Appendix 7

Pupil Premium Strategy Statement –Academic Year 2017/18					
1. Summary information					
School	Dunstall Hill Primary School				
Academic Year	2017/18	**Total PP budget**	£142,560	**Date of most recent PP Review**	n/a
Total number of pupils	376 *inc Nursery 336 *exc Nursery (Dec 17)	**Number of pupils eligible for PP**	122 *inc Nursery 122 *exc Nursery (Dec 17)	**Date for next internal review of this strategy**	Jan 2018 July 2018

2. **Current attainment**					
Year 1 Phonics – 60 pupils (10 PP/DA) KS1 – 59 pupils (19 PP/DA) *Year 2 Phonics – 19 pupils (6 PP/DA) KS2 – 33 pupils (16 PP/DA)*	**KS1** – 28 Pupils eligible for PP *(your school)*		**KS1** All Pupils *(national average)*	**KS2 -** *72 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	10	63%	53%
% of pupils achieving expected standard making in reading	5	50%	74%	10	63%	66%

% of pupils achieving expected standard in writing	6	60%	65%	14	88%	72%
% of pupils achieving expected standard in maths	5	50%	73%	11	69%	70%
% of pupils achieving the phonics standard in Year 1	5	50%	81%	N/A	N/A	N/A
% of pupils achieving the phonics standard in Year 2 *Year 2 Phonics – pupils (PP)*	5 (to do retake)	40%	91%	TBC	TBC	N/A

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	40	59	60	59	63	31	31	33
Number of pupil premium	1	17	10	19	34	9	13	16
	2.5%	29%	17%	32%	54%	29%	42%	48% - PP/DP in year

group

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Due to the range of languages spoken by our children (35 different languages) staff need to continue 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 *(issues which also require action outside school, such as low attendance rates)*	
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 our PP pupils by working with our families.

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
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 increasing Parent questionnaire response continue to show confidence in parents.

E.	Attendance is in line with national.	Attendance has to 95.8% in July 2017. Continue to build on this until attendance is at 96.1%.

5. Planned expenditure

Academic year	**2017/18**

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 • In house • SSIP • Specific CPD	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 and staff meetings to deliver training. Monitor impact of training. Pupil progress meetings half termly.	HT/DHT/ AHT/ EYFS lead	Jan 2018
			Review by external reviewer (SSIP only) Identification and work alongside another successful setting to develop peer to peer support.		

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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	• Audit of resources • Identification of suitable additional resources • Review the effectiveness of resources Continue with the robust, accountability provided via the half termly pupil progress meetings. Develop the staffs understanding of individual learning styles. Develop the use of the digital technology at staff disposal so that children's independence is developed and they make better than expected progress and diminish the attainment/progress gap.	To ensure the resources available meet the needs of children. Evidence from EEF Toolkit suggest high impact from the following: • 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.	HT/DHT/ phase leader / English lead	Half termly however overall impact reviewed at the end of the year
Total budgeted cost	£42,507 (this is based on 30 days monitoring by SLT) £1,100(Training cost) **Total cost £43,607** *No resource costs have been included as they were purchased last year. However, this may need to be reviewed.*				
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 Y1, 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. (Use AJ as family support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours and the success that can be built from initial failure. Develop the wishes and feeling work conducted by the AJ (FSW). Small group work by DHT, AHT, Y6 teacher and L2.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Agreed at FGB meeting to support a Y6 cohort who have significant gaps in learning due to poor teaching prior to school joining Trust.	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. Relevant documents contained in the pupils "Blue Files." Follow up at data input and during pupil progress meetings.	Year 1, Year 5 and 6 teachers AJ LF	January 2018 January 2018 Termly
E. Attendance is in line with national.	FSW (AJ) to monitor pupils and follow up quickly on absences. 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 Teacher to collaborate to standard school processes work smoothly together.	Inclusion Manager	Jan 2018

A. Regardless of languages children speak they are able to access the curriculum and make good progress B. Pupil access to curriculum due to language – particularly the inferential comprehension. C. The school now needs to build resources to enable our children to fully access the whole school curriculum D.Targeted support for identified groups of PP pupils to ensure that they achieve at least the national average	Develop ELKLAN to staff working in EYFS and KS1. Ensure all pupils joining school have a first language assessment by HN or AJ Continue with the initial Speech and Language assessment. Introduction of PECs across the whole school. To fully engage with the recommendations of the SLE via the SSIP 2017-20 EYFS Project. Continue to use AM (AEP) Camel skills.	Pupils in the early part of the setting start their school career with a language acquisition well below national averages (observed). This specific Speech and Language training will not only benefit the identified SEND pupils but provide avenues for EAL children to access the curriculum. Early identification of pupil needs that will enable early support to be identified and implemented. 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. CPD for staff that will focus on teaching and learning, learning environment that is part of a Black Country Consortium DfE funded project. Enables identification of EAL or SEND.	The implantation of CPD will be under the remit of the Ht/DHT/EYFS lead. Courses 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. 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. Ensure all staff have their own copies of the PECs cards and use them whenever appropriate. Ensure AH has time and access to the pupils/parents she needs and her findings are reported back and acted upon.	DHT/EYFS TLR who will report back to HT DHT who will report back to HT DHT/EYFS TLR who will report back DHT who will report back to HT	January 2018 December 2017 January 2018 Half Termly Ongoing
Total budgeted cost	£85,523 (Staffing costs) + £1,844 (AEP costs) + £25,572 (FSW costs) + £871 (HN training costs) = **Total £113,810**				
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?
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 tbc)	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.	HT and SLT	January 2018
E. Attendance is in line with national	Consistent approach following procedures of Trust and Local Authority. Close working relationship with EFEO, front office, FSW and Inclusion Manager.	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. Attainment and progress improvements were recorded in 2016-17 alongside an improvement in attendance.	Weekly meetings with EWO Inclusion lead to work with parents and pupils. Report to link governor.	HT/DHT	Half termly
Total budgeted cost	£tbc but an appropriate proportion of the £85,523 staffing costs. **Total for The Pupil Premium Strategy is £157,537**				