

Pupil Premium Strategy Statement

1. Summary information

School	Dunstall Hill Primary School				
Academic Year	2016/17	Total PP budget	£143,880	Date of most recent PP Review	n/a
Total number of pupils	301 *inc Nursery 269 *exc Nursery	Number of pupils eligible for PP	94 *inc Nursery TBC *exc Nursery	Date for next internal review of this strategy	Jan 2017 July 2017

2. Current attainment

Year 1 Phonics – 59 pupils (29 PP) KS1 – 30 pupils (6 8 or 9 PP) Year 2 Phonics – 7 pupils (1 PP) KS2 – 30 pupils (18 PP)	KS1 Pupils eligible for PP (your school)		KS1 All Pupils (national average)	KS2 Pupils eligible for PP (your school)		KS2 All Pupils (national average)
	PP Pupils	% out of cohort		PP Pupils	% out of cohort	
% of pupils achieving expected standard in reading, writing and maths	N/A	N/A	N/A	5	17%	53%
% of pupils achieving expected standard making in reading	6	20%	74%	9	30%	66%
% of pupils achieving expected standard in writing	6	20%	65%	14	47%	72%
% of pupils achieving expected standard in maths	5	17%	73%73%	7	23%	70%
% of pupils achieving the phonics standard in Year 1	24	41%	81%	N/A	N/A	N/A
% of pupils achieving the phonics standard in Year 2 <i>Year 2 Phonics – pupils (PP)</i>	1	100%	91%	N/A	N/A	N/A

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	33	56	58	61	30	31	31	31

Number of pupil premium		1	10	31	9	10	14	15
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Due to the range of languages spoken by our children (31 different languages) staff need to be up skilled to ensure that our PP pupils make at least expected progress.	
B.	Pupil access to curriculum due to language – particularly the inferential comprehension. The school now needs to build resources to enable our children to fully access the whole school curriculum	
C.	Some of our pupils disengage from the curriculum due to the lack of resilience, the school needs to build opportunities for our children to fail in a safe environment.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Ensure that the school provides opportunities for parent to support their children throughout school but particularly in Key Stage 2	
E.	Improve attendance for out PP pupils by working with our families.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A & B	Regardless of languages children speak they are able to access the curriculum and make good progress	Diminishing gap between PP and national.
C	Children to be making at least good progress against ARE (diminishing the difference).	Attitudes to learning are improved as evidence through internal school monitoring
D	Key Stage 2 parents are more confident in supporting their children.	Attendance at workshops, parent evening etc is increase Parent questionnaire response shows more confidence in parents.
E.	Attendance is in line with national.	Attendance has improve from 82% (September 2016) to 94.3 (96% including Code???? 96.9%

5. Planned expenditure					
Academic year	2016/17				
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?
A. Regardless of languages children speak they are able to access the curriculum and make good progress	Staff training	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use phase meetings to deliver training. Monitor impact of training Identification and work alongside another successful setting to develop peer to peer support	DHT/ EYFS lead	Feb 2017
B. Pupil access to curriculum due to language – particularly the inferential comprehension. The school now needs to build resources to enable our children to fully access the whole school curriculum	<ul style="list-style-type: none"> Audit of resources Identification of suitable additional resources Review the effectiveness of resources (£10,000)	Due to the school recently being academies and a new leadership team in place it would be prudent to evaluate the resources currently held and utilised. Evidence from EEF Toolkit suggest high impact from the following: <ul style="list-style-type: none"> Learning styles Monitoring Digital Technology 	New resources purchased based on clear acquisition of language. Monitor impact of resources Monitor the quality of teaching and learning and the early identification of needs	DHT/ phase leader / English lead	Half termly however overall impact reviewed at the end of the year
Total budgeted cost	£36,033 (this is based on 30 days monitoring by SLT) £1,000(Training cost) £10,000 (resources across school) Total cost £47,033				
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?
C. Some of our pupils disengage from the curriculum due to the lack of resilience (especially Y5 and Y6), the school needs to build opportunities for our children to fail in a safe environment.	Identify a targeted behaviour intervention for identified students. (£504) Use family support worker to engage with parents before intervention begins. (£200) Develop restorative approaches and focus on positive behaviour and the success that can be built from initial failure. (£300)	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioral issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff on a primary school which has had been judged to have a positive impact on pupil behaviours. #implement the Forest school once building work has been completed.	Year 5 and 6 teachers	January 2017
E. Attendance is in line with national.	Family Support Workers to monitor pupils and follow up quickly on absences. (£2,476) Ensure that permissions gained for religious festivals (Eid) and appropriate code entered on the MIS.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Through ensuring FSW's know about existing absence issues and work alongside the Inclusion Manager, Educational Welfare Officer, Head of School to collaborate to standard school processes work smoothly together.	Inclusion Manager	Jan 2017

<p>A. Regardless of languages children speak they are able to access the curriculum and make good progress</p> <p>B. Pupil access to curriculum due to language – particularly the inferential comprehension. The school now needs to build resources to enable our children to fully access the whole school curriculum</p> <p>Targeted support for</p>	<p>Introduction of ELKLAN to staff working in EYFS and KS1. (£480)</p> <p>Ensure all pupils joining school have a first language assessment by trained staff (£1,000)</p> <p>EYFS to be trained in the initial Speech and Language assessment. (£1,000)</p> <p>Introduction of PECs across the whole school. (£200)</p> <p>Continue to use AM (AEP) Camel skills. (£8,000)</p> <p>Small group work (£49,000)</p> <p>Contribution to wider experiences £30,000</p>	<p>Pupils in the early part of the setting start their school career with a language acquisition well below national averages (observed).</p> <p>This specific Speech and Language training will not only benefit the identified SEND pupils but provide avenues for EAL children to access the curriculum.</p> <p>Early identification of pupil needs that will enable early support to be identified and implemented.</p> <p>This strategy works on NVC and cues that are not reliant on the spoken word. This has appeared to have had some effect since its recent introduction.</p> <p>Enables identification of EAL or SEND.</p>	<p>The implantation of CPD will be under the remit of the DHT.</p> <p>Course selected using evidence of effectiveness. Also, ensure a key person is responsible for ensuring consistency and monitoring. Use INSET/Phase meetings days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.</p> <p>Assessment procedures in school will ensure effectiveness. Assessment opportunities to be built with an appropriate timescale to ensure we “catch” any children who may need extra support or a different intervention as they are not making expected progress.</p> <p>Ensure all staff have their own copies of the PECs cards and use them whenever appropriate.</p> <p>Ensure AH has time and access to the pupils/parents she needs and her findings are reported back and acted upon.</p>	<p>DHT/EYF S TLR who will report back to HoS</p> <p>DHT who will report back to HoS</p> <p>DHT/EYF S TLR who will report back</p> <p>DHT who will report back to HoS</p>	<p>January 2017</p> <p>January 2017</p> <p>February 2017</p> <p>Ongoing</p>
<p>Total budgeted cost</p>	<p>£92,269</p>				
<p>iii. Other approaches</p>					

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?
D. Key Stage 2 parents are more confident in supporting their children.	Run parent workshops on focused subjects that school needs parents to support pupils with. Use bilingual parents to support our non-English or poor English speaking parents – this will also support our community integration. (£5,000)	Parent numbers for various activities drop when children reach higher years in school.	Ensure that workshops are focused and are not generic. Also, make sure that bilingual support is available.	HoS and SLT	January 2017
E. Attendance is in line with national		We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Weekly meetings with EWO Inclusion lead to work with parents and pupils Report to link governor	DHT	
Total budgeted cost	£5,000				