

Dallington Church of England Primary School

Pupil Premium Grant 2016/17

Dallington Church of England Primary School is smaller than the average-sized primary school, with 103 children on roll. With the exception of the Reception Year, all are mixed-age classes. The proportion of pupils known to be eligible for the pupil premium is below average. The proportion of disabled pupils or those with special educational needs are broadly average. The school is part of a federation with two other local primary schools, with one executive headteacher and one overarching governing body. We have an expectation of attainment and progress for all, with high quality teaching for every child, avoiding stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed. Ofsted inspection 23-24 January 2013: *The school makes effective use of the extra money from pupil premium to employ extra staff, support small groups of pupils and individuals as well as additional learning activities. As a result, these pupils achieve equally well as other pupils in the school.*

Pupil Premium is a grant allocated to schools based upon the number of children from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes the number of children who have been looked after continuously for more than six months. The funding is provided for the specific purpose of increasing the attainment and progress of these groups of pupils. The progress made by children in receipt of PPG is monitored by the PPG coordinator who is accountable to the headteacher and school governors. Individual progress and interventions are discussed and planned at termly pupil progress meetings with teachers. How we evaluate the impact of interventions and strategies funded through the PPG and ensure best value is described below in the pupil premium strategy. It is incumbent on us to protect the privacy of individual children and families

Pupil Premium Strategy is information on the effect of pupil premium grant expenditure on the educational attainment of pupils. Including:

- the amount of pupil premium grant allocation;
- detail of the main barriers to educational achievement using data driven evidence to identify pupils' learning needs;
- planned expenditure and core approaches to address barriers informed by research and reports about what works;
- how we will measure impact;
- comparisons between attainment of different groups;
- date of the next pupil premium strategy review, to evaluate the above with leader from another federation school.

Pupil Premium allocation to our school: 2015-2016 = £11,880

Pupil Premium allocation to our school: 2016-2017 = £15,840

Internal PPG review: December 2016

Report to governors: January 2017

Federation Pupil Premium Strategy review: dates between 13th – 24th March 2017

Report to governors: April 2017

Outcomes for pupils in our school receiving the Pupil Premium Grant (PPG) data for: 2015-2016

Early Years Foundation Stage

100% PPG pupils achieved a good level of development (GLD) compared with 78.6% of non PPG pupils

Year 1 Phonics

100% attainment for PPG pupils compared with 71.4% of non PPG pupils.

Year 2 Phonics

100% attainment for PPG pupils compared with 80% of non PPG pupils.

Key Stage One

In reading 100% PPG pupils working at expected standard compared with 89.5% of non PPG pupils. No PPG pupils working at greater depth within the expected standard (GDS) whilst 30% of non PPG pupils working at GDS.

Attainment gap in writing: 50% of PPG pupils working at expected standard compared with 70% of non PPG pupils. No PPG pupils working at GDS compared with 10% of non PPG.

In maths 100% PPG pupils working at expected standard compared with 60% of non PPG. No pupils working at greater depth.

At the end of Key Stage Two

Combined reading, writing and maths there is an attainment gap, with no PPG pupils working at expected standard compared with 60% of non PPG pupils.

In reading, attainment gap, with no PPG pupils working at expected standard compared with 86.7% of non PPG pupils.

In writing, attainment gap, with no PPG pupils working at expected standard compared with 80% of non PPG pupils. No PPG pupils or non PPG pupils working at greater depth – judgement for writing only this year (2015-16).

In maths, attainment gap, with no PPG pupils working at expected standard compared with 80% of non PPG pupils.

To address attainment gaps we will use:

- data capture 3 times annually and information from ongoing pupil tracking;
- pupil progress meetings, when teachers share evidence from their day to day and periodic assessments and we discuss questions posed by the data to enable us to agree collaboratively, actions to address identified barriers;
- targeted interventions proven to be successful and to have positive impact on expected outcomes for pupils;
- a continuous professional development for staff to address barriers to learning and increase pupil progress.

Other outcomes for pupils:

All pupil premium pupils who were eligible to attend a residential visit and educational day visits participated unless absent through illness.

All pupil premium pupils have been offered support to attend after school clubs.

Structured conversations have supported partnerships with parents to develop effective learning targets and develop more individualised approaches to learning.

THRIVE: programme and interventions have been used to support vulnerable children, reducing risk of social exclusion and formal exclusion from school.

School counsellor: pupils and parents/carers and staff report support has been positive in assisting decisions about a child's education.

Breakfast Club: benefits to children and their families; improved attendance and punctuality, healthy eating, social development, and fun through play.

A barrier for the pupil premium children and all children in our school is access to the everyday resources the majority can access. Public transport in our rural location is extremely limited and a family has to travel a distance to access school, the library, sports facilities, the arts. Public transport is extremely limited and if there is one car in the family, transportation has to be prioritised. As a school we prioritise support for children to access clubs and enrichment experiences.

Intended use of the Pupil Premium Grant: 2016-2017

- Cover for teachers to continue structured conversations and pupil progress meetings
- Intervention and targeted academic support, 1:1 and small group
- Peer observation and targeted professional development
- THRIVE – including annual renewal of practitioner licence
- School counsellor
- Social skills interventions and nurture groups
- Breakfast Club
- After school clubs and enrichment opportunities

- School trips and residential visits

Expected impact will be:

Improved teaching and learning
Improved pupils self-esteem, sense of well-being and enjoyment of school
Improved independence and life skills
Improved attainment and progress; improved confidence and attitudes to learning, deepening understanding
Improved participation for residential trips and allowing all children to have equal experiences and learning opportunities
Improved parental engagement

Evidence

Attainment and progress data
Pupil voice
Parent feedback
Attendance data
Behaviour logs
Teaching & learning observations

We will measure impact in terms of:

Percentage of pupils achieving Year 2 phonic re-check
Percentage of pupils achieving expected standards at the end of key stage one and key stage two
Percentage of pupils making good progress in reading, writing and mathematics each term and by the end of the year
Percentage of pupils participating in residential visits and educational trips.