

Dean Bank Primary School
Pupil Premium Strategy Statement
2018 – 2019

Rationale
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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

Reception – Year 6 Pupil Premium Funding				
Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children (PP+)	Number of Service Children
102	55	47	5	3

Early Year Pupil Premium Funding (Nursery)				
Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget(Projected)
11	6	4	2	£19,557

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE)	174	Number of Pupils Eligible	102
Total Pupil Premium Budget	£117,482 (may increase due to pupil numbers)	% of Pupils Eligible	59%

	2018 - Outcomes														
	PP Pupils			Other			SCH GAP		PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	56			91											
Year 1 Phonics	73	85	-12	88	85	+3	-9								
KS1								KS2							
Expected Standard Reading	65	60	+5	83	78	+5	0	Expected Standard Reading	73			75			
Expected Standard Writing	59	53	+6	83	73	+10	-4	Expected Standard Writing	64			100			
Expected Standard Maths	71	61	+10	83	79	+4	+6	Expected Standard Maths	64			63			
								Expected Standard GPS	73			100			
								Expected Standard R/W/M	45			63			

KS1	National Average (2017)				School		NA Gap between disadvantaged pupils and non-disadvantaged		School gap between school disadvantaged pupils and non-disadvantaged pupils NA	
	Disadvantaged		Non-disadvantaged		Disadvantaged					
	Exp+	GD/HS	Exp+	GD/HS	Exp+	GD/HS	Exp+	GD/HS	Exp+	GD/HS
Reading	62	13	79	28	58	8	-17	-15	-21	-20
Writing	53	7	72	18	50	8	-19	-11	-22	-10
Maths	60	10	78	23	67	25	-18	-13	-11	2

Key stage 2										
	National Average (2017)				School		NA Gap between Dis pupils and non disadvantaged		Gap between school disadvantaged pupils and non-disadvantaged pupils NA	
	Disadvantaged		Non-disadvantaged		Disadvantaged					
	Exp+	GD/HS	Exp+	GD/HS	Exp+	GD/HS	Exp+	GD/HS	Exp+	GD/HS
Reading	59	14	77	29	60	0	-18	-15	-17	-29
Writing	66	10	81	21	70	0	-15	-11	-11	-21
Maths	63	13	80	27	60	0	-17	-14	-20	-27
GPS	66	20	81	35	80	0	-15	-15	-1	-35

KS1-KS2 VA Progress					
	NA FSM (2017)	NA Non-FSM (2017)	NA Gap	School FSM	Sch Gap
Reading	-0.7	0.3	-1	4.5	4.2
Writing	-0.3	0.2	-0.5	3.4	3.2
Maths	-0.6	0.3	-0.9	4.1	3.8

Milestones in Pupil Attainment
Target % of children meeting attainment goals for 2018-19

		Reading						Writing						Maths					
		Ass. Milestone (ARE+)	Last Year - National	Autumn	Spring	Summer	E.O.Y Expect	Ass. Milestone (ARE+)	Last Year - National	Autumn	Spring	Summer	E.O.Y Expect	Ass. Milestone (ARE+)	Last Year - National	Autumn	Spring	Summer	E.O.Y Expect
				Emerg +	Dev. +	Secure +	Target			Emerg +	Dev. +	Secure +	Target			Emerg +	Dev. +	Secure +	Target
EYFS	Target ARE+			50%	69%		88%			50%	69%		88%			50%	69%		88%
	Target Exc ARE			6%	6%		6%			6%	6%		6%			6%	6%		6%
	ARE+	13%	70%	50%				19%	70%	31%				25%	70%	43%			
	Exc. ARE	-	19%	-				-	11%	-				-	15%	-			
Y1	Target ARE+		89%	89%	89%		89%		86%	86%	89%		86%		89%	89%	89%		89%
	Target Exc ARE		0%	0%	4%		7%		0%	4%	7%		7%		0%	4%	7%		7%
	ARE+	89%		86%				86%		89%				89%		89%			
	G.D.	0%		0%				0%		7%				0%		4%			
Y2	Target ARE+		41%	54%	68%		73%		41%	55%	68%		68%		46%	59%	73%		73%
	Target ARE Exc		5%	9%	14%		14%		0%	5%	9%		9%		14%	9%	18%		18%
	ARE+	80%	76%	59%				90%	70%	64%				85%	76%	73%			
	G.D.	20%	26%	9%				20%	16%	5%				20%	22%	14%			
Y3	Target ARE+		70%	65%	70%		75%		65%	65%	70%		71%		74%	74%	74%		79%
	Target ARE Exc		17%	9%	17%		21%		9%	9%	9%		13%		17%	17%	17%		21%
	ARE+	70%		61%				65%		61%				74%		70%			
	G.D.	17%		17%				9%		0%				17%		13%			
Y4	Target ARE+		68%	68%	74%		79%		63%	63%	74%		79%		68%	68%	72%		76%
	Target ARE Exc		8%	9%	9%		17%		4%	4%	9%		13%		20%	20%	20%		24%
	ARE+	67%		65%				74%		70%				71%		61%			
	G.D.	21%		4%				14%		4%				21%		17%			
Y5	Target ARE+		63%	67%	67%		70%		37%	52%	62%		62%		68%	68%	71%		75%
	Target Exc ARE		11%	11%	14%		14%		0%	5%	14%		14%		21%	21%	24%		25%
	ARE+	72%		62%				80%		57%				76%		62%			
	G.D.	12%		10%				12%		10%				20%		19%			

Y6	Target ARE+		54%	63%	68%		72%		50%	60%	72%		76%		63%	67%	72%		72%
	Target Exc ARE		21%	24%	28%		24%		13%	16%	24%		24%		21%	21%	24%		24%
	ARE+	83%	75%	64%				74%	78%	64%				78%	76%	68%			
	G.D.	52%	28%	24%				26%	20%	24%				44%	23%	20%			

Early Years Pupil Premium Current Attainment		
Baseline Assessment – Age Expected Level Emerging 30-50 Months	Pupils Eligible For EYPP (6)	Pupils Not Eligible For EYPP (5)
% achieving age expected levels on entry in Communication and Language	18	18
% achieving age expected levels on entry in Reading	27	27
% achieving age expected levels on entry in Writing	0	18
% achieving age expected levels on entry in Number	18	18
% achieving age expected levels on entry in Shape, Space & Measure	18	18

		Barriers to Future Attainment	Desired Outcomes
Internal Barriers	A	Inconsistent phonics teaching, particularly for pupils entitled to PPG	To raise attainment in phonics – with a particular focus on Y1 and Y2 and PP children
	B	Outcomes generally for pupils in receipt of PPG are not as strong as for other groups in all areas	To raise attainment in maths, writing and reading in line with peers
	C	Inconsistent teaching throughout the school – teaching of PP children is not matched to ability level (Teachers and TAs)	To improve consistency in teaching across the whole school
	D	Provision in EY	Provision in Early Years
	E	Lack of governor knowledge/challenge with regard to PP children	Governors upskilled in their understanding of data and therefore progress made by PP children
	F	Accuracy of assessment of PP children – need effective moderation of this including matching progress from previous Key Stage and ensuring like with like comparison	Assessment is accurate
External Barriers	G	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	To continue to nurture and support children to help to remove their barriers to learning
	H	Attendance (including persistent absence) is a problem with PP children and this impacts on learning	Children's attendance improves and they are no longer classed as persistently absent
	I	Parental engagement	To achieve greater parent engagement in the children's learning

Pupil Premium Planned Expenditure

Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A. 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 clear handle on impact of changes.	EEF ~ Phonics ~ moderate impact for low cost (extensive research) 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.	Intervention £9441	% at each phase Rec Ph1 ~ 19 Rec Ph 2 ~ 81 Y1 Ph2 ~ 18 Y1 Ph3 ~82 Y2 Ph3 ~10 Y2 Ph4 ~ 24 Y2 Ph5 ~67	% at each phase Aut 2 Rec Ph 2 ~ 50 Rec Ph 3 ~ 50 Y1 Ph2 ~ 32 Y1 Ph3 ~25 Y1 Ph4 ~ 42 Y2 Ph3 ~5 Y2 Ph4 ~ 5 Y2 Ph5 ~50 Y2 Ph6 ~ 40	% at each phase Spr 2 Rec Ph 2 ~ 18 Rec Ph 3 ~ 82 Y1 Ph3 ~ 15 Y1 Ph4 ~7 Y1 Ph5 ~ 78 Y2 Ph4 ~ 13 Y2 Ph5 ~25 Y2 Ph6 ~ 63	
B. To raise attainment in maths, writing and reading in line with peers	Quality First Teaching Targeted intervention across the school for Y2 (TA in M,T,W) and Y4,5 and 6 (Teacher M,T,W). Timetabled intervention targeted to specific groups	EEF ~ Small group tuition ~ moderate impact for moderate cost (limited research) Ofsted inspection identified inconsistencies in teaching across the school.	Intervention from HLTAs (£20,200) TA Sp&lang (£3,776) Reading during Breakfast Club time (£3,254)	2018 19 PP Baseline All Prime Areas 18% All Com&Lang 27% All PSED 45% R 0% W 18% N 9% Sh&S 64%	2018 19 PP Autumn 2 All Prime Areas 27% All Com&Lang 27% All PSED 45% R 45% W 27% N 27% Sh&S 45%	2018 19 PP Spring 2 All Prime Areas 50% All Com&Lang 58% All PSED 58% R 58% W 42% N 58% Sh&S 91%	
C. To improve the consistency of teaching across the whole school.	Quality First Teaching 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. Where staff require more support, this is implemented.	Pupil Premium Update 2014 (OFSTED) School set a clear vision with High Expectations Teaching was inconsistent across the school.	Intervention from HLTAs (£20,200)	67% of teaching is good or better based on agreed Criteria for Teaching & Learning	Following Support Plans and staff changes 89% of teaching is good or better following observations	Following Support Plans and staff changes 100% of teaching is good or better following observations	

<p>D. Provision in Early Years</p>	<p>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.</p> <p>EY lead post has been advertised as a new post to give this area the required lead it needs.</p>	<p>EEF ~ Early Years Intervention (moderate income for very high cost based on extensive research)</p> <p>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.</p>	<p>TA for nursery support (£8,000)</p> <p>Resources (£3000)</p>	<p>Continuous provision is not well thought out or organised efficiently. There is duplication and it is not clear what the children are supposed to do or learn in many areas. Staff lack an understanding of their role in managing the provision. Staff also do not understand the importance of interacting with the children in provision to model skills and support learning through play.</p>	<p>There are distinct areas of provision and many resources are labelled and clearly organised. Children access provision well and play is of good quality most of the time. All staff have specific areas of provision that they are responsible for. Staff interact with children in provision to support their play. Staff have a much better understanding of their role in moving children on during play and in helping to direct activities to support specific children. Provision still needs considerable improvement. Displays are needed to support learning. There is limited differentiation in provision. Some areas still need resources labelling.</p>	<p>Provision is well organised, labelled and tidy, but there is limited levels of challenge for the most able children. This is something that needs to be addressed going forwards. Displays are almost all hessian and are used to support, celebrate and encourage learning. They are well used by the children and staff have ownership of them and know what they are for. Outdoor provision remains an issue, but things are beginning to improve. The sheds have been painted which has lifted the whole place. This will be an area of focus this term.</p>	
<p>E Governor Development in understanding, tracking and measuring impact of PP money.</p>	<p>Identify two Governors who will meet with SLT to understand and ensure the gap is diminishing between disadvantaged pupils and National</p> <p>The 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-</p>	<p>Impact of Pupil Premium Report 2013 (OFSTED) 2 pupil Premium Govs are named and trained and challenge staff about PP Pupils with minutes reflecting this</p> <p>Committee minutes will evidence Gov commitment , training will highlight CPD development and skills audit will support knowledge gaps.</p>	<p>Time allotted through Management Time (£3,500)</p>	<p>2 Governor appointed as PP lead</p>	<p>Governors have met with Staff and HT and reviewed data for PP pupils and evaluated the strategy.</p>	<p>Governors have used monitored the SDP to ensure that PP children are a main consideration as a vulnerable group and continue to challenge leaders regarding PP pupils and the progress they make.</p>	

	ordinator looking specifically at the PP data. They have also attended meetings where work with PP children is discussed.						
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.	Pupil Premium Report 2014 (OFSTED) Schools committed to 'closing the gap' have robust tracking systems ~ this includes accurate assessment and Pupil Progress Reviews Assessment has been inconsistent.	Management Time (£3,500) Assessment TLR (£3,115)	Based from July Moderation. All staff agreed with End of Year Levels for children	Rec Y2 Y6 8 judgements were moderated within the cluster and all were agreed	In school moderations continues half termly focusing on all ability groups are identified. Cluster group moderation has validated school judgements. External LA moderation validated school judgements in writing and maths.	
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.	EEF ~ Social and emotional Learning (moderate impact for moderate cost based on extensive evidence) 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	SEND Teacher (1 day each week) (£8,500) School Councillor (£6,669) Community Engagement (£450) OPAL (£4,500) Breakfast Club (£4,157) Staffing for breakfast (£3992)	2017 – 18 152 detentions Breakdown termly Autumn 1 ~ 30 Autumn2 ~ 54 Spring 1 ~ 9 Spring 2 ~22 Summer 1 ~ 13 Summer 2 ~ 24 116 for Autumn & Spring	2018 -19 Detentions Breakdown termly Autumn 1 ~ 23 Autumn2 ~ 30	2018 -19 Detentions Breakdown termly Autumn 1 ~ 23 Autumn2 ~ 30 Behaviour continues to improve in school and the incidents for detentions are for less serious incidents as expectations are higher Spring 1 ~ 29 Spring 2 ~20 102 for Autumn & Spring	

		sessions. This will be further developed so that opportunities can be taken to hear children read, do basic skills work if they are ready for this.					
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.	Pupil Premium Report 2013 (OFSTED) A PSA and Attendance Officer have been appointed from within the current staff. A % PP children are PA (persistent Absence) 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.	PSA sessions (£4250) Attendance Officer (£3227) Financial Rewards (£310)	2017-18 End of Year PP PA (Y1-6 ~ 20.58%) PA for PP Y1-6 2017-18 Autumn 1 (12.22%) Autumn 2 (21.28%) Spring 1 (26.60%) Spring 2 (20.%) Summer 1 (22.77%) Summer 2 (20.62%)	2018 19 Year so far for PP Y1-6 (13.5) PA for PP Y1-6 2017-18 Autumn 1 (13.46%) Autumn 2 (up to week ending 14/12/18) (13.5%)	2018 19 Year so far for PP Y1-6 (15.75%) PA for PP Y1-6 2017-18 Autumn 1 (13.46%) Autumn 2 (up to week ending 14/12/18) (13.5%) Spring 1 (17.48%) Spring 2 (17.48%)	
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.	EEF ~ Parental Engagement (moderate impact for moderate cost based on moderate research Children are not being heard read at home and phonics is not being reinforced.	PSA (£4250)	Open invitation to Coffee mornings and reminders on newsletter and notice board 5 parents attended during Autumn 1	12 parents attended during Autumn 2	The PSA now specifically invites parents in at a convenient time and supports them by telephone where appropriate. 17 more parents are being supported. EYFS have begun Wednesday lunchtime sandwiches with invited parents to support learning in this area.	

Budget Summary		
Desired Outcome		Cost
A	To raise attainment in phonics – with a particular focus on Y1 and Y2 and PP children	£9,441
B	To raise attainment in maths, writing and reading in line with peers	£27,230
C	To improve consistency in teaching across the whole school	£20,200
D	Provision in Early Years	£11,000
E	Governors upskilled in their understanding of data and therefore progress made by PP children	£3,500
F	Assessment is accurate	£6,615
G	Children are supported to overcome barriers to learning through nurturing, counselling and a developed supportive curriculum.	£28,268
H	Attendance improves	£7,787
I	Parental engagement increases	£4,250
Additional Spending		
OPAL Resources		£5,000
Enhancement Activity (Gala Theatre)		£1,240
		Total Budget Spent £124,531

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Committee Members Will Haynes / Keith Brown / Denis Regan / P Northcott			
Pupil Premium Committee Meeting	Autumn: Evaluated by DR /KB/WH/PN December 2018	Spring: Evaluated by KB/DR/	Summer:
<p>Autumn Summary Governors have monitored teaching and learning and phonics. The committee have been pleased with the introduction of the new teaching and learning policy. They can see the impact of support and have strategically changed staffing to ensure all classes have a high standard of education.</p> <p>Phonics has continued to be monitored closely with challenge being directed regarding staff new to Year 1. Where progress has not been seen to be rapid governors have questioned the support and development needed to ensure appropriate progress is made.</p> <p>Governors have spent time discussing progress data for PP children and been pleased to see that in several classes that the gap is diminishing. Validated SATs results show that PP children are accessing a good level of teaching and making at least good progress.</p>			
<p>Spring Summary Governors have monitored the attendance of vulnerable families, including specific children and are pleased to see attendance rising and persistent absence falling. They commissioned a report from the LA and this substantiates school data.</p> <p>Pupil Progress Reviews have been carried out and Governors have analysed and challenged the SLT to ensure Age Related Attainment and Progress continues to improve. They understand where progress is not at rapid that the support system is implemented and ensuring all pupils and staff are performing to the best of their ability.</p> <p>Governors have continued to monitor teaching and learning to ensure PP children receive good quality first teaching and intervention for PP children ensures rapid progress is made due to high quality planning and feedback.</p>			
Summer Summary			

Review Date	July 2019
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