



Dartington C of E Primary and Nursery School

Pupil Premium Data Publication 2015/16 academic year

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	247 plus F1 (Nursery)
Number of pupils benefitting from PPG	56 PP pupils (46 PP and 10 PP+) (22% of school population)
Total amount of PPG received (£)	£73,920

Summary of PPG spending 2015/16:

Summary of expenditure against objectives:

This report covers action regarding Pupil Premium (PP) for the academic year Sept 2015 - July 2016:

- Acorns is provided weekly at the school. This is a programme of Speech and Language Therapy for children with Complex needs. *Once a week for an hour.*
- Counting to Calculating was delivered in Key Stage 1 by a full time Teaching Assistant for 5 hours each week. *Maths books.*
- Counting to Calculating was also delivered in lower Key Stage 2 by a full time Teaching Assistant for 5 hours per week. *Maths books.*
- Numbersense from Edgehill University and 'Success@arithmetic' were both delivered for Key Stage 2 pupils by a full time Teaching Assistant for 5 hours per week. *Maths books.*
- A Reading Recovery teacher provided Reading Recovery intervention for children who hadn't passed their phonic screening and those who were experiencing barriers to their literacy learning. 88% = 28/32 passed; 77% were predicted to pass. £22,722.60 *Reading recovery file.*
- Senior Leadership Team to promote achievement of PP children. *SLT Minutes.*
- A Thrive Lead teaching assistant was employed to liaise across all of our THRIVE practitioners, to co-ordinate and underpin Thrive throughout the school. This work became central to supporting the children of families who received support from the Pastoral Team. *Individual Thrive Action plans.*
- Ongoing support for PP children to ensure good attendance, support with daily transitions from home to school, wider pastoral support offered if needed and readiness for learning underpinned through our Thrive approach. *Thrive Lead - 4 days a week.*
- *Salary for both the above targets: £11,495*
- Thrive training provided for a further 8 members of staff @ £1,650 per person. *Thrive training file*
- All staff received 1 day of Thrive CPD in order to uphold their Thrive License practitioner status.

- Attendance and punctuality throughout the school was a focus area. PPG funded administrator's time to support families on transition into school. The school constantly reviews attendance through monthly meetings and incentives within the class. Targeted individual work for families with a range of needs, linking to multi agency responses.
- New family welcome meeting held termly to support transition into our school. New parents can ask questions, meet others who are new and familiarise themselves further with the school and its staff. *Thrive Lead/SENCo/Head Teacher.*
- Early intervention is practised to support families- pastoral team including Headteacher, SENCo, Thrive trained TAs, PSA, admin staff all have a role in supporting children alongside their class teacher at times of crisis. *Phase Leaders tracking.*
- Case Studies were developed and staff updated these for the current year. *Teacher time.*
- The new SENCO received induction from the outgoing SENCO. The school also procured support through the Babcock SEN Adviser who developed the SENCO's practice further. *Senco file*
- Gifted and talented Y2 English groups run by teacher in the autumn term. *Who????*
- Gifted and talented mathematicians group run across all year groups, with the focus increasing the number of pupils attaining above age related expectations. *Maths Leader file*
- Funding was providing for School Residential trip for children with Pupil Premium plus funding.
- A specialist PE Teacher was employed 0.3 FTE to promote PE and additional activities linked to physical well being.

Successful strategies from 2014/15 continued:

- Additional lunchtime support for pupils including staffing the library and studio and having Thrive activities on offer to underpin exploratory learning through play. £3,084
- Parent Support Advisor role continued until April 2016 which provided information, access, links with outside agencies, assistance with navigating support pathways. £8,282
- Reading Recovery and teacher led Phonic intervention provided for pupils in Y1 who need support. £20,196
- Specialist PE support bought in. Gifted and talented groups run, also lunchtime and afterschool clubs facilitated.
- Funding released to support PP pupils taking part in Devon Summer Games. Coach travel- one quarter paid from PP funds to reflect number of PP pupils £1044

- TA support for individually targeted friendship groups, Socially Speaking, supporting children at pivotal points in their development.
- Resources purchased- maths focus; Further resources including Cuisenaire rods, Numicon, bead strings, measuring equipment, Dienes.
- Teachers and Teaching assistants released to attend meetings with parents, and outside agencies, including the Educational Psychologist, Advisory Team from Babcock and meetings re Personal Education Plans, to ensure strong partnerships are maintained and opportunities maximised. £4,240
- Teacher release to train year 6 pupil leaders- fostering citizenship skills and enriching school activities; Play Leaders, Little Time Leaders who support in Foundation, Special Time Leaders who support our inclusion work with Bidwell Brook, Dance and Sports Leaders.

What is planned for 2016/17:

- Higher Level Teaching Assistant working with Forest school Groups five afternoons per week fostering social inclusion and underpinning Thrive. £7,817

Outcomes

PP outcomes 2015/16

EYFS

At ARE	Reading	Writing	Maths
Dartington PP pupils	67%	70%	67%
Dartington all pupils	75%	63%	72%
National all pupils	69%		

3 PP children

Higher % of Pupil Premium pupils (70%) made GLD in writing compared to peers (63%) but percentages for PP children were slightly lower in reading and maths.

Year 1

At ARE	Reading	Writing	Maths
Dartington PP pupils	0%	0%	0%
Dartington all pupils	75%	63%	72%

2 PP children (1 is PP+)

Although neither of the Pupil Premium children in Year 1 reached ARE, both pupils have significant learning difficulties. Both received additional support and interventions and passed PSC.

Year 2

At ARE	Reading	Writing	Maths
Dartington PP pupils	33%	33%	33%
Dartington all pupils	81%	64%	75%
National all pupils	64%	65%	73%

6 PP children (3 SEND)

The gap between Pupil Premium pupils and all children in year group is significant. However, 3/6 Pupil Premium children are SEND and have received input from educational psychologist.

Year 3

At ARE	Reading	Writing	Maths
Dartington PP pupils	63%	50%	50%
Dartington all pupils	77%	63%	67%

8 PP children (4 SAN/SEND)

PP pupils performing below all children in all areas. 50% of PP children are SEND/SAN.

Year 4

At ARE	Reading	Writing	Maths
Dartington PP pupils	82%	73%	82%
Dartington all pupils	91%	70%	88%

11 PP children

There is a high % of Pupil Premium children meeting ARE in all subjects. They are outperforming all children in writing but below in reading and maths.

Year 5

At ARE	Reading	Writing	Maths
Dartington PP pupils	77%	69%	85%
Dartington all pupils	74%	69%	79%

13 PP children

Pupil Premium children in year 5 outperformed the whole cohort in both reading (77% to 74%) and maths (85% to 79%) and the same number of Pupil Premium children met ARE in writing as all children.

Year 6

At ARE	Reading	Writing	Grammar	Maths	Combined
Dartington PP pupils	75%	92%	67%	50%	42%
Dartington all pupils	68%	84%	61%	48%	41%
National all pupils	66%	74%	72%	70%	53%

9 PP children

More Pupil Premium children met ARE than all pupils in every subject (including combined) and exceeded national in both reading (+9%) and writing (+18%)

Other than one pupil not yet developmentally ready, all Pupil Premium pupils accessed a wide range of sporting activities including; Key Stage One sports festival, handball, dance, hockey, tag rugby, athletics, indoor athletics, Superstars, rounders, tennis ball person, football, summer games, cricket, cross country, Frisbee and golf.

Some in Year Six had sports, dance or play leader responsibilities.

All year Six Pupil Premium pupils had a leadership responsibility role within the school which, in addition to sporting, were drawn from Digital, Little Time, Special Time or Library

Individual pupils were supported by targeted interventions.

Planned spending and actions 2016/17

Thrive approaches continue to underpin the whole school ethos, is embedded within high quality first teaching and learning and informs specific inclusive practices.

A further cohort of 3 Childhood Studies Licensed Practitioners to be trained during the year,

ensuring that all staff are Licensed Practitioners.

The Thrive Lead role to underpin the integrity of this model and, along with the clear vision driven by the Headteacher, ensures that the maximum impact is maintained within the school and vulnerable groups benefit.

The Harbour, with a wide range of resources and materials will continue to be built up across the school and accessed as needed.

The Lighthouse, a training base, to be set up, resourced and available for training and development, as well as pupil meetings and pupils meeting with various adult groups e.g School Council with Parent Forum, Governors etc.

SENCo undertaking the SENCO Qualification course - funding and time allocation to support this process.

The school has planned to work strategically with our **Educational Psychologist** to develop provision for all, with a specific focus on vulnerable groups. This includes writing and developing challenging My Plan termly targets for pupils identified within the School Support umbrella, with Phase teams working together alongside the EP, SENCO, Thrive Lead and Headteacher to develop, share and embed good practice.

Release time for staff to work in partnership with the EP, as well as meeting with parents, carers and wider agencies

Development of **reading** using Accelerated Reader aimed at reluctant readers in Key Stage Two, as well as £2,150 of new books for the library underpinning wider reading and love of reading for all pupils.

Development of **key staffing roles**: New subject leader for English, changes in class responsibilities, new members of the leadership team, new member of staff supported as an NQT all supported

Management of transient school population: new children inducted academically, socially and emotionally. Families welcomed through regular Welcome Meetings.

Attendance - as a continuing focus for the school, monthly review meetings and actions to scrutinise attendance patterns, punctuality and actions required.