



Pupil Premium strategy statement:

1. Summary information					
School	Dartington Church of England Primary School				
Academic Year	2017/18	Total PP budget	£81,020.92	Date of most recent PP Review	n/a
Total number of pupils	266 including F1 (Nursery)	Number of pupils eligible for PP	57 PP pupils (49 PP and 8 PP+) (21% of school population)	Date for next internal review of this strategy	June 2018

2. Current attainment		
Attainment for: 2016 – 17 Whole school / Year 6	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	25%	42%
% achieving expected standard or above in reading	10/15 66%	32/43 74%
% achieving expected standard or above in writing	5/15 33%	23/43 53%
% achieving expected standard or above in maths	6/15 40%	23/43 53%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social, emotional and mental health needs (SEMH)
B.	Readiness for learning
C.	Gaps in prior knowledge.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Instability across the school

D.	Attendance
E.	Multiple schools attended/no maintained school experience.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved performance in reading, writing, GAPs and Maths.	Accelerated progress in each year group resulting in improved outcomes overall at the end of KS2.
B.	Improved attendance – attendance data shows improvement	Developing a shared goal of good attendance across the school community.
C.	Improved SEMH – children manage calm transitions and are able to access learning with 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.
D.	Children to develop an understanding of a language of learning and increase their ability to reflect on themselves as learners.	Children improved awareness of their own readiness for learning

5. Planned expenditure

Academic year

2017/18

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	Cost	When will you review implementation?
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.	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 targeted support as needed. Additional adults in KS2 to provide targeted support where needs are identified. Regular review of attendance data.	The data for PP pupils shows some pupils need to make accelerated progress to continue to diminish the differences with their peers. Some pupils will need targeted intervention and have individual support matched to their needs in order to achieve this and to impact positively on outcomes for PP pupils at the end of KS2. Attendance data for pupils in receipt of PP funding is below that of non PP pupils and is identified as a barrier to learning.	Leaders will rigorously monitor teaching across the school, support will be given and CPD will be identified as needed. Systems will be established to ensure that pupils will be tracked regularly, assessment information analysed and next steps prioritised. Teachers will work in collaboration with other settings to gain greater understanding and adapt practice in order to impact positively on pupil outcomes. Leaders will review data on a half termly basis. PP champion will report to leaders. All staff will enforce measures to improve attendance and this will be regularly reviewed by leaders including governors.	JM MF HC JW SC	Release time Champion TA's IT Resources e.g LLink	July 2018
For PP pupils to achieve their GLD at the end of FSP.	Increased staff: pupil ratio. Careful tracking from through nursery provision. Accurate on entry data Targeted provision.	Pupils in 2016/7 did not make sufficient progress during FS to achieve their GLD and this continues to impact on attainment in Y1.	Tracking systems. Regular monitoring of provision by leaders.	JM SC	Release time Resources	July 2018

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.	Where the THRIVE approach has been implemented consistently pupils have made progress which is reflected in their THRIVE action plans and this has also impacted on their learning outcomes. Lack of awareness couldn't talk about themselves as learners, no responsibility for themselves as learners.	THRIVE License Practitioners training updated each year through THRIVE CPD.	JM	THRIVE training Release time	July 2018
TOTAL BUDGETED COST						
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	Cost	When will you review implementation?
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. PSA to support Pastoral Lead and provide a multiagency approach. For children to have access to regular Forest school and outdoor learning opportunities.	Children's feedback regarding their improved SEMH since working with Pastoral Lead. Difficult morning transitions have impacted negatively on learning. Need to build a consistent approach and language for supporting pupils. Forest School impacts positively on children's wellbeing, self esteem, and behaviours for learning.	Pastoral Lead has been inducted smoothly and receives regular support within school and supervision from outside school. Regular supervision for all staff from EH4MH to discuss ways forward for identified pupils.	JM PW SM SC	PL salary PSA Forest school	July 2018
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.	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.	All children are different and having the capacity to meet individual needs through targeted support has been shown in previous years to impact positively on self esteem, and subsequently engagement with and outcomes for learning.	PP champion will meet with staff and parents of identified pupils to identify appropriate support. Where necessary individual risk assessments will be carried out and all forms of support will be monitored by PP champion. Outcomes for learning will be measured against success criteria where appropriate.	JM SC	Addition al costs e.g music/hydro etc	July 2018
TOTAL BUDGETED COST						

6. Review of expenditure				
Previous Academic Year		2016/17		£93,812.64
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
For the Thrive approach to continue to underpin the whole school ethos, and be embedded within high quality first teaching and learning in order to address the SEMH needs of all learners to and where these are a barrier to learning consistent approaches will be use to support identified individuals.	A further cohort of 3 Childhood Studies Licensed Practitioners to be trained during the year. 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.	Through ensuring that all staff are Licensed Practitioners good practice has continued to spread across the whole school and children are able to talk about this experience and how it supports them to grow as individuals and learners. The Thrive Lead role underpinning the integrity of this model, along with the clear vision driven by the Headteacher has ensured that the maximum impact is maintained within the school and vulnerable groups have benefitted from this.	<i>Some pupils needs cannot be met through a whole class approach and despite good practice their high level needs continue to impact on their learning and sometimes on that of others.</i>	£15,000
Reading at the end of KS2 is below National average, reading outcomes for pupils in receipt of PP funding are below their peers and conferencing shows some pupils to be	Development of reading using Accelerated Reader aimed particularly at reluctant readers in Key Stage Two. New books for the	Pupil conferencing shows improved attitudes to reading. Improved outcomes for reading at the end of KS2. Narrowing of the gap between PP pupils and non PP pupils in reading.	<i>Additional provision is needed in KS1 through Phonics/early literacy in order to impact on lower KS2 and enable more pupils to reach higher levels. Additional support is needed for pupils identified with specific literacy difficulties.</i>	£5000.

<p>reluctant and disinterested in reading as a pastime.</p>	<p>library underpinning wider reading and love of reading for all pupils.</p>			
<p>To ensure that the staffing structure is best placed to meet the needs of pupils and impacts on learning outcomes particularly for those pupils not at expectation and those vulnerable to underachievement.</p>	<p>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 Staff CPD aimed at closing the gap.</p>	<p>Staff are more confident in their roles and this has led to improved outcomes for pupils.</p>	<p><i>Whole school awareness and an approach to identifying and addressing needs of PP pupils is needed in order to ensure provision is more targeted, awareness is increased and there is greater impact on overall outcomes for learning.</i></p>	<p>£22,000.</p>
<p>For Mobility not to impact negatively on learning for new and current pupils. Improved rates of attendance for all pupils particularly those in receipt of PP funding.</p>	<p>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.</p>	<p>Parent forum feedback indicates that parents feel welcome at the school.</p>	<p><i>Mobility continues to impact on outcomes, a closer investigation into this is needed in order to show progress and attainment of non mobile pupils is higher than overall group. Continued emphasis on provision for this group is needed to try to close the gap. Attendance continues to be well below national average and LA expectation despite a wide range of strategies, this continues to be an area of development and current systems need to be embedded in order to impact positively on PA.</i></p>	<p>£1,500.</p>

i. 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
For children to receive support to address their THRIVE needs to develop their right time learning.	Children to be assessed in Whole Class THRIVE assessment and through an individual assessment if necessary	Staff report that more children are able to manage their SEMH needs which have had a positive impact on their learning and the learning across the class.	<i>Pupils and their families have gained significant support from the THRIVE Lead.</i>	£20,000.
For Forest School and outdoor learning to enhance THRIVE provision, foster social inclusion and have a positive impact on learning behaviours in order for pupils to have improved self confidence and positive attitudes towards the wider curriculum.	A Higher Level Teaching Assistant working with Forest school Groups five afternoons per week fostering social inclusion and underpinning Thrive.	Pupil conferencing and feedback indicate that Forest School/outdoor learning supports pupils to develop skills of collaboration, confidence and independence which impacts positively on learning behaviours overall. Pupils are beginning to be able to talk more readily about these skills for learning and why they are important.	<i>Continued work on learning behaviours and the language for learning is needed for this to positively impact on SIP targets.</i>	£8,300.

<p>For pupils in receipt of PP funding to make accelerated progress through targeted support.</p>	<p>To work strategically with our Educational Psychologist to develop provision with a specific focus 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 SENCo will undertake the SENCO Qualification course – funding and have time allocated to support this process.</p>	<p>Some identified pupils have made good progress but further work is needed to ensure that support is targeted to ensure that more pupils make significant progress thus diminishing the difference between PP and non PP pupils. There are a high number of pupils in receipt of PP+ funding and the funding this individualised approach which is regularly reviewed impacts on their engagement with learning.</p>	<p><i>Further work is needed to identify specific barriers to learning and how these can be tackled.</i></p>	<p>£22,000.</p>
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7. Additional detail

Pupils in receipt of PP did not achieve their GLD at the end of FSP in 2016/7.

In Y1 50% of pupils in receipt of PP were on track in reading and writing at the end of Y1 this was broadly in line with attainment for all pupils. In maths PP pupils achieved better overall than all pupils.

2 pupils in receipt of PP passed the phonics screening test at the end of Y1 out of 4 PP pupils. 64% achieved a pass overall.

At the end of KS1 PP pupils achieved in line with all pupils in reading; PP pupils were below non PP pupils in writing and Maths.

In Y3 there is a gap in attainment between PP and all pupils in all areas of the curriculum particularly maths.

In Y4 attainment in reading is higher for PP pupils than all pupils; there is a gap in writing and maths.

In Y5 PP pupils achieve broadly in line with all pupils in English but below in Maths (55:64)

At the end of KS2 PP pupils achieved below national average and below non PP pupils particularly in Maths and writing.

No Pupils in receipt of PP funding achieved higher levels.

