

Pupil Premium Strategy Statement – Evaluation of 2017-18 Academic Year

1. Summary information – *based on Summer 2 information – see Leadership report presented to FGB Autumn 1 for Summer period.*

School	Dunstall Hill Primary School				
Academic Year	2017/18	Total PP budget	£144,000 tbc	Date of most recent PP Review	n/a
Total number of pupils	377 *inc Nursery 337 *exc Nurse	Number of pupils eligible for PP	100 *inc Nursery 100 *exc Nursery	Date for next internal review of this strategy	Jan 2018 July 2018 Sept 2018

Percentage of Pupil Premium per Year Group (Number of children – end of 2017-18)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
18.56%	31.67%	20.34%	33.90%	60.32%	37.5%	50%	53.13%	38.02%

2. Current attainment

Year 1 Phonics – 60 pupils (14 PP/DA) Year 2 Phonics – 17 pupils (5 PP/DA) KS1 – 117 pupils (34 PP/DA) KS2 – 158 pupils (80 PP/DA) <i>Due to changes in the cohort – leavers and starters – during the academic year, please refer to the KS1 phonic outcomes and KS2 outcomes at the end of the document (taken from the 2017-18 ASP).</i>	KS1 – 34 Pupils eligible for PP (your school)		KS1 All Pupils (national average)	KS2 - 80 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	11 (17)	64.7%	61%
% of pupils achieving expected standard making in reading	11 (20)	55%	75%	12 (17)	70.5%	72%
% of pupils achieving expected standard in writing	12 (20)	60%	70%	15 (17)	88.2%	76%
% of pupils achieving expected standard in maths	14 (20)	70%	76%	14 (17)	82.3%	75%
% of pupils achieving the phonics standard in Year 1	12 (14)	86%	82%	(17)	N/A	N/A
% of pupils achieving the phonics standard in Year 2	5 (17)	100%	92%	(17)	N/A	N/A

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	40	60	59	58	62	31	32	33
Number of pupil premium	15	19	15	20	37	13	14	16

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

	<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 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
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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?
A. Regardless of languages children speak they are able to access the curriculum and make good progress and attainment.	Staff training <ul style="list-style-type: none"> 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. Staff fully engaged with SSIP. This led to a 15% increase in GLD across EYFS. Use phase and staff meetings to deliver training. Completed with a focus on groups and challenge. Monitor impact of training. Monitored during Pupil Progress meetings. Pupil progress meetings half termly. Review by external reviewer (SSIP only). Review completed (ECERS x 2, moderation of data). Identification and work alongside another successful setting to develop peer to peer support. School has engaged with Early Excellence (for EYFS), other Trust Schools, EIC cluster group schools and ConnectEd group schools.	HT/DHT/ AHT/ EYFS lead	Jan 2018
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 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	To ensure the resources available meet the needs of children. 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. Introduction of reading domains and questioning stems across KS1 and 2. This will be taken further in 2018-19 with PILS and into EYFS to support incidental questioning. Monitor impact of resources. Outcomes monitored at half termly Pupil Progress meetings. Monitor the quality of teaching and learning and the early identification of needs. Outcomes monitored at half termly Pupil Progress meetings to set new interventions based on needs conducted. Outcomes for children formed part of the teacher appraisals.	HT/DHT/ phase leader / English lead	Half termly however overall impact reviewed at the end of the year

	developed and they make better than expected progress and diminish the attainment/progress gap.		Outcomes for children in EYFS and KS2.		
Total budgeted cost	£42,507 (this is based on 30 days monitoring by SLT) £1,100(Training cost) Total cost £43,607 <i>No resource costs have been included as they were purchased last year. However, this may need to be reviewed.</i>				
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. The Good2BGreen behavioural system and wishes and feelings work by the FSW have supported excellent behavior in school. Our number of fixed and permanent exclusions are below national averages. This needs to be developed further to identify any correlation between behaviour and attainment although anecdotal evidence would indicate there is a positive correlation. 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. To be completed in next academic year. Relevant documents contained in the pupils “Blue Files.” Completed. Follow up at data input and during pupil progress meetings. Completed.	Year 1, Year 5 and 6 teachers AJ LF	January 2018 January 2018 Termly

E. Attendance is in line with national.	<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>	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>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. This work has been completed and is ongoing. Attendance is down slightly on the previous year. The challenge is the start and end of the year when our families return to their countries of origin and take advantage of cheap flights.</p>	Inclusion Manager	Jan 2018
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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.	Pupils in the early part of the setting start their school career with a language acquisition well below national averages (observed). Staff fully engaged with CPD. This supported a 15% increase in GLD across EYFS.	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. EYFS lead this.	DHT/EYF S TLR who will report back to HT	January 2018 December 2017
	Ensure all pupils joining school have a first language assessment by HN or AJ		Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Needs further development in some instances.	DHT who will report back to HT	January 2018
	Continue with the initial Speech and Language assessment.	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.	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. Moderated in school, across Trust, across SSIP project and by Local Authority and assessments are accurate.	DHT/EYF S TLR who will report back	Half Termly
	Introduction of PECs across the whole school.	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.	Ensure all staff have their own copies of the PECs cards and use them whenever appropriate. Used.		
	To fully engage with the recommendations of the SLE via the SSIP 2017-20 EYFS Project.	CPD for staff that will focus on teaching and learning, learning environment that is part of a Black Country Consortium DfE funded project.	Ensure AH has time and access to the pupils/parents she needs and her findings are reported back and acted upon. Completed (we will train an additional person 2018-19) and has supported the progress across school.	DHT who will report back to HT	Ongoing
Continue to use AM (AEP) Camel skills.	Enables identification of EAL or SEND.				
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. KS2 parent numbers are high at parent consultations.	Ensure that workshops are focused and are not generic. Also, make sure that bilingual support is available. Parents events have been popular and feedback from parent consultations demonstrate 95%+ opinion of informative events. We have supported our main languages with volunteers and staff who speak our main languages; Urdu and Kurdish. Events include phonics, English for adults and eSafety.	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. Attainment and progress improved again despite a slight drop in attendance.	Weekly meetings with EWO Meetings held every fortnight with EWO and Inclusion team. Legal action has been taken alongside, calls, home visits and warning letters as per school and Trust policy. Attendance main roughly the same with a consistent challenge being parents who return to their home country at the start and end of the academic year. Inclusion lead to work with parents and pupils. Completed and ongoing. Report to link governor. Completed.	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				

Outcomes for 2017 - 18

Key Stage 2 (Year 6) - Reading

Key stage 2 reading by pupil group										
Breakdown	Reading progress			Reading attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	30	3.54	3.54	33	76	75	27	28	104.8	105
Ever 6 FSM	16	4.18	4.18	17	82	80	29	32	106.2	106.1

Key Stage 2 (Year 6) – Writing

Key stage 2 writing by pupil group									
Breakdown	Writing progress			Writing attainment					
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieved the expected standard		Achieved a greater depth		
					School %	National benchmark	School %	National benchmark	
All pupils	30	4.14	4.14	33	79	78	24		20
Ever 6 FSM	16	4.88	4.88	17	88	83	24		23

Key Stage 2 (Year 6) – Maths

Key stage 2 maths by pupil group										
Breakdown	Maths progress			Maths attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	30	4.55	4.47	33	82	76	30	24	105.4	104.4
Ever 6 FSM	16	3.66	3.52	17	71	80	35	28	104.6	105.4

Key Stage Outcomes

Phonics year 1 attainment by pupil group								
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National benchmark	Average mark	
							School	National benchmark
All pupils	60	0	13	47	78	83	32	34
Ever 6 FSM	11	0	1	10	91	85	36	34

Phonics year 2 attainment by pupil group							
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark	
All pupils	17	0	3	14	82	30	
Ever 6 FSM	5	0	0	5	100	35	