiences to ensure their success in school, and to raise aspiration for later life.	Children will be identified following discussion with individuals and parents. Children are able to attend trips and residential visits.	VB/BC	Termly or when need arises
Children can attend after school and breakfast clubs	Parents of children have opportunity to work for extended periods and children are well supported in their homework and opportunity for further targeted support e.g. reading	Raised income provides additional support for the children of the household. The children also have good support in their homework, reading and have a breakfast that prepares them for the day	Disadvantaged champion to identify needs of pupils and ensure provision	VB	Termly or when need arises
Disadvantaged children have good attendance	Champion to monitor attendance of PP Groups and liaise with parents to ensure attendance is no different to pupils nationally	Children with higher levels of attendance perform better than others.	Champion and SBM to check attendance and report to HT and Governors	VB/SR	Termly

Disadvantaged children to take part in socially speaking intervention.	Champion to prioritise the funding and provision.	For some disadvantaged children, behaviours for learning are weaker than their peers and they demonstrate a lower level of social skills and ability to follow rules within school.	Children selected to join intervention based on their individual needs.	VB/JH	Termly or when need arises
Disadvantaged children identified and prioritised for speech and language support.	Champion to prioritise the funding and provision.	For some disadvantaged children, behaviours for learning are weaker than their peers and they demonstrate a lower level of speech and language skills.	Children selected to join intervention based on their individual needs.	VB/JH	Termly or when need arises
Total budgeted cost					£7,000
iii. 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	When will you review implementation?
Increase in parental engagement/involve ment	Increase in communication of parents and staff	Increasing parental involvement is a proven way to help PP children achieve more <i>(EEF 2016)</i>	Questionnaires, termly meetings, feedback with parents will increase engagement and identify areas for the school to offer support	VB	Termly
Mastery Learning	In all areas – particularly maths Huge investment in curriculum resources	Mastery learning approaches are proven to be effective, leading to an additional 5 months' progress over the course of a school year compared to traditional approaches. <i>(EEF 2016)</i>	Learning walks, book scrutiny, rigorous monitoring and assessment, pupil voice	RH	Termly

Digital Learning	My Maths Ipads/Laptops	Studies consistently find that digital technology is associated with learning gains (<i>EEF 2016</i>)	Learning walks, book scrutiny, rigorous monitoring and assessment, pupil voice	VB	Termly
Total budgeted cost					£5,000

6. Evaluation		
Previous Academic Year	2015-2016	
Desired outcome	Summary	
PP children to make minimum expected progress in line with their peers in reading	<ul style="list-style-type: none"> • By the end of year 6 all disadvantaged children attained age related expectation in Reading, Writing and Maths except 1 in Writing. This exceeds the national average. Disadvantaged children have exceeded the national picture for 3 years. • All PP children in KS1 made the same or better progress than their peers in Maths, Reading and Writing. • All PP children have made the same or better progress than their peers in all year groups in writing. • In Maths, the majority of disadvantaged children have made the same or better progress than their peers. <p>Further targets:</p> <ul style="list-style-type: none"> • To further improve children's attendance by continuing to communicate with families and by offering free places to our Breakfast Club for the identified children. • Continue to provide targeted intervention to the disadvantaged children/cohort identified, particularly year 4 and year 5. • To continue to monitor, track and support all disadvantaged children to further narrow the gap so that they achieve the same or better than non-disadvantaged children nationally. 	
PP children to make minimum expected progress in line with their peers in writing		
PP children to make minimum expected progress in line with their peers in maths		