

# Pupil premium strategy statement

1. Summary information					
School	Downsell Primary School				
Academic Year	2017/18	Total PP budget	£268,205	Date of most recent PP Review	July 17
Total number of pupils		Number of pupils eligible for PP	187	Date for next internal review of this strategy	July 18

2. Current attainment			
Results KS2 2017	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths			
% making progress in reading			
% making progress in writing			
% making progress in maths			

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> )	
A.	Close the gap between Pupil Premium and non-pupil premium and raise attainment to national standards in Reading, Maths and Writing.
B.	Interventions tailored to meet the needs of Pupil Premium pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C.	Attendance is poor and is therefore impacting on progress and attainment of PP pupils
D.	Engagement with parents/carers including involvement in curricular events as well as enrichment activities and homework.
E.	Social and emotional difficulties as a result of factors relating to home life having a detrimental effect on effective participation in school and learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gap is closed between PP and non PP pupils in Maths and English and attainment is in line with national standards. More Able PP pupils achieve Greater Depth.	Teachers are aware of PP children in their class and plan for these children accordingly. Teachers communicate the progress, attainment and needs of these pupils at regular pupil progress meetings.
B.	Interventions are matched to the needs of the pupils in order to make an impact on their development and progress.	Focussed interventions that specifically meet the individual needs of the children are planned and delivered. Gaps in learning are identified at pupil progress meetings with SLT and SEND Lead. These interventions are reviewed regularly to ensure a measureable impact on the children's progress and attainment.
C.	Improved provision to enable PP pupils to access a range of enrichment activities including trips and residential visits.	Opportunities provided for children to engage in a variety of enrichment activities such as theatre visits, Shakespeare workshops and Year 6 residential at Moat

		Mount. Pupils are enthusiastic about participation in all the mentioned activities.
<b>D.</b>	Higher levels of attendance for Pupil Premium children.	Attendance of PP children to rise. Children's attendance is regularly monitored by Learning Mentors and the EWO. Initiatives such as Attendance certificates and awards as well as are in place to encourage increased attendance to be successful. Strategies reviewed regularly for their effectiveness.
<b>E.</b>	Support for PP pupils experiencing complex emotional, behavioural and social needs	Children are routinely referred to Learning Mentors, Counsellors for personalised support that addresses their needs. Children are better equipped to manage difficulties and access the curriculum. Learning is less affected

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	When will you review implementation?
A (1). Gap between PP and non PP pupils is closed and they achieve at the expected standard or above in Maths and Reading. Higher % of pupils achieve Greater Depth.	Pupil Premium meetings Monitoring and Evaluating teaching and learning SIP Priority	Assessment Data Pupil work Focused group work that offers appropriate challenge Pupil conferences	Regular progress meetings will focus on the progress of PP children. Timetabled monitoring, moderation and evaluation of PP work. Reading training/CPD Peer observations Booster sessions, TA support and appropriate resources to increase progress.	HT AHT Class teachers PP Governors	Termly evaluations July 2018
A (2). Maths reasoning ability of Pupil Premium pupils need to be developed.	Quality teaching that include resources that engages children. Development of questioning skills to elicit deeper thinking in pupils. Monitoring and observation of lessons. AfL Maths groups in KS2	Focused group work where children are of a similar ability ensure more effective planning and teaching that match ability. Appropriate levels of challenge for all PP pupils to extend their learning.	Support from Maths Consultant, TA led interventions for targeted pupils, training and CPD on Reasoning and questioning for Teachers and TAs. Booster sessions Resources to enhance learning Focused AfL groups will be monitored to ensure gaps in learning are addressed promptly.	HT AHT Class teachers PP Governors	Termly evaluations July 2018
<b>Total budgeted cost</b>					<b>£142000</b>
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?
B Intervention matched accurately to the needs of the pupils in order to develop positive attitude to work and achievement.	Teaching Assistants timetabled to plan and deliver focussed interventions. SLT Monitoring and Evaluation of provision	Proven pedagogical success in targeted interventions (teach/ support/ consolidate).	Staff training Peer support/ Coaching/ modelling Measureable outcomes Monitoring schedule of interventions	HT AHT Class teachers PP Governor	Half termly evaluations July 2018

<b>C Improved provision to enable PP pupils to access a range of enrichment activities including trips and residential visits.</b>	<p>Range of events planned that engages PP pupils</p> <p>Parental involvement to ensure full support</p>	<b>Enriching the lives of children by providing opportunities for engagement in a variety of activities both in and out of school builds confidence, independence and self-worth that will be reflected in quality of work, positive attitude to learning and success.</b>	<b>Ensure children are offered relevant experiences appropriate to their age. Clear lines of communication with parents to inform them about residential visits/trips Cultural, artistic and sporting activities will be well promoted to ensure full participation.</b>	<p>HT AHT Class teachers PP Governor</p>	<p>Termly evaluations July 2018</p>
<b>Total budgeted cost</b>					<b>£31000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D Higher levels of attendance for Pupil Premium children.</b>	<p>EWO</p> <p>SLT Monitoring and Evaluation</p> <p>Rewards/certificates for attendance</p> <p>Breakfast Club including free breakfast for targeted children</p>	<p>By supporting families, school will build healthy relationship and positive attitudes to learning for pupils.</p> <p>Attendance at Breakfast Club will ensure children have a healthy start to their day.</p>	<p>EWO working closely with families to provide rigorous and monitored support.</p> <p>Investment in personal and emotional well-being through nurture groups and support with enrichment opportunities. Learning Mentors providing guidance and support to parents and children to overcome barriers impacting on attendance at school.</p>	<p>EWO HT AHT Class teachers  PP Governor</p>	<p>Termly evaluations July 2018</p>
<b>E Support for PP pupils experiencing complex emotional, behavioural and social needs.</b>	<p>Counselling</p> <p>Behaviour support/Peer support groups</p> <p>After school Clubs</p>	<b>Children experiencing difficulties with emotional or behavioural issues need regular support from professionals such as a Learning Mentor or Counsellor.</b>	<b>Counsellors working closely with parents and school to ensure children are given opportunity to express how they feel and be supported.</b>	<p>HT AHT PP Governor</p>	<p>Termly evaluations July 2018</p>
<b>Total budgeted cost</b>					<b>£45000</b>

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?
F Positive playtimes for PP children where social interaction improves	MDA training, Play leaders and Monitors reinforcing positive play.  Behaviour incidents decrease	Positive play experiences that is well supported by use of equipment that encourages collaboration and creativity will result in less negative incidents between children.	Monitoring of playtimes and playtime behaviour incidents.  MDA response to incidents at lunchtime will also be monitored	MDAs Teachers TAs LMs	Half-termly evaluations  July 2018
G Pupil Premium pupils make healthy and creative lifestyle choices, which enrich their lives	Participation in Sports Clubs, After School Clubs  PE activities, sporting events, coaching, sports competitions	Engagement in sports and active lifestyle will improve health and well-being  Children will develop a more positive attitude to learning and be better prepared to engage in learning and school activities.	Monitoring of provision for PE, sporting events  School participation in sports events  Specialist coaching for PP children with particular skills to develop further.  Register of participation/development of More	PE Coaches PE Lead Class Teachers	Termly  July 2018
				<b>Total budgeted cost</b>	<b>£56000</b>

<b>6. Review of expenditure</b>				
---------------------------------	--	--	--	--

<b>Previous Academic Year</b>				
-------------------------------	--	--	--	--

<b>i. Quality of teaching for all</b>				
---------------------------------------	--	--	--	--

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>ii. Targeted support</b>				
-----------------------------	--	--	--	--

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>iii. Other approaches</b>				
------------------------------	--	--	--	--

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>1. Additional detail</b>				
-----------------------------	--	--	--	--

--	--	--	--	--