

Dallington Church of England Primary School Pupil Premium



Research has shown that economic deprivation will impact upon learning and subsequent attainment.

Pupil Premium is given to schools to address any inequalities and target effective in-school support. Additional funding is given based upon the number of pupils from low-income families who are currently known to be eligible for free school meals (FSM) or have been eligible over the last six years. It also includes pupils who have been *looked after* by the local authority.

The Education Endowment Trust gathers evidence on strategies to boost children’s learning and reduce the inequalities between children eligible for free school meals and their peers

Our aim at Dallington Church of England Primary is to ensure equality of opportunity and access for all, regardless of any barriers to learning or life chances and to raise attainment and secure at least good progress for all children, closing the gap between disadvantaged children and their more economically affluent peers. We intend to use our pupil premium allocation to improve classroom pedagogy, provide targeted support and support whole school strategies.

Our Pupil Premium lead is Susan Conaway and if there is anything you would like to discuss about pupil premium funding please contact the school office on 01435 830335 to make an appointment.

See Department of Education *website* www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings.

1.Summary information			
Total number of pupils	119	Academic year	2017-2018
% eligible for PP	12%	Total PP budget this financial year	£14, 520
% of PP with additional needs	25%	Date of most recent PP Review	April 2017
		Date for next internal review	May 2018

How well are disadvantaged pupils attaining compared with their peers?

Comparing 2017 attainment of disadvantaged pupils with other pupils at Dallington and pupils nationally
(cohorts may have 1 pupil eligible for pupil premium)

National thresholds for comparison See <https://www.compare-school-performance.service.gov.uk/school/>

Dallington performance data summary for Key Stage One 2017			
Disadvantaged		Non Disadvantaged	
% each pupil	Cohort	% each pupil	Cohort
100%	1	8.3%	12

	Disadvantaged		Non Disadvantaged		Gap between disadvantaged and non-disadvantaged at Dallington
	2017 National %	School KS1 Disadvantaged % gap between school and national in bracket	2017 National %	School KS1 Non Disadvantaged % gap between school and national in bracket	
Reading ExS	63.2	100	79.1	66.7	
Writing ExS	54.4	100	72.2	66.7	
Maths ExS	62.4	100	78.8	66.7	
Reading GDS	14.1	0 (-14.1)	28.4	33.3	-33.3
Writing GDS	7.8	0 (-7.8%)	17.9	16.7	-16.7
Maths GDS	11.3	0 (-11.3%)	23.2	25.0	-25.0

Dallington Church of England Primary School Pupil Premium

Dallington performance data summary for Key Stage Two 2017			
Disadvantaged		Non Disadvantaged	
% each pupil	Cohort	% each pupil	Cohort
33.3	3	9.1	11

Disadvantaged			Non Disadvantaged		Gap disadvantaged and non-disadvantaged at Dallington
	2017 National %	School KS2 Disadvantaged % <small>(gap between national in bracket)</small>	2017 National %	School KS2 Non Disadvantaged %	
Reading ExS	59.9	33.3 (-26.6)	77.0	72.7	-39.4
Writing ExS	65.8	33.3 (-32.5)	81.1	81.8	-48.5
Maths ExS	63.3	33.3 (-30.0)	80.2	63.6	-30.3
RWM combined ExS	47.5	33.3 (14.2)	67.5	54.5	21.2
Reading GDS	14.3	0 (-14.3)	29.4	9.1	-9.1
Writing GDS	10.0	0 (-10.0)	21.3	0	
Maths GDS	12.9	0 (-12.9)	27.2	0	
RWM combined GDS	3.7	0 (-3.7)	11.0	0	

Disadvantaged Year 1 and end of Year 2 Phonics Year 1 cohort 2 disadvantaged pupils Year 2 cohort 1 disadvantaged pupil			Non Disadvantaged Year 1 and end of Year 2 Phonics		Gap disadvantaged and non-disadvantaged at Dallington
	2017 National %	School Disadvantaged %	2017 National %	School Non Disadvantaged %	
Y1 Phonics	70.0	50 (-20)	83.8	86.7	-36.7
Y2 Phonics	85.7	100	93.3	83.3	

Dallington Church of England Primary School Pupil Premium

Barriers to future attainment	
A	Children's speech and language skills under developed on entry
B	Children's numerical literacy is under developed
C	Social and emotional difficulties using personalized nurture and school counsellor service to alleviate future barriers to learning
D	Not all children have access to learning opportunities due to financial barriers – reduced enrichment opportunities
E	Attendance of children eligible for pupil premium is below national average

Outcomes for 2017-2018		
	Desired outcomes	Success criteria
A	Improve children's speech and language and communication skills	Expected or accelerated progress for disadvantaged children
B	Improve children's numerical literacy	Accelerated progress of KS2 year groups to increase the % of children attaining expected standard
C	Reduce anxiety associated with social and emotional difficulties	Reduction in psychological barriers to learning
D	Learning opportunities accessed despite financial barriers	All pupils have access to school visits to enrich their curriculum and remove potential cost barrier
E	Attendance of children eligible for pupil premium is below national average	Attendance is in line with or above the national average

Dallington Church of England Primary School Pupil Premium

Planned expenditure					
Barriers to future attainment		Cost	Action	Rationale	Success Criteria
A	children's speech , language and communication skills	£4,900	Oral language intervention	<i>Research shows early interventions have greatest impact and children whose oracy skills are less developed are able to make up ground early on.</i>	Typical or rapid progress for disadvantaged children
			Phonics intervention		
			1:1 TA reading precision teaching intervention		
			1:1 TA spelling precision teaching intervention		
B	Children's numerical literacy is underdeveloped	£4,900	1:1 number/calculation precision teaching intervention	<i>Significant evidence that mathematics anxiety interferes with performance of arithmetical tasks important to everyday life.</i> <i>Research shows early intervention is effective in addressing misconceptions and reduces negative/phobic reactions to number and calculations later in life</i>	Typical or rapid progress for disadvantaged children to increase the % of children achieving at expected standard
			Maths Teacher Booster small group		
			Maths TA Booster small group		
C	Social and emotional difficulties	£1, 500	Identified children to access nurture	<i>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being. Counselling in schools has been shown to be a highly</i>	Reduction in psychological barriers to learning
		£1, 200	Identified children to access school counsellor		Improved pupil engagement
					Improved pupil attendance

Dallington Church of England Primary School Pupil Premium

				<i>effective support for troubled children who are experiencing emotional health difficulties</i>	Parents and pupils value service
D	Not all children have access to learning opportunities due to financial barriers	£550	Funded places on field trips and residential trips to promote inclusion	<i>Learning outside the classroom adds value to each individuals academic and personal development</i>	All pupils have access to school visits to enrich their curriculum Language and mathematical reasoning skill development outside the classroom New strengths identified – growth in self confidence Improved interpersonal skills - negotiation and play skills
		£ 150	Drumming Irish Dancing		
E	Attendance of children eligible for pupil premium is below national average	Breakfast Club £1, 000	Funded breakfast Club provision to encourage increased school attendance and give children a settled start to the day to promote inclusion	<i>Research studies show even when other social factors are taken into account, children’s academic performance increases after 3 or 4 months of regular breakfasts. Breakfast clubs have an impact on improved learning, attendance and behavior at school, punctuality, healthy eating, social development and fun through play</i>	Attendance is in line with or above the national average
Total Budgeted Cost			£14, 200		
Previous Academic Year 2016-2017			£15, 840		

Staff skills development strategy to raise attainment	
<p>Specialist support helps to develop and improve teacher skills in order to meet the needs of individuals and all pupils in the class</p>	<p>Speech & Language (SaLT) service work with individual pupils and staff and meet with parents in school SaLT clinicians model delivery and give advice on delivery of SaLT programmes by staff in school Impact: Speech & Language targets achieved Improved pupil understanding of language concepts, has impacted positively on attainment Parents report they are pleased with delivery of SaLT programme in school</p> <p>The Education Psychology (EP) service work with individual pupils and staff and meet with parents in school TAs and Individual Needs Assistants access training led by the EP annually Impact: Improved understanding of barriers to learning, effective support and precision teaching Improve provision and plan for any further assessments to clarify pupil need</p> <p>Communication Language Autism and social skills (CLASS) CLASS work with individual pupils and staff and meet with parents in school Impact: CLASS training for staff working with pupils with social communication difficulties, includes practices to benefit all learners, e.g. use of visuals and pupil interests to motivate and sustain engagement, strategies for self-regulation</p> <p>Mindfulness training for all teachers Daily meditation to reduce pupil stress levels Impact: The needs of pupils are met appropriately and the negative impact of barriers are reduced</p>
Pupil well-being strategy to raise attainment	
<p>Breakfast club</p>	<p>Impact: Teaching staff report positive impact on attendance, punctuality, diet and readiness to learn Pupils observed to benefit from social interaction with range of pupils, which in some cases carries over into break time Parents value resource and are enabled to fulfill work commitments</p>
<p>Nurture groups Social skills groups directed by teacher is responsive and pupils are prioritised based on need</p>	<p>Impact: Pupils reported to school governor that there is a safe adult in school to talk with Staff aware of significance of validating pupils feelings and use of specific praise Improved sensitivity in curriculum delivery – differentiation based on emotional need Staff aware of significance of validating pupils feelings and use of specific praise 100% pupils reported to governor, they feel safe to learn in school</p>
<p>School Counsellor resource is responsive and pupils are prioritised based on need</p>	<p>Impact: Feedback from pupils' is 100% value time with counsellor and can describe how it has helped Teachers report positive impact and refer other pupils Parents value service, report on the difference it makes and request referral</p>
<p>Structured conversations Inclusion of parent views and</p>	<p>Impact: 100% of parents/carers attended meeting Family engagement improved through additional meetings with staff</p>

<i>knowledge of their child, their expectations and aspirations</i>	Parent/carer views included in review of pupil outcomes and setting new targets
Curriculum strategy to raise attainment	
Year 1 and end of Year 2 Phonics Reinforcement by TA following whole class teaching of phonics by teacher	<p>Impact: 2017 data: -36.7% attainment gap in Year 1 phonics between disadvantaged and non-disadvantaged</p> <p>Listening skills improved to support sound recognition and differentiation of sounds</p> <p>Language experience is enhanced through additional stories and models of descriptive language – pupils speaking in extended sentences; all interventions having gradual impact on attainment</p> <p>Listening skills improved to support sound recognition and differentiation of sounds</p>
Year 6 Booster <i>To address gap for disadvantaged pupils at expected standard and at greater depth in standard in reading, writing and maths</i>	<p>Year 6 booster led by teacher and head of school target 6-8 pupils</p> <p>Gaps/misconceptions in daily lesson addressed in small group in the afternoon</p> <p>Weekly booster in addition to teaching in class with class teacher and Head of School</p> <p>Information from all interventions fed back to class teacher to inform planning and value intervention with pupil</p> <p>Impact: 2017 data</p> <p>Reading: - 39.4% attainment gap between disadvantaged and non-disadvantaged at Dallington - 26.6% attainment gap compared with disadvantaged pupils nationally</p> <p>Writing: - 48.5% attainment gap between disadvantaged and non-disadvantaged at Dallington - 32.5% attainment gap compared with disadvantaged pupils nationally</p> <p>Maths: - 30.3% attainment gap between disadvantaged and non-disadvantaged at Dallington - 30.0% attainment gap compared with disadvantaged pupils nationally</p> <p>Combined: - 21.2% attainment gap between disadvantaged and non-disadvantaged at Dallington - 14.2% attainment gap compared with disadvantaged pupils nationally</p>
Enrichment strategy to raise attainment	
Music lessons <i>Enrichment opportunities to promote pupil aspiration, confidence and self esteem</i>	<p>Impact: Pupils supported to take risks to take learning forward, building resilience at times of challenge</p> <p>Support for pupil self – discipline</p> <p>Pupils learn positive results following hard work</p> <p>Pupil attendance 100% - indicator of commitment and motivation</p>
Clubs <i>Support for the Interests of individual pupils to promote aspiration, confidence and self esteem</i>	<p>Impact: Pupils learning a new skill – making mistakes, taking risks to take learning forward</p> <p>Support for pupil self – discipline</p> <p>Pupils learn positive results following hard work</p> <p>100% disadvantaged pupils accessed enrichment experiences</p>

Dallington Church of England Primary School Pupil Premium

<p>Residential Subsidy <i>Enrichment opportunities to promote pupil aspiration, social skills, self-reflection and risk taking for personal development</i></p>	<p>Impact: All pupils encouraged to attend residential opportunities and family support is personalised Pupils relationships develop with different and more peers 100% disadvantaged pupils accessed residential in Year 4 and Year 6 Feedback from pupils, staff and parents of increased self- confidence, new strengths, enhanced social interaction skills</p>
--	--