

Pupil premium strategy statement: Deddington CE school



Summary information					
School	Deddington CE Primary School.				
Academic Year	2016/17	Total PP budget for 2016/2017:	£25,100		
Total number of pupils	196 in Oct 2017	Number of pupils eligible for PP	21 18 funded	Date for next internal review of this strategy	January 2018

2. Outcomes for 2016/2017: KS2		
	Pupils eligible for PP (your school)	Other pupils not eligible for PP (national average)
Pupils achieving a Good Level of Development at end of EYFS	0	71%
Pupils passing Y1 phonics screening	1 pupil 100%	70%
Pupils achieving expected outcomes at end of KS1	Reading (4) 50%	Reading 76% Writing 68% Maths 75%
	Writing (4) 25%	
	Maths (4) 25%	
Pupils achieving expected standards at end of KS2	Reading (5) 80% Writing (5) 40% Maths (5) 40% SPAG (5) 40%	Reading 71% Writing 76% Maths 75% SPAG 77%
Pupils making at least expected progress from KS1 to KS2	Reading (5) Progress Score: nya Writing (5) Progress Score: nya Maths (5) Progress Score: nya	Reading nya Writing nya Maths nya
Absence	highest 10% nationally 5.2%	Highest 10% nationally figure is 5.1%

Review of expenditure 2016 / 2017

Quality of teaching for all including targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Embed a consistent pursuit of excellence to successfully drive the highest levels of achievement and personal development.	Staff training on high quality feedback and building mastery. Staff training on developing metacognition.	Data shows that at the end of KS2 in 2017, school PPG attainment and progress was higher than national non PPG Phonics Screening PPG pupils = 100%, National non-PPG pupils at 70%	CPD needs to continue to ensure that improvements are sustained, new staff receive professional development to ensure that effective approaches are embedded with all adults and good practice is shared.	£1000 partnership contribution to Andy Hind Training.
Raise standards of attainment and progress and in Reading.	Action Plan in place to become an Outstanding Reading School with the: introduction of Reading Miles, introduction of Reciprocal Reading, reading areas developed across the school and Phonics workshops for parents. Reading Recovery for Year 1 pupils.	Reading Progress in 2015, 2016 and 2017 continue to be above national and county averages. PP reading attainment at the end of KS2 shows reading is above the national average for PPG pupil's v Non-PP: +27%. Reading Miles initiative has improved engagement in reading at <i>all levels</i> .	Engaging with parents and raising the status of reading whole school wide had a positive impact on PPG pupils increasing reading miles. A year on year continued focus on engaging parents is necessary to sustain improvements. Reinvigorating the focus is necessary at key points in the year (through themed days/author visits etc) in order to ensure that 'reading miles' remain a priority.	Reading Recovery cost of £2000 Staff cost to deliver targeted reading support to PPG pupils SL and DW both one day a week £13,000
Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improved oral language and subsequent literacy skills in Year 6</p> <p>Improved progress for low attaining pupils</p>	<p>1:1 and small group provision of Booster Intervention for children in Year 6.</p> <p>1:1 Pre-Teaching vocabulary sessions for pupils in Year 5 and 6.</p>	<p>100% of PP children made accelerated progress in English, Maths and Reading (against previously set targets using scaled scoring). In Key Stage 2 Tests 66% met age related expectations in Reading despite having identified SEND in speech and language and/or cognition and learning.</p> <p>Within the scaled score (a scaled score of 100 always represents expected standard) results for pupils who were eligible for PP Grant, who also had identified SEND, outperformed scaled score targets across all Reading, Maths and Writing. This accelerated progress resulted in missing the scaled score for expected standard by 1 or 2 points in some cases.</p> <p>Low attaining pupils in EYFS who received targeted support due to low baseline entry data met expected standards on exiting EYFS and made good or better progress compared to non-PP children.</p>	<p>Improving oral language and targeting support in EYFS did result in pupils making greater progress in in Literacy across the academic year-this approach needs to continue.</p> <p>The pupil who benefitted most in Year 6 was 'home grown' so all new pupils arriving need quick assessment so that carefully targeted speech and language/booster work can be implemented as soon as needs are identified.</p>	<p>Staff cost for 1:1 tuition for KS2 PPG pupils</p> <p>FP after school tuition costs</p> <p>£4,000</p>
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Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved mental health, behaviour and relationships of identified pupil.</p>	<p>Key worker roles established as 'role models' for identified pupils and to enhance communication between home and school.</p>	<p>The involvement of the Key worker had a positive impact on the identified pupils' behaviour; reported by his parents and the Home School Link. Communication between home and school resulted in not only the completion of the EHA but also in a referral to Child and Adolescent Mental Health who have picked up the case for intensive mental health support.</p>	<p>Establishing positive communication between home and school pays dividends and key worker roles help to facilitate positive engagement with 'hard to reach' parents who need additional support to build those relationships.</p>	<p>Cost of lunchtime support for vulnerable pupils</p> <p>JW supervisor cost - £3,000</p>

Financial support for PPG pupils to attend residential visits in Year 4 and Year 6.	Visits paid for to enable all pupils to attend	All pupils did attend and PPG pupils benefitted greatly from the experience.	Financial support will continue to enable PPG pupils in Year 4 and Year 6 to attend these residential visits.	Cost for pupils £3000
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Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (
A.	Identified weaker oral language skills existed for some pupils eligible for Pupil Premium Grant in KS2 2016/17 (60%). Weak oral language skills affect progress in literacy in subsequent years.
B.	Progress in writing for PPG in all year groups
C.	Progress in Maths for PPG in all year groups
External barriers	
D.	Attendance records show that although attendance averages for PP children are above average overall but for some individual Pupil Premium children regular and consistent attendance/good punctuality is an identifiable barrier to learning. This reduces their school hours and could cause them to fall behind on average.
E.	Poor home learning environments and financial difficulties affecting mental health of both parents and pupils. This affects pupil well-being, engagement in homework punctuality and attendance.

Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP children have increased opportunities to develop oral language skills to impact on written outcomes in subsequent years.	Pupils eligible for PP make rapid progress by the end of the year and close the gap between them and their peers in writing and SPAG.
B.	Higher rates of progress across EYFS/KS1 Maths and Writing.	Pupils eligible for PP identified as low ability make accelerated progress, across EYFS?Key Stage 1 in maths and writing.
C.	Increased attendance and improved punctuality rates for pupils eligible for PP.	Reduce the number of persistent absentees or lateness among pupils eligible for PP.
D.		

Planned expenditure in 2017 / 2018

Academic year 2017/2018 – Forecast grant of £21,000 in 2017 / 2018

Quality of teaching for all, including 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>All PP children have increased opportunities to develop oral language skills to impact on written outcomes in subsequent years.</p>	<p>Targeted reading aloud and discussing books with young children Explicitly extending pupils' spoken vocabulary to impact on writing. The use of structured questioning to develop written responses Implementation of Spirals Curriculum with early speech support 1:1 Pre-Teaching vocabulary sessions for pupils in Year 5 and 6.</p>	<p>EEF states; On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit)</p>	<p>CPD Work Scrutiny Lesson Observations-of structured questions/high impact feedback/modelling Specific language assessments (BPVS) Developing links with Swalcliffe Park Trust school to support the development of oral language within QFT Ensure CT are monitoring interventions effectively SENSS team to monitor progress of individual pupils, watch sessions and deliver any CPD needed to improve implementation.</p>	<p>SENCo and Literacy Coordinator £3,000</p>	<p>Feb 2018</p>
<p>Higher rates of progress across EYFS/KS1 Maths and Writing.</p>	<p>High quality 1:1 feedback using meta-cognition approaches Explicitly extending pupils' spoken vocabulary to impact on writing. The use of structured questioning to develop written responses</p>	<p>KS2 Data suggests PPG pupils make slower rates of progress in Maths and Writing compared with their peers. Education Endowment Trust states; Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Continuing our CPD and lesson observations with a focus on meta-cognition CPD: Ensuring that TAs are 'scaffolding the learning' effectively through meta-cognition and structured questioning techniques Training for staff regarding new EYFS Maths resource and the cost of the resource itself.</p>	<p>SLT- Maths and Literacy & SENCo £6,000</p>	<p>Feb 2018</p>

Increased attendance and improved punctuality rates for pupils eligible for PP.	Home School Link Worker involvement-completion of Early Help Assessments (EHA) with the families. Involvement of SENCo in supporting parents and referring to other services as required. Talkabout programme for identified pupils.	We want to provide extra support to improve attendance for identified families who have children eligible for the Pupil Premium Grant. EHA and interventions with highly qualified staff have been shown to be effective in supporting parents with regular attendance. We want to combine this additional provision with some 'aspiration' interventions such as financial support/role models to ensure pupils can access residential and other learning experiences and be develop positive role models for life.	Payment of Home School Link Worker in conjunction with Warriner Partnership. Financial Support available for residential and other educational 'Broadening Horizons' visits. Impact overseen by SLT, SENCo and Home School Link Worker. Teaching assistant (TA) CPD in Talkabout. Engage with parents and pupils to ensure that EHAs are a true reflection of concerns and challenges. SLT monitoring attendance and engagement and participation. .	Home School Link Worker £4,000 partnership contribution	March 2018
Total budgeted cost					£13,000

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?
Improved mental health, behaviour and relationships of identified pupil.	Key worker roles established as 'role models' for identified pupils and to enhance communication between home and school.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Thorough briefing of support worker about individual needs. SENCo to liaise with other key workers and other outside services to target specific difficulties and ensure provision matches need. Monitoring through Readiness to Learn Scores and QCA behaviour scores.	SENCo/Sport Lead	March 2018
Support with residential visits for PPG pupils				VL and JC	Spring 2018
Total budgeted cost					£8,000