



Dalmain School - Pupil Premium Strategy 2018-2019

1. Summary Information						
School	Dalmain Primary School		Academic Year	2018-2019	Amount per pupil	£1,320
April 18 – March 19	Total Number of pupils	400	Number of pupils eligible for PP	95	Total PP funding 18-19	£129,320
April 19 – March 20	Total Number of pupils	95	Number of pupils eligible for PP	94	Total PP funding 19-20	£128,000
Date of Most Recent PP Review		Feb'19	Date for next PP Review	July'19	Total PP Budget 2018-2019	£128,770

All staff at Dalmain have high aspirations for our pupils, regardless of social and economic barriers, we believe there are no limits to what our children can achieve. We are determined that through exposure to Quality First Teaching, a broad and balanced curriculum, targeted support and pastoral care all our pupils are given the best possible chance to achieve their full potential. We are committed to spending our Pupil Premium funding to maximise impact, we aim to diminish the attainment and progress gap between children entitled to Pupil Premium and other children nationally. We believe that the additional provision delivered through the Pupil Premium strategy should encompass all children who we know to be disadvantaged and vulnerable not just the children in receipt of the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support, the school works strategically to identify barriers to learning and plans accordingly.

2. Pupil Premium data by Year Group *Based on January Census						
	PPG Pupils	PPG Boys	PPG Girls	PPG & SEND	TOTAL ON ROLL	PPG %
EYFS	13	7	6	2	89	15%
Year 1	14	8	6	4	58	24%
Year 2	11	2	9	3	59	19%
Year 3	15	8	7	5	58	26%
Year 4	20	6	14	8	53	38%
Year 5	18	8	10	8	57	32%
Year 6	14	6	8	4	59	24%
TOTAL	105	44 (42%)	61 (58%)	34 (32%)	433	24%

3. Current Attainment - 2018

Year Group	Subject	Standard	Dalmain Non-PPG	Dalmain PPG	National Benchmark
Attainment in Year 6	Reading	Expected	85%	55%	80%
		Greater Depth	56%	30%	33%
	Writing	Expected	85%	40%	83%
		Greater Depth	32%	10%	24%
	Maths	Expected	82%	50%	81%
		Greater Depth	41%	15%	28%
	Combined	Expected	79%	30%	70%

Attainment in Year 2	Reading	Expected	80%	73%	79%
		Greater Depth	43%	7%	29%
	Writing	Expected	85%	73%	74%
		Greater Depth	20%	7%	18%
	Maths	Expected	80%	73%	80%
		Greater Depth	30%	9%	25%
	Combined	Expected	87%	71%	

Attainment in Year 1	Phonics	Expected	85%	89%	85%
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Attainment in EYFS	GLD	Expected	73%	71%	74%
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4. Progress

Subject	Dalmain PPG			National Benchmark		
	2016	2017	2018	2016	2017	2018
Reading	1.17	-1.89	-1.79	0.33	0.33	0.31
Writing	-1.85	-1.87	-4.00	0.12	0.18	0.24
Maths	0.30	-2.57	-2.73	0.25	0.29	0.31

5. Barriers to learning - Academic	
A	Pupil Premium children not routinely applying their spelling, grammar and punctuation skills accurately when writing (Ofsted 2014)
B	Lower percentage of Pupil Premium children meeting age related expectations compared to Non-Pupil Premium (FFT, IDSR 2018)
C	Lower percentage of Pupil Premium children exceeding age related expectations compared to Non-Pupil Premium (FFT, IDSR 2018)
D	Progress of Pupil Premium children between KS1 and KS2 significantly lower than Non-Pupil Premium (FFT, IDSR 2018)
Barriers to learning - Additional	
E	Lower attendance rates for PP children reducing their access to the curriculum (February 19 data) <ul style="list-style-type: none"> ➤ PP children have an overall attendance of 96% compared to 98% of non-PP children ➤ 14% of PP children have persistent absence compared to 3% of non-PP children
F	Lack of space and a quiet environment to complete homework (pupil questionnaire)
G	Narrower range of experiences which affect their culture capital, confidence and aspiration (pupil voice 2019)

6. Desired Outcomes	
A	Decreased percentage of persistence absence for Pupil Premium children
B	Improve progress of all Pupil-Premium children from KS1 to KS2
C	Increased percentages of Pupil Premium children working above national expectations, in all subjects across the school
D	Increase and diminish the gap between the percentage of pupil premium pupils achieving EX+ in reading, writing and maths and non-pupil premium children achieving EX+ in reading, writing and maths.
E	To develop social and emotional resilience

7. Action Plan for PPG spending – Targeted Support							
Desired Outcome	Action Pupil premium will be used to...	Amount Allocated	New or Continued action	Year Group	Intended Outcome		Review (Sep'19)
A B C D	Reading Recovery teacher employed to address vocabulary gap and any PP children identified as falling behind with phonics or spelling	£4,908	Continued	KS1	75% of pupils (9/12) in Year 1 achieve national expectations in the Phonics screening. 66% achieved 67% of pupils (8/12) eligible for PPG in Year 1 achieve national expectations in Reading. 64% achieved Supporting 2 children in Key Stage 1 through Reading 82% of pupils eligible for PPG in Year 2 achieve national expectations in Reading by July 2019. 50% achieved		-Not to continue, instead; -Appoint new phonics lead -Introduce whole class reading and 1:1 reading for targeted children

C D	Employ a GTT to Support Teaching and Learning in KS1 to ensure accelerated progress for Pupil Premium children in Reading, Writing and Maths	£4,565	Continued	2	82% of pupils eligible for PPG in Year 2 achieve national expectations in Reading, Writing and Maths by July 2019. 60% in Rd, 70% Wr and Ma 36% of pupils eligible for PPG in Year 2 exceed national expectations in Reading, Writing and Maths by July 2019. 10% in Rd, 0% Wr and 20% Ma	-Continue next year -Impact can be seen across the school -GTT to use pre-teaching to supplement whole class reading -1:1 readers a focus for GTT -Year 4 Maths focus for AfA
C D B	Employ a GTT to Support Teaching and Learning in Lower KS2 to ensure accelerated progress for Pupil Premium children in Reading, Writing and Maths	£6,857	Continued	3	86% of pupils eligible for PPG in Year 3 achieve national expectations in Reading , 79% in Writing and 86% in Maths by July 2019 60% in Rd, 47% Wr and 47% Ma 14% of pupils eligible for PPG in Year 3 exceed national expectations in Reading , 7% in Writing and 21% in Maths by July 2019. 13% in Rd, 6% Wr and 0% Ma	
B C D	Small group teaching set up in year 6 with Pupil Premium children being a focus for all teachers	£29,480	Continued	6	92% of pupils eligible for PPG meet the national expectations in Reading , 85% in Writing and 92% in Maths 71% in Rd, 79% Wr and 79% Ma Rd 2.12 Wr 0.61 Ma 0.46 15% of pupils eligible for PPG exceed the national expectations in Reading, Writing and Maths 29% in Rd, 0% Wr and 14% Ma	-Continue next year impact clearly seen in the data
A	I'm here club to ensure that PPG children's attendance is closely monitored	-	Continued	Whole School	Reduce the persistent absence rate for Pupil Premium children in line with non-Pupil Premium children	-Limited impact but continue next year Persistent absence for PP children still 13% compared to Non-PP at 4%. -New attendance lead role created and person appointed
B C D	Introduce a homework club where children in KS2 can have access to a quiet working space in which to complete their homework	-	New Summer Term	KS2	Children identified as not having a quiet working space will attend homework club. Homework will be completed which will impact positively on attainment and progress in class	-Updated pupil voice identifies that this is no longer a need of the school. -Teachers and TAs will support the children in each year group.
B C	Introduce a morning Maths club focussing on key arithmetic skills	-	New	6	Improved progress score for Year 6 Pupil Premium children in Maths July 2019	-Impact can clearly be seen in data and

D			Spring Term		progress score of 0.46 an increase of 2.24		children's and parent's voice. -start again in Spring term
B C D	Introduce Action Tutoring	£1,500	New Summer Term	5	Improved progress score for Year 5 Pupil Premium children in Maths July 2020		-continue Action tutoring children now in year 6 -Positive pupil voice and noted increased confidence in class
A B C D	Small group teaching in writing and maths every morning	£33,807	Continued	5 & 6	92% of pupils eligible for PPG meet the national expectations in Writing and 92% in Maths 79% Wr and 79% Ma 15% of pupils eligible for PPG exceed the national expectations in Writing and Maths 0% Wr and 14% Ma Supporting 3 children in year 5 through small group teaching so that 17% of pupils (3/18) eligible for PPG in Year 5 exceed national expectations in Maths by the end of the year. 6%		-continue with small group work on focussed children -impact can be seen in maths at EXS and GDS -impact can be seen in writing at EXS -focus needs to be on writing at GDS
A B C D	Introduce Magic Breakfast - PP advocate to ensure that targeted children attend	-	New Spring Term	Whole School	Improved progress in class and a reduction in lateness and persistent absence		-Magic breakfast introduced. A notable uptake by disadvantaged children
B C D	Restock reluctant reader books to ensure children are reading quality texts that are challenging	£4,947	New Summer Term	Whole School	Improved engagement and progress in Reading		-Move to 2019 - 2020

8. Action Plan for PPG spending – Quality First Teaching

C	Focus from DHT & English leader on high quality vocabulary, disseminating expectations to staff	-	New Spring Term	Whole School	Adventurous vocabulary will be evident in the children's independent writing		-continue support for writing and Reading Data for disadvantaged children: -Writing progress score
D	Support from external literacy consultant to improve pedagogy and strategies used by teachers	£3,695	New Spring Term	Whole School	Spelling will be taught rigorously across the school and applied by the children in their independent writing		0.61 (higher than all) -79% EXS for SPAG and 21% GDS -79% EXS for Wr
E	CPD support from Literacy Tree consultant focussing on spelling	£3,362	New Summer Term	Whole School	Spelling will be taught rigorously across the school and applied by the children in their independent writing		-pupil voice across the school talk about reading

	and embedding grammar across all writing opportunities						books developing their vocabulary -new spelling policy introduced and implemented by staff -adventurous vocab evident in books
B C D	Introduction of Literacy Tree curriculum to ensure high quality books are accessed by all children and SPAG is embedded in the curriculum	£4,480	New Autumn term	Whole School	Adventurous vocabulary will be evident in the children's independent writing and the children will have the opportunity to apply their SPAG skills		
B C D	To train teachers to enable them to teach Philosophy in years 3 and 4 and to incorporate pedagogy into daily teaching	£	New Autumn term 2019	Year 3 Year 4	Speaking and listening skills will be developed as well as the children's ability to express their ideas and feelings coherently		-continue as a whole school CPD in 2019- 2020 academic year

9. Action Plan for PPG spending – Broad and Balanced curriculum

E	Provide CPD for a member of staff to train as a qualified Forest School leader	-	Continued	Year 4			-continue -impact on children seeing themselves as lifelong learners, extending their imagination, developing speaking and listening skills and sensitivity, and becoming more self-confident individuals.
E	Workshops & theatre groups supporting	£3,274	Continued	Whole School	Develop whole school speaking & listening and vocabulary choice through story immersion		
E	Educational visits in each age phase to motivate, stimulate & provide opportunities to reinforce learning in a real context	£4,066	Continued	Whole School	Children's learning will be contextualised and embedded		
E	Supporting children through Trinity Laban Dance	£9,590	Continued	Year 5 Year 6	Children will develop skills of team-work and co-operation		
E	Supporting children through Philosophy	£4,371	Continued	Year 5 Year 6	Speaking and listening skills will be developed as well as the children's ability to express their ideas and feelings coherently		-Not to continue. -focus on training all teachers across the school to maximise impact
E	Start a Debating club	-	New Summer Term	Year 4	Speaking and listening skills will be developed as well as the children's ability to express their ideas and feelings coherently		-Move to 2019 - 2020
E	Free musical instrument tuition offered to all pupils eligible for PPG and free CYM holiday courses	£5,555	Continued	KS2	Developed independence, co-operation and teamwork		-continue -impact on children seeing themselves as lifelong learners, extending their imagination, developing speaking and listening
E	Subsidised residential school journeys for Years 4 & 6 PPG	£2,286	Continued	Year 4 Year 6	Developed independence, co-operation and teamwork		

	pupils, to improve SMSC opportunities for pupils						skills and sensitivity, and becoming more self-confident individuals.
E	Extra-curricular clubs for all pupils eligible for PPG	£9,485	Continued	Whole School	Developed independence, co-operation and teamwork		
E	Fully subsidised places in Breakfast Club for pupils eligible for PPG	£2,190	Continued	Whole School	Lateness and absence will be reduced and children will be ready to learn		- Limited impact on PP children. -Abs reduced from 5% to 4% -Lateness same at 2% -Continue but review uptake by PP children and phone parents to ensure they know the offer.
E	Pupil Premium advocate time to ensure that children eligible for PPG are accessing the benefits available to them	£885	Continued	Whole School	Every PP child will attend a club and play a musical instrument		-Every PP child played an instrument -82% of PP children attended an extra-curricular club -Update roles and responsibilities to include this role under Club Lead and Attendance Lead.

Our Pupil Premium strategy reflects the school ethos & culture: it balances academic rigour in teaching and learning with creativity through immersing children in a rich curriculum of music, dance, sport and philosophy.

We aim to teach the whole child and this means providing a broad and balanced curriculum. We maintain a focus on the outcomes, but some outcomes are harder to measure – for example, paying for a child to go on a residential school journey teaches independence and resilience, team work and other qualities which will help a child to achieve but are less easy to quantify.

Through our use of the Pupil Premium we provide enrichment through a focus on the arts. It is apparent that the disadvantaged children, the lower attaining children, are also often those who do not get a rich variety of experiences at home – they do not go to the theatre, to museums, they don't have music lessons, they don't belong to clubs. We seek to narrow the gaps in their *experiences* because we firmly believe that through the arts children become lifelong learners, they extend their imagination, develop speaking and listening skills and sensitivity, and become self-confident individuals. If we can narrow the cultural gap between our disadvantaged pupils and their peers we set them on a level playing field, which will give them a better chance of reaching the same levels of attainment.

Some of the support described above, such as dance and philosophy, is provided to the whole class. In this manner, we do not single out our Pupil Premium children; rather, they are given the same opportunities as their peers. While all children will benefit from these sessions, it is clear that the benefits to the Pupil Premium children will be much greater and more significant.