

Pupil Premium Strategy Statement – Evaluation of 2016-17 Academic Year

1. Summary information

School	Dunstall Hill Primary School				
Academic Year	2016/17	Total PP budget	£144,000	Date of most recent PP Review	n/a
Total number of pupils	301 *inc Nursery	Number of pupils eligible for PP	94 *inc Nursery	Date for next internal review of this strategy	Jan 2017
	269 *exc Nursery		TBC *exc Nursery		July 2017

2. Current attainment

Year 1 Phonics – 59 pupils (29 PP) KS1 – 30 pupils (6 8 or 9 PP) <i>72% of children achieved the nation standard (81%) 69% of Boys (77%) and 75% of Girls (84%) 76% of DP (69%) against 70% of NDP (83%)</i> Year 2 Phonics – 7 pupils (1 PP) KS2 – 30 pupils (18 PP) <i>92% of children achieved the nation standard (91%) 86% of Boys (89%) and 75% of Girls (84%) 97% of DP (86%) against 86% of NDP (93%)</i>	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%	7	23%	70%

% of pupils achieving the phonics standard in Year 1	24	41% 76%	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% 97%	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

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 improved from 82% (September 2016) to 94.3 (96% including Code???? 96.9% <i>At the end of the academic year school's attendance was 95.8%. A further 0.4% can be added for Religious observance taking attendance figures to 96.2%.</i>

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 and attainment.	Staff training <i>Conducted</i>	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.	DHT/ EYFS lead	Feb 2017

		<p><i>Data for Pupil Premium pupils show:</i></p> <ul style="list-style-type: none"> • <i>KS1 Phonic checks – diminishing gaps</i> • <i>Reduction in Reading Gap - 67% of DP children making expected standard against 50% of NDP – National 78%</i> • <i>Reduction in Writing gap – 73% of DP making expected standard against 50% NDP – National 70%</i> • <i>Reduction in Mathematics gap – 70% of DP children making expected standard against 53% of NDP – National 77%</i> • <i>Widening of the gap in Science – 63% of DP children against 70% of NDP – National 85%</i> • <i>KS2 DP pupils' reaching the expected standard in Reading was 80% against the same as their NDP counterparts at 53% - National 71% but their progress is greater at +6.6 against NDP of +0.1- but above national expectations</i> • <i>KS2 pupils reaching the expected standard in Writing was 67% that is below the NDP at 87% - National is 79%, their progress is +2.4 against +5.1 – but above national expectations</i> • <i>KS2 pupils reaching the expected standard in Mathematics was 60% that is below the NDP at 87% - National is 75%, their progress is +2.7 against +4.0 – but above national expectations</i> • <i>KS2 pupils reaching the expected standard in EGPS was 80% that is below the 100% of NDP – National 78%</i> 	<p><i>Talking Partners and ELKLAN training undertaken and implemented in EYFS to support language acquisition.</i></p> <p>Use phase meetings to deliver training. <i>Completed</i></p> <p>Monitor impact of training</p> <p><i>Progress of pupils targeted for Talking Partners was discussed at pupil progress meetings held five times per year.</i></p> <p>Identification and work alongside another successful setting to develop peer to peer support</p> <p>School continues to work alongside its partner schools in the Trust and from September 2017 shall be involved in a Black Country project to develop its EYFS.</p>		
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<p>B. Pupil access to curriculum due to language – particularly the inferential comprehension.</p> <p>The school now needs to build resources to enable our children to fully access the whole school curriculum</p>	<ul style="list-style-type: none"> • Audit of resources • Identification of suitable additional resources <p>Review the effectiveness of resources (£10,000)</p> <p><i>Due to ongoing building work, we have been unable to audit all resources as they are stored off site.</i></p>	<p>Due to the school recently being academised 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:</p> <ul style="list-style-type: none"> • Learning styles • Monitoring • Digital Technology <p><i>School has developed the robustness of monitoring. Pupil progress meetings form as an integral part of its monitoring process and are used to drive performance by early identification of pupils at risk of failing to meet expectations and accountability of teachers. This is evident in the progress measures in KS2 that are significantly above national expectations. However, although DP pupils progress is above national expectations, the progress they make is still less than NDP. In addition, gaps have diminished in KS1 with a higher percentage of DP children reaching age related expectations when compared to NDP. However, the gaps in attainment have not been in closed in EYFS.</i></p> <p><i>The use of different learning styles and digital technology are areas that will need development in the new academic year.</i></p>	<p>New resources purchased based on clear acquisition of language.</p> <p>Monitor impact of resources</p> <p><i>In KS, gaps between DP and NDP children have diminished in all areas except Science. However, in KS2 and EYFS the gaps have generally widened.</i></p> <p>Monitor the quality of teaching and learning and the early identification of needs.</p> <p><i>This has been conducted during the year with the following being observed:</i></p> <ul style="list-style-type: none"> • <i>**% of teaching Good or better</i> • <i>Attainment of DP pupils against NDP better in all reported subjects, therefore, diminishing the gap between DP and NDP in KS1</i> • <i>DP generally perform poorly against their NDP counterparts in KS – however, this may be due to less exposure to the higher standards of the new curriculum.</i> 	DHT/ phase leader / English lead	Half termly however overall impact reviewed at the end of the year

Total budgeted cost	<p>£36,033 (this is based on 30 days monitoring by SLT)</p> <p>£1,000(Training cost)</p> <p>£10,000 (resources across school) Total cost £47,033</p>
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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?
<p>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.</p>	<p>Identify a targeted behaviour intervention for identified students. (Intervention cost) (£504)</p> <p>Use AJ as family support worker to engage with parents before intervention begins. (AJs hourly rate x time) (£200)</p> <p>Develop restorative approaches and focus on positive behaviours and the success that can be built from initial failure. (As above) (£300)</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p><i>Adoption of the Good2B Green behaviour programme has had a positive effect.</i></p> <p><i>The role of AJ as the pre-cursor to interventions starting is being developed.</i></p> <p><i>Interventions have had a positive effect on progress as detailed earlier.</i></p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p><i>There have been improvements in behavior. The system of recording needs further development, especially with cross-referencing against attainment.</i></p> <p>Observation by relevant staff on a primary school which has had been judged to have a positive impact on pupil behaviours. <i>To be arranged.</i></p> <p>Implement the Forest school once building work has been completed.</p>	<p>Year 5 and 6 teachers</p>	<p>January 2017</p>

<p>E. Attendance is in line with national.</p>	<p>FSW (AJ and JB) to monitor pupils and follow up quickly on absences. <i>(Staff hourly rate x time)</i> <i>(£2,476)</i> Ensure that permissions gained for religious festivals (Eid) and appropriate code entered on the MIS. <i>(Should be part of general administration that is ongoing)</i></p>	<p>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.</p> <p><i>Attendance has steadily improved so that school is in line with national expectations – 95.8% against national expectation of 96%. Unified approach between AJ, Front Office and EFEO integral in the improvements in attendance.</i></p>	<p>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.</p>	<p>Inclusion Manager</p>	<p>Jan 2017</p>
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<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.</p> <p>C. The school now needs to build resources to enable our children to fully access the whole school curriculum</p> <p>D. Targeted support for identified groups of PP pupils to ensure that they achieve at least the national average</p>	<p>Introduction of ELKLAN to staff working in EYFS and KS1. (£480 (8 x £60))</p> <p>Ensure all pupils joining school have a first language assessment by AK or AJ (Time taken x hourly rate) (£1,000) <i>Completed.</i></p> <p>EYFS to be trained in the initial Speech and Language assessment. (Course costs) £1,000)</p> <p>Introduction of PECs across the whole school. (Printing costs plus AS hourly rate x time taken to prepare) (£200)</p> <p>Continue to use AM (AEP) Camel skills. (Hourly rate x 2) (£8,000) Small group work £49,000) 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. <i>The GLD in EYFS has increased from 26% to 44%. The improved acquisition of language has been an integral element of this success.</i> Early identification of pupil needs that will enable early support to be identified and implemented. <i>This has been completed as part of RAP and Pupil Progress meetings resulting in the increased outcomes in terms of GLD.</i></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. <i>This was started but needs to be reintroduced since the leader for it left.</i> Enables identification of EAL or SEND. <i>Has been used where appropriate but limited AEP time/timetabling needs to be looked at.</i></p>	<p>The implantation of CPD will be under the remit of the DHT. <i>Completed.</i></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. <i>Needs further development following implementation.</i></p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. <i>This needs developing as part of SSIP/coaching plans.</i></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. <i>Ongoing.</i></p> <p>Ensure all staff have their own copies of the PECs cards and use them whenever appropriate. <i>Completed.</i></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>January 2017</p> <p>January 2017</p> <p>February 2017</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. (Staff hourly rate x time) (£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. <i>None attended. This spect will be addressed through the SSIP project in the coming academic year.</i>	Weekly meetings with EWO <i>These actually take place every two weeks.</i> Inclusion lead to work with parents and pupils. <i>Ongoing.</i> Report to link governor. <i>Ongoing.</i>	DHT	
Total budgeted cost	£5,000				