



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.

Pupil Premium funding is given based upon the number of pupils from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. Also pupils who are/have been *looked after* by the local authority.

We take account of data from the *Education Endowment Trust* on strategies to boost children's learning and reduce the inequalities between children eligible for free school meals and their peers.

At Dallington we use our pupil premium allocation to:

- improve classroom pedagogy and provide targeted support and to develop whole school strategies
 - *ensure equality of opportunity and access for all children*
 - *raise attainment and secure at least good progress for all children*
 - *close the gap between disadvantaged children and their more economically affluent peers*

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.

Summary information for previous academic year 2017-2018			
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	May 2018

Barrier	Impact of pupil strategy 2017-2018
<p>Children’s speech and language skills under developed, including language concepts</p> <p>Children’s literacy, including strategies for reading and spelling and access to rich vocabulary for writing and maths vocabulary</p> <p>Children’s maths literacy to talk, reason explain and apply to problems</p>	<ul style="list-style-type: none"> - <i>Pupils who had precision teaching for phonics and spelling showed increased confidence and gaps in attainment narrowed. Reading targets were achieved by all pupils.</i> - <i>Precision teaching for spelling is working for pupils who have specific literacy difficulties resulting with increased confidence and improved stamina for challenges of learning. Spelling targets were achieved for 100% of pupils</i> - <i>Precision teaching for spelling is working for pupils who have specific literacy difficulties resulting with increased confidence and improved stamina for challenges of learning</i> - <i>In reading 80% achieved learning targets and made typical progress term on term</i> - <i>Pupil engagement improved during visual images and tactile experiences of what mathematical words mean in a variety of contexts</i>
<p>Social and emotional difficulties - High levels of arousal triggered by anxiety barrier to learning</p> <p>Limited access to learning opportunities due to financial barriers</p> <p>Attendance of children eligible for pupil premium is below national average</p>	<ul style="list-style-type: none"> - <i>There has been a reduction in psychological barriers to learning, evidenced by improved pupil engagement and improved pupil attendance</i> - <i>Improved engagement and given children shared experiences. New strengths in individuals identified – growth in self-confidence. Improved skills valued in all areas of learning. Improved interpersonal skills – peer co- operation, collaboration and play skills.Attendance is in line with or above the national average.</i>

Summary information for current academic year 2018-2019			
Total number of pupils	105	Academic year	2018-2019
% eligible for PP	7.6%	Total PP budget this financial year	£13 840
% of PP with additional needs	25%	Date of next PP Review	June 2019

Barriers to future attainment (2018-2019) - <i>Economic deprivation will impact upon learning and subsequent attainment</i>	
A	Children’s speech and language skills under developed, including language concepts
B	Children’s literacy, including strategies for reading and spelling and access to rich vocabulary for writing and maths vocabulary
C	Children’s maths literacy to talk, reason explain and apply to problems
D	Social and emotional difficulties - High levels of arousal triggered by anxiety barrier to learning
E	Limited access to learning opportunities due to financial barriers
F	Attendance of children eligible for pupil premium is below national average

Expected outcomes 2018 2019		Success criteria - Attainment gap to close between PPG pupils and peers
A	Improved speech and language, communication skills	Expected or accelerated progress for disadvantaged children to increase the % of children attaining expected standard year on year and in Year 6.
B	Improved reading, writing skills	Accelerated progress to increase the % of children attaining expected standard year on year and in Year 6
C	Improved use of maths to help solve real-world problems	No pupil is left behind because they can't understand the meaning of words. Pupils able to tackle maths problems with greater understanding of mathematical language and increased confidence

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D	Pupils have strategies to manage anxiety in a healthy way	Reduction in psychological barriers to learning
E	Learning opportunities accessed despite financial barriers	All pupils have access to school visits to enrich their curriculum
F	Attendance compares positively with other groups	Attendance is in line with or above the national average

Planned expenditure for 2018-2019 to address barriers to future attainment

Barriers to future attainment	Allocation	Provision	Rationale	Impact – review June 2019
A	£4 000	<p>Language – strong oral models and exposure to rich vocabulary in reception class on entry, continues through school.</p> <p>Staff training by speech & language therapists and therapy assistants, use advice for other pupils</p> <p>SLCN training for staff from CLASS (Jan 2019)</p> <p>Additional assessment and speech and language link programmes</p> <p>Word resources</p> <p>Early intervention when gaps appear</p> <p>Phonics 1:1 and small group additional support to help pupils to use efficiently in reading and writing</p>	<p><i>Children whose oral skills are less developed are able to make up ground early on.</i></p>	

			<p>1:1 reading including, sight vocabulary and vocabulary development</p> <p>1:1 Precision teaching to close gaps</p>		
			<p>1:1 spelling strategies</p> <p>1:1 Precision teaching to close gaps</p>		
B	<p>Reading experience</p> <p>Reading skills</p> <p>Spelling strategies</p> <p>Writers voice</p>		<p>1:1 Precision teaching to close gaps</p> <p>Dyslexia training through CLASS (Sept 2018)</p> <p>Dyslexia screening</p> <p>Dyslexia friendly resources and environment</p>	<p><i>A solid foundation in reading is crucial to a child's success as they progress through primary school, into secondary school and then in later life</i></p>	
C	<p>Mathematical literacy -</p> <p>Mathematical thinking and problem solving</p>	£4 000	<p>Structured approach to the teaching and learning of vocabulary</p> <p>Visual images and tactile experience of what mathematical words mean in a variety of contexts.</p> <p>1:1 number/calculation intervention following mastery model</p> <p>1:1 Precision teaching to close gaps</p> <p>Teacher maths booster based on gap analysis from assessments to target areas of learning</p> <p>TA maths Booster based on gap analysis from assessments to target areas of learning</p>	<p><i>Mathematics anxiety interferes with performance of arithmetical tasks important to everyday life.</i></p> <p><i>Early intervention in addressing misconceptions reduces negative or phobic reactions to calculations later in life</i></p>	

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D	High levels of arousal triggered by anxiety barrier to learning	£ 3 000	<p>Developmentally appropriate support and intervention</p> <p>Staff training in anxiety reducing interventions from Educational Psychology Service e.g. <i>Boris Can Beat It</i></p> <p><i>Anxiety Busting intervention</i></p> <p><i>Think Good Feel Good – cognitive Behaviour Therapy Workbook. Learning ways to manage anxiety or unpleasant emotions and learning new behaviours</i></p>	<p><i>Teaching children strategies to gradually confront feared situations to improve sense of confidence and allow a child to go into situations that are important with tools to manage</i></p>	
E	Reduced access to learning opportunities due to financial barriers	£ 2 000	<p>Funded places on field and residential trips</p> <p>Clubs</p> <p>Music lessons</p>	<p><i>Learning outside the classroom adds value to each individuals academic and personal development</i></p>	
F	Attendance of children eligible for pupil premium is below national average		<p>Weekly tracking</p> <p>Keeping in Touch(KIT) meetings with parents</p> <p>Pupils focus in all monitoring exercises</p> <p>Training for midday supervision on approaches to support children at lunchtime</p>	<p><i>Attendance has a direct link to attainment. ...</i></p> <p><i>Achieving at school builds a child's self-esteem, as well as enhancing their future prospects.</i></p> <p><i>Attending school and being part of the school community gives a child a sense of belonging and promotes their social development.</i></p>	
Total Budgeted Cost 2018-2019			£13 000		

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 Therapy(SaLT) 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</p> <ul style="list-style-type: none"> - 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>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</p> <ul style="list-style-type: none"> - Improved understanding of barriers to learning, effective support and precision teaching - Improve provision and plan for any further assessments to clarify pupil need <p>Anxiety Buster training</p> <p>Communication Language Autism and social skills (CLASS) CLASS work with individual pupils and staff and meet with parents in school</p> <ul style="list-style-type: none"> - 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>Dyslexia awareness training Speech language and communication needs (SLCN)training</p> <p>Mindfulness training for all teachers</p> <ul style="list-style-type: none"> - Daily meditation to reduce pupil stress levels - Needs of pupils are met appropriately and the negative impact of barriers are reduced
Pupil well-being strategy to raise attainment	
<p>Nurture groups Social skills groups <i>directed by teacher is responsive and pupils are prioritised based on need</i></p>	<p>Pupils report 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 report 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>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>
Curriculum strategy to raise attainment	
<p>Year 1 and end of Year 2 Phonics <i>Reinforcement by TA following</i></p>	<p>Listening skills improve to support sound recognition and differentiation of sounds 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>

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<i>whole class teaching of phonics by teacher</i>	Listening skills improved to support sound recognition and differentiation of sounds
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>	Year 6 booster led by teacher and head of school target 6-8 pupils Gaps/misconceptions in daily lesson addressed in small group in the afternoon Weekly booster in addition to teaching in class with class teacher and Head of School Information from all interventions fed back to class teacher to inform planning and value intervention with pupil
Enrichment strategy to raise attainment	
Music lessons <i>Enrichment opportunities to promote pupil aspiration, confidence and self esteem</i>	Pupils supported to take risks to take learning forward, building resilience at times of challenge Support for pupil self – discipline Pupils learn positive results following hard work Pupil attendance 100% - indicator of commitment and motivation
Clubs <i>Support for the Interests of individual pupils to promote aspiration, confidence and self esteem</i>	Pupils learning a new skill – making mistakes, taking risks to take learning forward Support for pupil self – discipline Pupils learn positive results following hard work 100% disadvantaged pupils accessed enrichment experiences
Residential Subsidy <i>Enrichment opportunities to promote pupil aspiration, social skills, self-reflection and risk taking for personal development</i>	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