



## Pupil Premium strategy statement: 2018-19

1. Summary information					
<b>School</b>	Dartington Church of England Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£75,772	<b>Date of most recent PP Review</b>	June 2018
<b>Total number of pupils</b>	257 including F1 (Nursery)	<b>Number of pupils eligible for PP</b>	39	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment		
<b>Attainment for: 2017 – 18 Whole school / Year 6</b>	<i>Pupils eligible for PP *TBC</i>	<i>Pupils not eligible for PP *TBC</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	46%	65%
<b>% achieving expected standard or above in reading</b>	66%	91%
<b>% achieving expected standard or above in writing</b>	46%	58%
<b>% achieving expected standard or above in maths</b>	53%	68%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Sufficient progress from identified starting points
<b>B.</b>	Social, emotional and mental health needs (SEMH)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance
<b>E.</b>	Instability/Multiple schools attended/no maintained school experience.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupils to make at least expected progress from their starting points.	Progress for all pupils in line with expectation.
<b>B.</b>	Improved performance particularly in writing, GPS and Maths.	Accelerated progress in each year group resulting in improved outcomes overall at the end of each KS.
<b>C.</b>	Overall improved attendance with gap closing between PPG and non PPG pupils.	Developing a shared goal of good attendance across the school community, targeted support for families where needed resulting in a reduction in Persistent Absence.
<b>D.</b>	Improved wellbeing for all pupils – reduced incidents of low level disruption and children having a greater understanding of their SEMH needs leading to calm transitions and fewer incidents of dysregulation.	Children develop a better understanding of strategies to manage in order to build their own resilience, supported by staff and parents.

## 5. Planned expenditure

Academic year

2018/19

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.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Estimated Cost	When will you review implementation?
<p><b>A. For all pupils to make at least expected progress from their starting points.</b></p> <p><b>B. High quality teaching across the school resulting in better outcomes for pupils particularly in Writing and Maths.</b></p>	<p>Tracking systems will monitor progress for every pupil from their prior attainment.</p> <p>Marking will ensure that learning is targeted to individual needs and serves to pick up quickly on misconceptions/areas of weakness particularly in basic skills. Priority will be given to PPG books as part of good practice.</p> <p>Questions will be used effectively to gauge understanding and promote learning for all pupils but particularly those in receipt of PPG who may lack self-confidence.</p> <p>There will be continued provision for targeted intervention in both key stages and for pupils with identified SPLD.</p> <p>Teaching and learning will have a greater emphasis on differentiation. Leaders will monitor this carefully.</p>	<p>The PP review highlighted the need to ensure teachers are clear of expected rates of progress and use this information to target the progress rates of identified pupils, including those in receipt of PPG <i>“The PP Lead has developed pupils profiles/Case Studies on all PP children which identifies their individual barriers, the key actions in place and the outcomes of these. Prior attainment is presented as part of these documents and it has been recommended that progress measures are also added to this information to identify whether the child is on track for making at least expected progress.”</i></p> <p>Following the review and working with USF improved systems have been introduced to measure progress, embedding these will be part of good practice in 2018/9 in order to ensure all pupils including those in receipt of PPG make expected or better progress from their starting points.</p> <p>The PP review and LA evaluation visits have highlighted the need for greater differentiation, this is particularly true of writing and maths, where attainment for all pupils is lower.</p> <p>Whilst there is not a significant gap it is noted that outcomes for all pupils including those with PPG is below average in Maths and writing and this is an area for improvement.</p>	<p>Senior leaders working in conjunction with USF will monitor teaching and learning across the school. This will include lesson observations, book scrutiny and pupil conferencing. The results of this monitoring will be triangulated to ensure teaching and learning is at least good for all pupils in all key stages with an emphasis on the progress and attainment of pupils in receipt of PPG to try to ensure attainment for this group is increasing at the same rate as for those not in receipt of PPG thereby avoiding the gap widening between these groups.</p>	<p>HT Phase/subject leaders PP champion.</p>	<p>Staff release time</p> <p>PP Champion</p> <p>Intervention TA's</p> <p>Resources e.g LLink</p> <p>£36,000</p>	<p>July 2019</p>

<p><b>A/B.)</b></p> <p><b>Improved outcomes at the end of EYFS particularly in writing and maths, in order to improve access to and readiness for the National Curriculum on entry to Year 1.</b></p>	<p>Introduction of an electronic tracking system for EYFS with greater access for parents. The use of Language/speech link to identify potential barriers to learning at the earliest opportunity.</p>	<p>The paper based system whilst accurate was labour intensive and couldn't be shared readily with parents and carers. An IT system which improves communication is planned to be introduced and it is hoped will involve more hard to reach parents which should impact positively on progress of all pupils but particularly those in receipt of PPG and those pupils with low attainment on entry. Identification of early Speech and language difficulties has been identified as a barrier to later success with literacy particularly the acquisition of phonics, consistent use of language link and speech link will be used to support this.</p>	<p>The EYFS leader and PP champion will monitor progress through the IT system, alongside monitoring parental engagement and where necessary meet with parents to emphasise the importance of learning together and providing a shared home/school learning experience. Results of LL/SL assessment will inform provision and where necessary inform decisions for referral to outside agencies for additional support.</p>	<p>FL PPC</p>	<p>Training</p> <p>Release time</p> <p>Resources</p> <p>Staffing</p> <p>£3000</p>	
<p><b>C.)</b></p> <p><b>For improved rates of attendance to impact positively on progress particularly for those pupils at risk of persistent absence.</b></p>	<p>Monitoring via SIMs by admin team will provide regular information for senior leaders to review. Where pupils fall in to PA category meetings will be held with HT/EWO and PP champion support will be put in place for families as part of the Early Help offer. Training for Right for Children system for leaders. Time with Pastoral Lead TA where needed.</p>	<p>Attendance for pupils in receipt of PPG remains lower than that of pupils not in receipt of PPG. Persistent absence for this group was 12/39 = 31% compared to 35/218 = 16% for non PPG. Continued rigorous monitoring is needed with identified barriers so support can be put in through Early Help to try to ensure this gap is diminished.</p>	<p>Pupil's attendance and progress towards identified targets will be carefully monitored by HT/PP champion, impact of strategies will be observed and recorded through TAF minutes/Early Help system.</p>	<p>HT PPC</p>	<p>Training</p> <p>Release time</p> <p>Resources</p> <p>Staffing-</p> <p>£1000</p>	<p>July 2019</p>
<p><b>D.)</b></p> <p><b>i.)</b></p> <p><b>For Pupils to have a greater understanding of their own SEMH needs, know how to keep themselves healthy in body and</b></p>	<p>Specific reference to "10 a day" by all staff. Staff as models. The PP champion (PPC) to work 1:1 with pupils to support them to identify their learning needs and potential barriers to learning. The Pastoral Support TA (PSTA) to work with</p>	<p>The "10 a day" is not yet embedded but will form the emphasis for learning in Forest families this year, with pupils taking responsibility for looking after themselves and each other. Learning behaviours across the school are generally good but low level disruption remains a barrier for learning, this is now being tackled through the introduction of a new behaviour management policy. Self-awareness of how pupils, particularly those</p>	<p>All staff will have an awareness of "10 a day" which will be embedded through classroom practice and forest family sessions. A timetable for the PSTA will be drawn up to ensure access to this resource is tailored where it is needed. "The Harbour" will be well resourced to ensure high quality pastoral support provision can be offered.</p>	<p>HT PPC PSTA</p>	<p>Staffing Forest school leader Resources Training Supervision £33,000</p>	

<p><b>mind in order to be ready for learning.</b></p> <p>ii.)</p> <p><b>For SEMH needs not to negatively impact on learning for themselves and others.</b></p>	<p>identified individuals/groups delivering tailored support. PSTA to work alongside a Creative Therapist to provide tailored support. The PSTA to be available to manage unforeseen events through a flexible timetable. EH4Mh training including "Timid to Tiger" for parents. Embedding behaviour management policy across the school and PPC and PSTA working together to manage individual tailored plans to support class teachers and try to ensure negative behaviour is not a barrier to learning. Forest School will be available to all classes and used to support identified pupils. Enrichment activities will be provided in conjunction with USF and subsidised for pupils in receipt of PPG.</p>	<p>in receipt of PPG, can help themselves is an area for development this will be tackled as part of the PP champion role alongside the continued identification of and removal of barriers to learning. There continues to be a high number of pupils with identified SEMH needs, these can be a barrier to learning for the pupil and if not supported and managed their peers as well.</p>	<p>The Forest school leader will plan sessions and monitor progress towards set aims and impact on attitude to learning and well being.</p>			
<p><b>For pupils with specific identified needs provision will be allocated through a personalised approach to remove barriers and impact positively on learning to enable them to achieve their potential and where appropriate work towards greater depth.</b></p>	<p>The PP Champion will work with staff to identify where individual needs and circumstances maybe a barrier to learning and achieving full academic potential and use PPG funding to provide a personalised package of support.</p>	<p>Having the capacity to meet individual needs through targeted support has impacted positively on self-esteem, and subsequently engagement with and outcomes for learning.</p>	<p>PP champion will monitor the use and impact of any allocated resources, if these are not being utilised or needs change, resources will be withdrawn or reallocated.</p>	<p>HT PPC</p>	<p>Additional costs £2500</p>	<p>July 2019</p>

<p><b>To ensure all pupils who are or maybe disadvantaged are in receipt of PPG.</b></p>	<p>PPC to work with Governors to ensure clarity of information regarding claiming PPG. Information on website and newsletters.</p>	<p>Numbers of pupils in receipt of PPG has fallen dramatically, pupils entitled to this support may not be getting access to additional support from which they could benefit.</p>	<p>PPC will monitor number of pupils.</p>	<p>SC</p>		<p>July 2019</p>
<p><b>ESTIMATED TOTAL BUDGETED COST</b></p>					<p>£75,772</p>	

<p><b>6. Review of expenditure</b></p>				
<p><b>Previous Academic Year</b></p>		<p><b>2017/8</b></p>		<p>£81,020.92</p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost (Approx)</b></p>
<p>For pupils in receipt of PP to make accelerated progress in order to diminish the difference in attainment when compared to their non PP peers.</p>	<p>Good First Quality teaching across the school, rigorously monitored by leaders. Appointment of PP champion to identify barriers to progress, implement strategies and oversee provision for learning across the school. To employ additional adults in KS1 to target phonics provision and provide</p>	<p>Rigorous monitoring of teaching and learning identified areas for improvement and CPD opportunities impacted positively on outcomes for identified pupils, an example of this is the work with the Babcock SPLD team. The appointment of a PP champion has served to raise awareness and introduce positive discrimination to ensure that the needs of PP pupils were readily identified and addressed. An LA pupil premium review in June 2018 stated: <i>“The school have developed strategies for giving advantage and status to PP pupils through establishing priority marking for disadvantaged pupils and ensuring that teachers directly approach children in discussions to make</i></p>	<p>The PP review highlighted the need to ensure teachers are clear of <b>expected rates of progress</b> and use this information to target the progress rates of identified pupils, including those in receipt of PPG <i>“The PP Lead has developed pupils profiles/Case Studies on all PP children which identifies their individual barriers, the key actions in place and the outcomes of these. Prior attainment is presented as part of these documents and it has been recommended that progress measures are also added to this information to identify whether the child is on track for making at least expected progress.”</i> Following the review and working with USF improved systems have been introduced to <b>measure progress</b>, embedding these will be part of good practice in 2018/9 in order to ensure all pupils including those in receipt of PPG make expected or better progress from their starting points.</p>	<p>Training costs £500 Staffing costs £32,000 Equipment £500</p>

	<p>targeted support as needed. Additional adults in KS2 to provide targeted support where needs are identified. Regular review of attendance data.</p>	<p><i>contributions and have a voice (this was observed in most classes during the visit)"</i> Tracking systems ensured attainment was tracked half termly and where progress was not on track this was addressed through additional measures such as pre-teaching, intervention, meeting with parents/carers. KS1 TA intervention impacted positively on the number of PP pupils passing their phonics screening test, 40% achieved the expected standard. At the end of KS1 attainment for PP pupils was in line with non PP pupils and broadly in line with all pupils, however attainment is lower than national particularly in writing indicating a continued need for improved teaching and targeted intervention in order to close the gap in Year 3. KS2 intervention targeted and supported pupils to enable them to make expected or better progress from their starting points. At the end of KS2 pupils in receipt of PPG achieved well in reading, 66% achieved the expected standard, this is higher than Devon and progress was in line with Non PP pupils. Attainment and progress for all pupils is low in maths and well below in writing, there is no significant gap between PPG and non PPG pupils, these areas remain a focus for school improvement and an area for targeted intervention. The school started to work in partnership with USF in Summer 2018, this collaboration has begun to impact positively on practice. Teachers are aware of patterns and trends in attendance, these are highlighted on class provision maps for all PP pupils, and teachers work with senior leaders and the EWO to tackle poor attendance through meetings with parents/carers.</p>	<p>The PP review and LA evaluation visits have highlighted the need for <b>greater differentiation</b>, this is particularly true of writing and maths, where attainment for all pupils is lower. <b>Continued provision for targeted intervention will be used in 2018/9.</b></p> <p>Whilst there is not a significant gap it is noted that outcomes for all pupils including those with PPG is below average in <b>Maths and writing</b> and this is an area for improvement.</p> <p><b>Attendance</b> for pupils in receipt of PPG remains lower than that of pupils not in receipt of PPG. Persistent absence for this group was 12/39 = 31% compared to 35/218 = 16% for non PPG. Continued rigorous monitoring is needed with identified barriers so support can be put in through <b>Early Help</b> to try to ensure this gap is diminished.</p>	
<p>For PP pupils to achieve their GLD at the end of FSP.</p>	<p>Increased staff: pupil ratio. Careful tracking from through nursery provision.</p>	<p>The Foundation leader ensured the accuracy of on-entry data and introduced a paper based monitoring system to track progress from pupils starting points, these served to highlight areas for targeted learning. High quality EYFS provision was well staffed to ensure high quality first</p>	<p>The paper based system whilst accurate was labour intensive and couldn't be shared readily with parents and carers. <b>An IT system</b> which improves communication is planned to be introduced and it is hoped will involve more hard to reach parents which should impact positively on</p>	<p>Staffing/ Resources £4000</p>

	Accurate on entry data Targeted provision.	teaching this resulted in an improvement of the number of pupils who attained their GLD which increased from 37% to 62%. There is a low take up of PPG in EYFS, this is something the school will look into in 2018 to ensure all pupils who may be entitled to PPG are receiving it. Low take up is likely to be linked free universal school meals.	progress of all pupils but particularly those in receipt of PPG and those pupils with low attainment on entry. Identification of early Speech and language difficulties has been identified as a barrier to later success with literacy particularly the acquisition of phonics, consistent use of <b>language link and speech link will be used to support this</b> . The Pupil Premium champion in consultation with Governors will look into PPG take up.	
For all pupils to view themselves as learners, to be self-aware and understand the role they play in this.	For all staff to be aware of and apply consistent approaches to SEMH including THRIVE, EH4MH Development of Ace scores. Staff development language for learning.	Emphasis on self-awareness and emotional well-being has been developed through the introduction of the school's 10 a day, pupils are able to talk about the importance of this. Pupil conferencing with Year 6 PP pupils demonstrated they were aware of how they could improve their readiness for and attitude towards learning and were keen to act on this. High quality "out and about time" has been recognised in having a positive effect on learning, providing opportunities for pupils to develop their collaborative skills and prevent arguments that potentially impact negatively on learning. This was recognised in the PP review; "Playtimes offer children a wide range of opportunities which enables children to select activities which they enjoy".	The <b>10 a day</b> is not embedded but will form the emphasis for learning in Forest families this year, with pupils taking responsibility for looking after themselves and each other. Learning behaviours across the school are generally good but low level disruption remains a barrier for learning, this is now being tackled through the introduction of a new behaviour management policy. Self-awareness of how pupils, particularly those in receipt of PPG, can help themselves is an area for development this will be tackled as part of the <b>PP champion role alongside the continued identification of and removal of barriers to learning</b> .	Training/Release time £1500 Staffing £7000
For SEMH needs not to negatively impact on learning for themselves and others.	For pupils to be able to access a Pastoral Lead when they need support for their social, emotional, mental health needs Pastoral Lead to be out of class and available to support children in need with SEMH. PPC to support Pastoral Lead and provide a multiagency approach. For children to have access to regular Forest school and	The THRIVE approach continues to underpin practice, a whole staff approach to this enabled consistent use of strategies and has impacted positively on the engagement of pupils. This has been further enhanced through EH4MH training and the development of ACE scores. Pupil conferencing shows that pupils feel safe and secure at the school and the majority of pupils have a positive attitude to learning. Parents also speak highly of the pastoral support provided by the school. This support was recognised and highlighted by the PP review report; "Behaviour in and out of classes was seen to be positive and children were working and playing collaboratively together" The Harbour provision is an important part of the pastoral support offered by the school, providing a safe space to identified pupils and those with	The needs of some pupils have been greater than anticipated and this has impacted on the time the pastoral lead has had available but has served to ensure the desired outcome has been met as this has ensured their high level of SEMH has been met as effectively as possible and has not impacted negatively on others. Due to circumstances beyond the school's control the role of the PSA as planned has not been available for the whole school year, this resulted in lack of supervision for pastoral lead and has left a gap in provision and a new plan for accessing <b>Early Help</b> is planned for 2018/9.	Staffing £32,300 Supervision. £400 Resources £520



	<p>outdoor learning opportunities.</p> <p>PSA</p>	<p>unanticipated need, the PP review recognised this as a strength of the school;</p> <p>“The school use ‘The Harbour’ room as an area of the school where children who need a quiet space or time to be away from peers can be accommodated. During the visit this room was seen to be supporting a pupil on a part time timetable.”</p> <p>The availability of the Pastoral support lead has impacted positively where pupils find separation/mornings hard to manage. This has resulted in less disruption to teaching first thing in the morning, and parents feeling well supported and in receipt of more effective strategies to lessen the negative impact of this on families and teaching.</p> <p>Additional “Creative Therapy” support has been provided this year for identified pupils, this is ongoing but proving to have a positive effect on pupils understanding of their own emotions, supporting them to stay more emotionally regulated at school.</p> <p>Forest School is available to all pupils and impacts positively on relationships and helps build resilience and independence, skills which are transferrable into wider learning opportunities. Where pupils have high SEMH needs 1:1 forest school is provided by the pastoral lead, this impacts positively on learning through providing this secure relationship alongside coping strategies that can be applied to the wider school day and beyond.</p>		
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<p>For pupils where specific needs are identified they will be addressed through a personalised approach to remove barriers and impact positively on learning. For identified pupils to achieve their potential and where appropriate work towards greater depth in their learning.</p>	<p>PP Champion to work with staff to identify where individual needs and circumstances maybe a barrier to learning and achieving full academic potential and use PP funding to provide a personalised package of support.</p>	<p>Having the capacity to meet individual needs through targeted support has impacted positively on self-esteem, and subsequently engagement with and outcomes for learning. An example of this is additional music equipment being provided to use independently, this supported a pupil to overcome their anxiety and access learning. Funfit has been introduced to meet the needs of identified pupils and is known to impact positively on attitudes to learning as well as improved motor control which impacts further on writing and PE skills, improving self-esteem.</p>	<p><b>Funfit</b> was introduced later than anticipated but has already had a positive effect and will be continued for identified pupils in 2018/9. Additional funding will also be set aside to provide a <b>personalised approach</b> for identified pupils.</p>	<p>Resources £2300</p>
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## 7. Additional detail

- PLEASE NOTE 2018 subject to change on final publication of National/school data set.

Achievement and outcomes PPG	2017				2018			
	% of pupils not eligible for PP (national 2016)	%All pupils - school	% of Pupils eligible for PP – school	% of Pupils not eligible for PP – school	% of pupils not eligible for PP (national 2017)	% All pupils - school	% of Pupils eligible for PP – school	% of Pupils not eligible for PP – school
<b>EYFS</b>	11% disadvantaged				7% disadvantaged			
<b>% achieving GLD</b>	69%	37%	0%	41%	71%	62%	0%	67%
<b>Year 1 Phonics:</b>	14% disadvantaged				22% disadvantaged			
<b>% achieving expected standard</b>	83%	64%	50%	67%	82.5%	65%	40%	72%
<b>KS1 attainment</b>	12% disadvantaged				18% disadvantaged			
% achieving expected standard in reading	79%	62%	75%	57%	75%	70%	66%	70%
% achieving expected standard in writing	72%	50%	50%	50%	69.9%	24%	16%	26%
% achieving expected standard in maths	79%	59%	50%	57%	76.1%	64%	66%	63%
% achieving expected standard in reading, writing and maths		38%	25%	39%	65%	24%	16%	30%

KS2 attainment	28% disadvantaged				31% disadvantaged			
% achieving expected standard or above in reading, writing & maths	67%	42%	25%	48%	64%	55%	46%	65%
% achieving expected standard in reading	77%	74%	75%	74%	75%	84^	66%	91%
% achieving expected standard in writing	81%	53%	42%	58%	64%	57%	46%	65%
% achieving expected standard in maths	80%	53%	42%	58%	75%	67%	47%	76%
% achieving expected standard in GPS	82%	63%	58%	65%	73%	67%	53%	73%
% achieving expected standard in science	86%	91%	92%	90%				
Progress score in reading KS1-KS2	0	0.15	-0.2	+0.3	0	1.6	1.6	1.6
Progress score in writing KS1-KS2	0	-3.35	-4.90	-2.7	0	-6.3	-6.7	-6.2
Progress score in maths KS1-KS2	0	-3.39	-5.90	-2.4	0	-3.2	-4.8	-2.6