



## Dalmain School - Pupil Premium Strategy 2018-2021

1. Summary Information						
<b>School</b>	Dalmain Primary School		<b>Academic Year</b>	2019-2020	<b>Amount per pupil</b>	£1,300
<b>PP Lead</b>	Sarah Rose		<b>Governor Lead</b>	Hannah Martin	<b>Authorised by</b>	Erika Eisele
<b>April 19 – March 20</b>	<b>Total Number of pupils</b>	406	<b>Number of pupils eligible for PP</b>	104	<b>Total PP funding 19-20</b>	£78,867
<b>April 20 – March 21</b>	<b>Total Number of pupils</b>	388	<b>Number of pupils eligible for PP</b>	92	<b>Total PP funding 20-21</b>	£49,833
<b>Date of Most Recent PP Review</b>		Nov'19	<b>Date for next PP Review</b>	Oct'20	<b>Total PP Budget 2019-2020</b>	<b>£128,700</b>
<p>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.</p>						

2. Pupil Premium data by Year Group *Based on September internal data						
	PPG Pupils	PPG Boys	PPG Girls	PPG & SEND	TOTAL ON ROLL	PPG %
<b>Reception</b>	2	1	1	0	57	2%
<b>Year 1</b>	8	6	3	1	54	15%
<b>Year 2</b>	15	9	6	2	58	26%
<b>Year 3</b>	11	4	7	1	58	21%
<b>Year 4</b>	18	10	8	4	58	28%
<b>Year 5</b>	20	7	13	7	45	40%
<b>Year 6</b>	16	6	10	5	59	32%
<b>TOTAL</b>	<b>91</b>	<b>43</b>	<b>48</b>	<b>20</b>	<b>390</b>	<b>23%</b>

### 3. Current Attainment - 2019

Year Group	Subject	Standard	Dalmain Non-PPG	Dalmain PPG	National Benchmark
Attainment in Year 6	Reading	Expected	91%	71%	73%
		Greater Depth	64%	29%	27%
	Writing	Expected	84%	79%	78%
		Greater Depth	33%	0%	20%
	Maths	Expected	87%	79%	79%
		Greater Depth	60%	14%	27%
Combined	Expected	79%	71%	65%	

Attainment in Year 2	Reading	Expected	82%	60%	75%
		Greater Depth	42%	27%	25%
	Writing	Expected	69%	70%	69%
		Greater Depth	20%	9%	15%
	Maths	Expected	80%	70%	76%
		Greater Depth	26%	36%	22%
Combined	Expected				

Attainment in Year 1	Phonics	Expected	85%	67%	82%
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Attainment in EYFS	GLD	Expected	78%	45%	72%
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### 4. Progress

Subject	Dalmain PPG			National Benchmark		
	2017	2018	2019	2017	2018	2019
Reading	-1.89	-1.79	2.12	0.33	0.31	0.03
Writing	-1.87	-4.00	0.61	0.18	0.24	0.03
Maths	-2.57	-2.73	0.46	0.29	0.31	0.03

5. Barriers to learning - Academic	
A	Pupil Premium children not routinely applying their spelling, grammar and punctuation skills accurately when writing
B	Lower percentage of Pupil Premium children meeting age related expectations compared to Non-Pupil Premium
C	Lower percentage of Pupil Premium children exceeding age related expectations compared to Non-Pupil Premium
D	Progress of Pupil Premium children between KS1 and KS2 lower than Non-Pupil Premium
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"> <li>➤ PP children have an overall attendance of 96% compared to 98% of non-PP children</li> <li>➤ 14% of PP children have persistent absence compared to 3% of non-PP children</li> </ul>
F	Low self-esteem and SMEH
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	Led by	Review July'20
B C D	Support the introduction of whole class reading by introducing a pre-reading intervention delivered to targeted children.	-	New	KS1 & KS2	% of pupils eligible for PPG to achieve national expectations in <b>Reading</b> Year 1 78% (Aliciana, Beau) Year 2 80% (Kairo, Islam) Year 3 82% (Jahvid, Shayla) Year 4 76% (Husni, Kamari) Year 5 75% (Zarina, Sharna, Lara) Year 6 81% (Kyla)	HLTAs	
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	£28,881	Continued	1	% of pupils eligible for PPG in Year 1 to achieve national expectations <b>Reading</b> 78% (Aliciana, Beau) <b>Writing</b> 78% (Aliciana, Beau, Mahlik) <b>Maths</b> 78% (Aliciana, Beau)	SR VB	

					% of pupils eligible for PPG in Year 1 to exceed national expectations <b>Reading</b> 22% (Alara) <b>Writing</b> 22% (Alara) <b>Maths</b> 22% (Alara)	SR VB	
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	£28,881	Continued	3	% of pupils eligible for PPG in Year 3 to achieve national expectations <b>Reading</b> 73% (Jahvid) <b>Writing</b> 73% <b>Maths</b> 73% (Lewis)	SR MF	
					% of pupils eligible for PPG in Year 3 to exceed national expectations <b>Reading</b> 36% (Leah) <b>Writing</b> 36% (Aaliyah, Akeelah, Leah) <b>Maths</b> 36% (Leah)	SR MF	
B C D	Small group teaching in Writing and Maths with Pupil Premium children being a focus for all teachers	£10,000	Continued	5 & 6	73% of pupils eligible for PPG in Year 5 achieve national expectations in <b>Maths</b> by July 2020.  69% of pupils eligible for PPG in Year 6 achieve national expectations in <b>Writing</b> and 75% in <b>Maths</b> by July 2020.  36% of pupils eligible for PPG in Year 5 exceed national expectations in <b>Maths</b> by July 2020.  13% of pupils eligible for PPG in Year 6 exceed national expectations in <b>Writing and Maths</b> by July 2020.	PC  PC NM  PC  PC NM	
B C D	Introduce a morning Maths club focussing on key arithmetic skills	-	Continued	6	Improved progress score for Year 6 Pupil Premium children in Maths July 2020	SR HLTAs	
B C D	Continue with Action Tutoring for year 6 till May and then year 5 for the Summer Term	£1,540	Continued	5 & 6	Improved progress score for Year 6 Pupil Premium children in Maths July 2020	SR	
B C D	Join Achievement for All program	£5,355	New	Whole School	Increased attainment and progress of PP children to close the gap between PP and Non-PP children Year 1 – <b>Writing</b> 75% (Ravin, Beau, Mahlik) Year 4 – <b>Maths</b> 65% (Eyshan, Kaylen, Sapphire) Year 5 – <b>Reading</b> 75% (Zarina, Sharna, Lara)	SR	
A B C D	Continue with Magic Breakfast provision	-	Continued	Whole School	Improved focus in class leading to better attainment and progress of PP children	EE	

B C D	Restock reluctant reader books to ensure children are reading quality texts that are challenging	£5,000	New	3 & 4	Improved engagement and progress in Reading	HT	
A	Newly appointed Attendance Lead to chase up absence and lateness with a focus on PP children	£2,653	New	Whole School	Improved rates of persistent absence and lateness of PP children	KW/LE	
A E	Breakfast club for vulnerable children to attend	-	New Spring Term	Whole School	Children will be settled and ready to go to class at 9:00 for learning	LK	
E	Attachment disorder training and Trauma informed training for staff	£1,000	New Spring Term	LAC	Staff will have a deeper understanding of how to support children in class and their barriers to learning	NM	

### 8. Action Plan for PPG spending – Quality First Teaching

B C D	Subject leaders to ensure that tier 2 and tier 3 subject specific vocabulary is taught to all children throughout the curriculum	-	New Spring Term	Whole School	All children have a deeper understanding of subject specific vocabulary	Middle Leaders	
B C D	Introduce the teaching of Latin to deepen the children's understanding of Language	-	New Summer Term	Whole School	Children will have a deeper understanding of grammar and vocabulary	SR	
B C D	Support from external literacy consultant to improve pedagogy of whole class reading and strategies used by teachers	£950	New Autumn Term	Whole School	Reading will be taught rigorously across the school with the gap between PP and Non-PP being reduced in every year group	SB	
B C D	Embed the use of the Literacy Tree curriculum through CPD, to ensure high quality books are accessed by all children and SPAG is embedded in the curriculum	£4,309	Continued	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	SB	
B C D	To train teachers to enable them to teach Philosophy in years 3 and 4 and to incorporate pedagogy into daily teaching	£1,200	New Spring Term	Whole School	Speaking and listening skills will be developed as well as the children's ability to express their ideas and feelings coherently	SR	

B C D	Subscription to P4C for staff to access resources	£59	New Spring Term	Whole School	Speaking and listening skills will be developed as well as the children's ability to express their ideas and feelings coherently	NM	
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### 9. Action Plan for PPG spending – Broad and Balanced curriculum

E	Attending weekly Forest School sessions	-	New Spring Term	SMEH group	Developed independence, co-operation and teamwork among with perseverance and resilience	AS	
E	Workshops & theatre groups supporting	£5,000	Continued	Whole School	Develop whole school speaking & listening and vocabulary choice through story immersion	SR	
E	Educational visits in each age phase to motivate, stimulate & provide opportunities to reinforce learning in a real context	£5,000	Continued	Whole School	Children's learning will be contextualised and embedded	SR	
E	Supporting children through Trinity Laban Dance	£7,500	Continued	Year 5 Year 6	Children will develop skills of team-work and co-operation	LE	
E	Train a member of staff to run an a debating club in school	£229	November 2019	KS2	School will have the knowledge to set up a debate club	SR/KT	
E	Start a debating club	£230	Jan'19	KS2	Debating club will be set up for children in year 4	KT	
E	Free musical instrument tuition offered to all pupils eligible for PPG and free CYM holiday courses	£6,000	Continued	KS2	Developed independence, co-operation and teamwork	LDM	
E	Subsidised residential school journeys for Years 4 & 6 PPG pupils, to improve SMSC opportunities for pupils	£2,500	Continued	Year 4 Year 6	Developed independence, co-operation and teamwork	LE	
E	Extra-curricular clubs for all pupils eligible for PPG	£9,500	Continued	Whole School	Developed independence, co-operation and teamwork	LDM	
E	Fully subsidised places in Breakfast Club for pupils eligible for PPG	£3,000	Continued	Whole School	Lateness and absence will be reduced and children will be ready to learn	LE	

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 art, music, dance, sport and philosophy. 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. 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.

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.