



# Dunston Hill Community Primary School – Pupil Premium Strategy Statement

1. Summary information					
School	Dunston Hill Community Primary School				
Academic Year	2017-18	Total PP budget	£123,000	Date of most recent PP Review	September 2017
Total number of pupils	390 + 68 Nursery	Number of pupils eligible for PP	104 (26.7%)	Date for next PP Strategy Review	July 2018

2. Current KS2 attainment					
	All Pupils (School)	All Pupils (National)	Pupils not eligible for PP (School)	Pupils eligible for PP (School ... 13)	Pupils not eligible for PP (national)
% / number achieving the expected standard or above in reading, writing & maths	RWM = 74% R=81%, W=81%, M=87%	RWM = 61% R=72%, W=76%, M=75%	RWM = 80% R=85%, W=90%, M=93%	RWM = 54% R=69%, W=54%, M=69%	RWM = 67% R=77%, W=78%, M=80%
Progress in reading	1.3	0	0.9	2.3	0.3
Progress in writing	1.6	0	2.3	-0.7	0.2
Progress in maths	2.2	0	2.9	-0.2	0.3

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	A proportion of pupil premium children are on the SEN register and require additional support to address identified learning needs. There are a range of issues including speech and language, SPLD and physical
B.	A proportion of children have social and emotional wellbeing issues which impact on learning and outcomes
C.	Some pupil premium pupils need additional support to address gaps in learning and ensure good progress
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Overall pupil premium attendance is lower than that of other children in school which relates to low attendance rates for a proportion of pupil premium children
E.	Some pupil premium children are affected by wider family circumstances and relationships which impact on their development. Some of these families have engagement with social services or other agencies whilst others have refused to engage in external support which falls short of statutory intervention

F.	Some pupil premium pupils enter school with basic skills and experiences that are lower than those of their peers. They need early support with toileting, speech and vocabulary development, social skills, exposure to number, physical development and the wider world. This group of children tend to need continued support from school to continue the expansion of their horizons and provide exposure to teaching and other experiences which will support the development of basic skills such as reading , vocabulary development, spelling, writing, comprehension and number fluency as well as wider curriculum and cultural experiences to develop their understanding of the world they live in
G.	Some pupil premium children do not receive the same levels of support with reading or homework in the home environment as other children in school

4. Outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Increase proportions of pupil premium reaching and exceeding expected standards and making positive progress	<ul style="list-style-type: none"> <li>• % achieving expected and higher levels is at least in line with national (others)</li> <li>• Progress is at least in line with national others</li> </ul>
B.	Children who have additional needs, who have gaps in learning or are at risk of falling behind or not making the progress expected of them will be supported through effective intervention to help them to catch up	<ul style="list-style-type: none"> <li>• Pupils will be involved in high quality one to one or small group interventions which will focus on addressing gaps in learning</li> <li>• Children will make rapid progress in acquiring basic skills and will be able to apply these in daily learning</li> </ul>
C.	Children will show high levels of engagement with reading and will access an increasing amount of quality reading material in school and at home	<ul style="list-style-type: none"> <li>• Children will choose to read both in and outside of school and will develop enjoyment and reading resilience</li> <li>• Children will engage with adults in meaningful discussions about books</li> <li>• Reading outcomes improve for pupil premium children</li> </ul>
D.	Children are supported to develop strong basic skills including good number knowledge to support fluency, accurate use of speech and grammar, developing vocabulary and improving spelling	<ul style="list-style-type: none"> <li>• Teaching timetables provide opportunities to teach basic skills</li> <li>• Pupil premium writing outcomes improve (attainment and progress)</li> <li>• Book scrutiny demonstrates use of a wider vocabulary across the curriculum</li> <li>• Children have rapid recall of number facts and are able to apply spelling patterns</li> </ul>
E.	Children are provided with experiences outside of their normal range which will promote understanding of the wider world and aspirational thinking	<ul style="list-style-type: none"> <li>• The curriculum offers exciting opportunities to engage beyond a normal school day e.g. residential – Edinburgh, Dukeshouse Wood, outdoor adventurous activities, cultural visits, arts, spiritual / SMSC visits</li> <li>• Pupil premium children have subsidised visits where needed to ensure equal access to all additional activities</li> </ul>
F.	Children with emotional and social needs are provided with access to appropriate support	<ul style="list-style-type: none"> <li>• Children with emotional needs have rapid access to appropriate support e.g. additional adult or external services</li> </ul>

G.	Children attend school regularly and are ready to learn	<ul style="list-style-type: none"> <li>Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance</li> <li>Pupil premium attendance improves and is at least as good as national</li> <li>Children's attitudes to learning are positive and they are motivated to attend</li> <li>Attendance rewards engage and motivate children to take responsibility for their own attendance</li> <li>Parental engagement increases</li> </ul>
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#### 5. Planned expenditure

Academic year	2017-18
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Increase proportions of PP reaching and exceeding expected standards and making positive progress	Feedback / marking – continue to refine processes and ensure systems are embedded	Our own evidence of the effectiveness of changes to the marking and feedback policy. EEF – feedback study – high impact	Book scrutiny Staff / pupil discussions Staff meeting time Lesson observations	LT	Termly	£3,000
	Use of focused pupil progress meetings to raise staff awareness of the progress of individual children and to identify key targets for the next term	Pupil progress meetings enable leaders to engage with staff members and identify the specific gaps in children's	Targets Children's books Assessment information	SLT	Termly	£12,000

Children will show high levels of engagement with reading and will access an increasing amount of quality reading materials in school and at home	Focus on developing reading in school Purchase of class texts Development of enchanted garden and reading den and purchase of new fiction / non-fiction books Reading engagement sessions / book challenges Author visits Reading tracking Purchase of accelerated reader Purchase of Junior Librarian Changes to the approach to the teaching of reading within school	In our experience, children who are readers are able to bring a wider vocabulary into their writing	Evidence of PP children engaging with reading. Assessment information including book band progression and beyond Evidence of expanded vocabulary Improved reading resilience	LT	Termly	£10,000
Children are supported to develop strong basic skills including accurate use of speech and grammar, developing vocabulary and improving spelling, and good number knowledge to support fluency	Comprehension focus / Spelling focus – purchase of new Rising Stars resources Training for staff on new comprehension / spelling materials (staff meetings) Timetabling to ensure focus on comprehension / spelling Introduction of new mastery maths in each year group Purchase of My Maths software Monitoring of impact	In our experience, children who are able to access the more advanced elements of the curriculum are those who have a strong grounding in the basic skills and are able to draw upon these fluently. This can be a particular issue for PP children	Assessment info Lesson observations Monitoring Timetables	LT	Termly	£7,000
Total budgeted cost						£32,000
ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Children who have additional needs will be supported by effective intervention	Teacher delivery of SEN interventions	Providing least able children with focused, regular quality teaching	Observations of sessions Monitoring of assessment information Feedback from staff	SLT SEND Leader	Half termly	£11,500

	Teaching assistants delivering high-quality one-to-one and small group support using structured intervention packages for which they have received training e.g. RWI 1:1 phonics, Lexia support, Better Reading programme, morning 1:1 readers, 1st Class@Number 1 and 2, Numbers Count 2, Talk 4 Number, Success@Arithmetic etc	Our own experience and EEF research shows that TAs are most effective when delivering structured programmes	Observations of sessions Monitoring of assessment information Feedback from staff	SLT SEND Leader	Termly at pupil progress meetings	£51,000
Total budgeted cost					£62,500	
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Children are provided with experiences outside of their normal range which will promote understanding of the wider world and aspirational thinking	Performance in musicals Theatre visits PE enrichment activities Supported access to residential visits	EEF – arts participation – positive engagement EEF – aspiration Our own experience of visits providing children with first hand opportunities	Lesson observations Pupil interviews Use of language	LT	Termly	£11,500
Children with emotional and social needs are provided with access to appropriate support	Specified adult in each phase team to be able to provide rapid intervention where most vulnerable PP children need emotional support	Advice of counselling and educational psychology services	Regular meetings with counselling services Observations from staff Presentation of children	SEND Leader	Every six weeks	£12,000

<p>Children attend school regularly and are ready to learn</p>	<p>Weekly monitoring of attendance Attendance initiatives to engage children in process Introduction of Fast Track process for children in danger of becoming persistent absentees Increased opportunities to engage parents in children's learning with a focus on early years to ensure early engagement / expectations e.g. through workshops, family learning opportunities etc</p>	<p>Every day counts Our own experience of children making more progress when they are in school regularly Engaging parents has a positive impact on family and children's attitudes to school.</p>	<p>Weekly attendance monitoring Impact of fast track</p>	<p>SLT</p>	<p>Attendance - weekly</p>	<p>£5,000</p>
<p>Total budgeted cost</p>					<p>£28,500</p>	