

## Appendix 3

## Pupil Premium Strategy Statement – 2018-19 Academic Year

1. Summary information					
School	Dunstall Hill Primary School				
Academic Year	2018/19	Total PP (DP) budget	£170,580	Date of most recent DP Review	July 2018
Total number of pupils	406 *inc Nursery 369 *exc Nurse	Number of pupils eligible for PP	*inc Nursery *exc Nursery	Date for next internal review of this strategy	Jan 2019 July 2019 Sept 2019

## Percentage of Pupil Premium per Year Group (Number of children – as of December 2018)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
	15 (25%)	19 (32%)	15 (25%)	20 (32%)	38 (59%)	13 (39%)	15 (46%)	135 (37%)

1.	2. Current attainment						
Year 1 Phonics – 59 59 pupils (19 21 PP/DA) Year 2 Phonics – 58 60 pupils (15 PP/DA) KS1 – 117 119 pupils (34 PP/DA) KS2 – 193 pupils (85 PP/DA) <i>Mobility changed the starting numbers.</i>	<b>KS1 – Pupils eligible for DP (your school)</b>			<b>KS1 All Pupils (national average)</b>	<b>KS2 - Pupils eligible for DP (your school)</b>		<b>KS2 All Pupils (national average 2017-18)</b>
	DP Pupils	% out of cohort	% of PP		DP Pupils	% out of cohort	
% of pupils achieving expected standard in reading, writing and maths	N/A	N/A	N/A	N/A	10/15 (66%)	47%	64%
% of pupils achieving expected standard in reading	15	18%	11/15 73%	63% 75%	12/15 (80%)	40%	75%
% of pupils achieving expected standard in writing	15	17%	10/15 66%	63% 70%	12/15 (80%)	40%	78%
% of pupils achieving expected standard in maths	15	18%	11/15 73%	68% 76%	12/15 (80%)	40%	76%
% of pupils achieving the phonics standard in Year 1	21	29%	17/21 81%	85% 81%	N/A	N/A	N/A
% of pupils achieving the phonics standard in Year 2	2 Retake 15	100% 100%	2/2 100%	97% 92%	N/A	N/A	N/A

We are awaiting the ASP following the table checking exercise for official KS2 data, so the percentage outcomes for PP may or may not change.

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Due to the range of languages spoken by our children (41 different languages) staff need to continue to be up skilled to ensure that our DP pupils make at least expected progress.	
<b>B.</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. In addition, the pupils need to apply their phonic skills in their written work.	
<b>C.</b>	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.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Ensure that the school provides opportunities for parent to support their children throughout school but particularly in Key Stage 2	
<b>E.</b>	Improve attendance for our PP pupils by working with our families.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A &amp; B</b>	Regardless of languages children speak they are able to access the curriculum and make good progress.	Diminishing gap between DP and national.
<b>C</b>	Children to be making at least good progress against ARE (diminishing the difference).	Attitudes to learning are improved as evidence through internal school monitoring
<b>D</b>	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. We need to continue to build on this success in the coming year.
<b>E.</b>	Attendance is in line with national.	Attendance has to be 96.1% by July 2019.
<b>5. Planned expenditure</b>		
<b>Academic year</b>	<b>2018/19</b>	

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?
<p>A. Regardless of languages children speak they are able to access the curriculum and make good progress and attainment.</p> <p><b>Judged as Good by Ofsted – PSBW was deemed outstanding, reflecting the focus school puts into ensuring all children have the opportunities to flourish.</b></p>	<p>Staff training</p> <ul style="list-style-type: none"> <li>In house</li> <li>Specific CPD such as ELKALN refresher</li> </ul> <p>Pupil progress meeting have been completed following data drops to ensure interventions have been reviewed –  R (E+) – 90/118 (76%) (BE) 46/118 (39%)  W (E+) – 89/118 (75%) (BE) 49/118 (42%)  M (E+) – 87/118 (74%) (BE) 49/118 (42%)  (Figures are for KS1 and 2 progress)  See outcomes at end.</p>	<p>We want to invest some of the DP funding in longer term changes which will help all pupils.</p> <p>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.</p> <p>Percentage of children working 'within' ARE  Reading – 61/118 (51.7%)  Writing – 45/118 (38.1%)  Maths – 49/118 (41.5%)</p> <p>Common area of weakness per year group and as a whole PP cohort is writing.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use phase and staff meetings to deliver training, including RWI 'Masterclasses.'</p> <p>Monitor impact of training.</p> <p>Pupil progress meetings half termly. Review by external reviewer (SSIP only) – SEND, Peer to Peer, Ofsted Identification and work alongside another successful setting to develop peer to peer support – i.e Mark Smith</p>	<p>EHT/HoS /AHT/ EYFS lead</p>	<p>Jan 2018</p> <p>Masterclasses have taken place and the RWI Consultant has also offered suggested improvements – Y1 phonics screens may exceed last year's attainment levels demonstrating our children are better equipped to read and therefore access the wider curriculum.</p>
<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"> <li>Audit of resources</li> <li>Identification of suitable additional resources</li> <li>Review the effectiveness of resources</li> </ul> <p>Continue with the robust, accountability provided via the half termly pupil progress meetings.</p> <p>Continue the development of the staffs understanding of individual learning styles and appropriate strategies.</p> <p>Develop the <b>use</b> of the digital technology at staff disposal so that children's independence is developed and they make better than expected</p>	<p>To ensure the resources available meet the needs of children. Evidence from EEF Toolkit suggest high impact from the following:</p> <ul style="list-style-type: none"> <li>Learning styles</li> <li>Monitoring</li> <li>Digital Technology</li> <li>Proven success of RWI and our Reading approaches across time.</li> </ul> <p>Percentage of children working 'within' ARE  <b>Year 1</b>  Reading – 9/19 (47.5%)  Writing – 8/19 (42.1%)  Maths – 8/19 (42.1%)  <b>Year 2</b>  Reading – 7/15 (46.7%)  Writing – 5/15 (33.3%)  Maths – 9/15 (60.0%)  <b>Year 3</b>  Reading – 9/21 (42.9%)  Writing – 9/21 (42.9%)  Maths – 11/21 (52.4%)  <b>Year 4</b>  Reading – 9/36 (25.0%)  Writing – 9/36 (25.0%)</p>	<p>New resources purchased based on clear acquisition of language.</p> <p>Monitor impact of resources.</p> <p>Monitor the quality of teaching and learning and the early identification of needs.</p> <p>Ensure the RWI lead has sufficient timetable allocation during phase meetings to deliver the recommendations identified from the RWI Consultant and from SLT monitoring, Ensure staff are trained. <b>These actions have been completed or are ongoing and the impact can be seen in the percentage of pupils making at least expected progress. On average 40% of children in KS1 and 2 are making better than expected progress i.e. Diminishing the difference in attainment. We need to continue our focus on making this</b></p>	<p>EHT/HoS / phase leader / English lead</p>	<p>Half termly however overall impact reviewed at the end of the year</p>

	progress and diminish the attainment/progress gap.  Ensure pupils reading skills are well-developed using RWI.	<p>Maths – 12/36 (33.3%)</p> <p><b>Year 5.</b> Reading – 6/12 (50.0%). Writing – 6/12 (50.0%). Maths – 8/12 (66.7%).</p> <p><b>Year 6</b> Reading -11/15 (73.3%) Writing – 8/15 (53.3%) Maths – 10/15 (66.7%)</p>	100% until there is no attainment gap between dis-advantaged groups and non-disadvantaged groups.		
<b>Total budgeted cost</b>	<p>£41,900.10 (this is based on 30 days monitoring by SLT) £3000(Training cost) £1000 (new RWI resources for EYFS)</p> <p><b>Total cost £45,900.10</b></p> <p><b>See last page for current spend against allocation.</b></p>				
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Some of our pupils disengage from the curriculum due to the lack of resilience (especially Y1, Y3 and Y4., the school needs to build opportunities for our children to fail in a safe environment.	<p>Identify a targeted behaviour intervention for identified students and use of AJ as family support worker to engage with parents before intervention begins and as early as possible when challenges are identified. This includes the FSW 'Wishes and Feelings' work.</p> <p>Develop restorative approaches and focus on positive behaviours and the success that can be built from initial failure; in line with LA and its services so a unified approach is adopted with our families.</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>Agreed at FGB meeting to support a Y6 cohort who have significant gaps in learning due to poor teaching prior to school joining Trust.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. <b>Pupil progress meetings have been held and these children identified.</b> <b>See outcomes at start and end of document.</b></p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. <b>PP attendance is 96.24% compared to 96.03% for non-PP.</b></p> <p>Implement the Forest school once building work has been completed. <b>This is ongoing but a teacher has been identified to take this role forward into the future. This is part of the SIP 2019-20.</b></p> <p>Relevant documents contained in the pupils "Blue Files." <b>Supervision by the DSL indicates compliant files.</b></p> <p>Follow up at data input and during pupil progress meetings. <b>This is ongoing and used to set interventions based on outcomes.</b></p>	<p>Year 1, Year 3 and 4 teachers</p> <p>AJ</p> <p>LF</p>	<p>January 2018</p> <p><b>PP 95.8% compared to 94.9% for NPP in 2018-19</b></p> <p>January 2018</p> <p>Termly</p>

<p>E. Attendance is in line with national.</p>	<p>FSW (AJ) to monitor pupils and follow up quickly on absences.</p> <p>Ensure that permissions gained for religious festivals (Eid) and appropriate code entered on the MIS.</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>Two weekly Intervention Team meetings ensured all staff who deal with attendance issues are fully aware of the whole school picture.</p> <p>As a school we need to reduce our persistent absence figure that is currently double national expectations.</p>	<p>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. As validated by HMI during the Section 5 Inspection in April 2019, DHPS are doing everything possible to improve attendance and make it at least in line with national expectations – attendance is currently 96.1% (ex EYFS), i.e. at national.</p>	<p>Inclusion Manager (HoS)</p>	<p>Jan 2018</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 DP pupils to ensure that they achieve at least the national average</p>	<p>Continue the development of ELKLAN to staff working in EYFS and KS1.</p> <p>Ensure all pupils joining school have a first language assessment by HN or AJ</p> <p>Continue with the initial Speech and Language assessment.</p> <p>Continue with the use of PECs and visual timetables across the whole school.</p> <p>To continue with fully engaging with the recommendations of the SLE via the SSIP 2017-20 EYFS Project.</p> <p>Continue to use AM (AEP) Camel skills.</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>CPD for staff that will focus on teaching and learning, learning environment that is part of a Black Country Consortium DfE funded project.</p> <p>Enables identification of EAL or SEND.</p>	<p>The implantation of CPD will be under the remit of the HT/DHT/EYFS lead.</p> <p>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. <b>RWI masterclasses etc</b></p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. <b>This needs further development.</b></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. <b>Half termly progress meetings enable school to adjust interventions quickly. Shorter timescales applied where needed. See outcomes at end of document.</b> Ensure all staff have their own copies of the PECs cards and use them whenever appropriate.</p> <p>Ensure AM has time and access to the pupils/parents she needs and her findings are reported back and acted upon. <b>Termly reported submitted to the head teacher and AM takes part in the two weekly inclusion meeting.</b></p>	<p>HoS/EYFS TLR who will report back to HT</p> <p>HoS who will report back to HT</p> <p>HoST/EYFS TLR who will report back</p> <p>HoS who will report back to EHT</p>	<p>January 2018</p> <p>December 2017</p> <p>January 2018</p> <p>Half Termly</p> <p>Ongoing</p>
<p><b>Total budgeted cost</b></p>	<p>£ 110,000 (Staffing costs) + £ 3135.21 (AEP costs) + £ 9000 (FSW costs) = <b>Total £122,135.21</b></p>				
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>



## End of Year Results for EYFS, KS1 and KS2 (awaiting ASP for validated outcomes for KS2)

**EYFS: Reception** GLD (Good Level of Development) and current RWN ARE

	2017-18	2018-19	Reading % ARE	Writing % ARE	Number % ARE
DHP	59%	62.1%	67.2%	65.5%	68.9%
National	71%				
Trust	69%				

75% of PP children either met expected (GLD2) or exceeded expectations compared to 57% of the NPP children.

**KS1:**

**Phonics Year 1**

	2017-18	2018-19
DHP	78%	84.7%
National	82%	
Trust	84%	

17 out of 21 PP children passed the Phonics screening 80.9%

**Year 2 phonics**

	2016-17	2017-18	2018-19	% Passing Phonics Check
DHP	95%	88%	96.6%	60.0% (6/10 passed retake)
National	92%	92%		
Trust	87%	91%		

**Year 2**

Subject	2017-18	NAT	Trust	2018-19	% at ARE	% Expected Progress	% better than Expected progress
Reading	60%	75%	74%	63.3%	63.3%	85.0%	51.7%
Writing	54%	70%	69%	63.3%	63.3%	81.7%	51.7%
Maths	63%	76%	73%	68.3%	68.3%	88.3%	65.0%
Science	60%	85%	75%	65.0%	65.0%	95.0%	63.3%

PP children out-performed (attainment) the NPP children in writing and maths.

**KS2: Year 6**

Subject KS2	2017-18	NAT	Trust	2018-19	% Expected Progress	% better than Expected progress
Reading	76% GD 24%	72% GD 25 %	70% GD 18%	68.8% GD 21.9%	87.1%	61.3%
Writing	79% GD 24%	76% GD 18%	81% GD 17%	81.3% GD 25.0%	100.0%	70.9%
SPaG	85% GD 30%	77% GD 31%	91% GD 36%	84.4% GD 34.4%		
Maths	85% GD 24%	75% GD 23%	84% GD 17%	90.6% GD 34.4%	90.3%	61.3%
Science	73%	82%	78%	75.0%	100.0%	83.9%
Combined	70% GD 12%	61% GD 9%	61% GD 11%	62.5% 15.6%		

Awaiting validated data on the ASP due in October/November 2019.