

Dormanstown Primary Academy Pupil Premium Impact Statement 2018.19

| Summary information | | | | | |
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| School | Dormanstown Primary Academy | | | | |
| Academic Year | 2018.19 | Total PP budget | £179,520 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 238 | Number of pupils eligible for PP | 136 | Date for next PP Strategy Review | July 2020 |

| Attainment & Progress 2018.19 - Mainstream | | | | | |
|--|---|-------------------|---------------|------------------------|----------------|
| | % of pupils achieving expected standard | | | | |
| | Whole cohort | Non Pupil Premium | Pupil Premium | National Disadvantaged | National Other |
| End of EYFS (cohort 35 PP 19) | 66% | 80% | 55% | 56% | 73% |
| Y1 Phonics (cohort 26 PP 18) | 77% | 100% | 67% | 71% | 84% |
| KS1 (cohort 29 PP 16) | | | | | |
| Reading | 62% | 77% | 50% | 62% | 78% |
| Writing | 59% | 77% | 44% | 55% | 73% |
| Maths | 66% | 77% | 56% | 62% | 79% |
| KS2 (cohort 28 PP 19) | | | | | |
| Reading | 71% | 78% | 68% | 64% | 80% |
| Writing | 68% | 78% | 68% | 67% | 83% |
| Maths | 68% | 78% | 63% | 64% | 81% |
| GPS | 75% | 78% | 68% | 67% | 82% |
| RWM combined | 54% | 63% | 47% | 51% | 70% |
| Progress KS2 | | | | | |
| Reading | -1.2 | -2.5 | -0.6 | -0.6 | 0.3 |
| Writing | -1.1 | -2.8 | -0.3 | -0.4 | 0.2 |
| Maths | -1.8 | -1.1 | -2.1 | -0.6 | 0.3 |

| Planned Outcomes | | Success criteria |
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| A. | Improve language, literacy and PSE skills in EYFS. | PP pupils in EYFS will make good progress so that they will close the gap to age related expectations through targeted interventions to progress towards attaining GLD by the end of Reception. |
| B. | Target intervention, support and challenge for all PP pupils in reading, writing, maths and social/emotional development. | Through ½ termly progress reviews, PP pupil achievements will be tracked and next steps for learning planned for to ensure good progress. DHT and Phase Leads will monitor progress and ensure interventions are effective. |
| C. | Higher rates of progress for KS2 PP pupils in literacy. | PP pupils make as much progress in KS2 as non PP pupils and the gap is closed to ARE in each year group across KS2. |
| D. | Increased attendance rates for PP pupils. | Reduce the number of persistent absentees among PP pupils. |

| Expenditure Impact Evaluation | | |
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| i. Quality of teaching for all | | |
| Desired outcome | Chosen action / approach | Impact Evaluation |
| A. | Improve language/literacy & PSE skills in EYFS through implementation of specific programmes to develop skills. | <p>Read, Write Inc. training was attended externally by the DHT and the new approach adopted in Reception (and KS1). Members of staff were trained and resources purchased so it could be fully implemented.</p> <p>Outcomes in Communication and Language showed that Pupil Premium children achieved 85% good or better progress in Listening and Attention, 80% in Understanding and 80% in Speaking. In all elements of PSHE the gap between Pupil Premium children and other children is diminishing and is broadly in line with other.</p> <p>Read, Write Inc. and BLAST implemented in Nursery to support language development. All Pupil Premium children made good or better progress in Reading and Writing.</p> |

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| B. | Smaller class sizes within Reception to continue to ensure accelerated progress towards GLD to close the gap to national expectations. | Staffing ratio enabled quality provision and resources for the children. 66% of children achieved the GLD of which 55% PP children achieved it. At least 80%+ of Pupil Premium children made progress that was good or better across the Reception year in all areas of learning. Diminishing the difference between PP and NPP needs to remain a priority during the EYFS years. |
| A. B. C. D. | Establish the role of Pupil Premium Champion | Pupil Premium Champion is a member of senior leadership team and has made staff more aware of their Pupil Premium children. Data analysis and progress reviews have enabled in depth knowledge and understanding of any barriers to learning or additional challenge required to support progress. CPD provided for teachers and learning assistants to support practice and regular dialogue together with coaching/mentoring has supported improving practice and provision. |
| | | Total budgeted cost £45,960 |
| ii. Targeted support | | |
| Desired outcome | Chosen action / approach | Impact Evaluation |
| B. & C. | Embed Pixl approach to ensure progress towards combined measure. Learning assistants to deliver targeted interventions. | PiXL approach has been used to identify key learners to achieve the combined measure. PiXL approaches was a frequent agenda item in team meetings and INSET given to support use of resources. PiXL leader had a regular half termly meeting with the PiXL consultant to take advice on our children and to find out more about up to date resources. Targeted interventions have been stated in provision maps, however, they have not all had the impact on outcomes that we would have wished as due to high staff turnover, especially in KS2. We recognise that improving impact is a significant area for development in 2019.20. |
| A., B. & D. | Support for pastoral and welfare to remove barriers to learning. | An established team has been established with the DHT, Pastoral and Welfare Lead, a Pastoral Learning Assistant and the support of the SENDCo. Mentoring support has been established for key children, and this has supported them to respond more positively to situations they may find challenging. A Learning Hub was set up in the summer term to support our most vulnerable children by offering them alternative provision with a focus on |

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| | | <p>PSHE, physical and sensory support. These children have now integrated back into their main class and are in a better position to access all learning</p> <p>Following attendance at a Behaviour conference, further INSET was booked on Positive Behaviour strategies for all staff which was very well received and supported staff in implementing appropriate strategies to support children. This was used alongside a Behaviour Ninja App to support our new behaviour policy and suggest wider strategies.</p> |
| A., B. & D. | Support for emotional health and to understand any barriers to learning. | <p>An established counsellor has had positive outcomes with a number of children to help them share their problems and move forward socially and emotionally.</p> <p>Staff have attended CAMHS courses and fed back at team meetings with strategies that can be used to support children's emotional health.</p> <p>Character Education resources are beginning to be used to support both individuals, small groups and classes and this will continue to be developed in 2019.20.</p> |
| | | Total budgeted cost |
| | | £104,580 |
| iii. Other approaches | | |
| Desired outcome | Chosen action / approach | Impact Evaluation |
| D. | 1 st day response Monitoring by attendance lead and follow up actions taken. | <p>Positive support resulted in attendance being at 95% for PP pupils. This is closing the gap towards all children/national, but we need to keep supporting key PP children and parents to value the importance of excellent attendance.</p> <p>Persistent absenteeism as an academy has reduced significantly from 13% down to 8% (below national average) due to the careful monitoring and support provided by the Pastoral and Welfare Lead to encourage children to attend the academy. However 15 out of the 19 children with PA are PP children. The attendance of these children will be carefully monitored during 2019.20 and we will continue to focus on improving the attendance rate of PP children.</p> |
| A. & D. | Breakfast Club provision | <p>Breakfast Club provision provided throughout the year at a highly subsidised rate (£1).</p> <p>Children attending received a nutritious start to the day and regularly 60% of these were Pupil Premium children. Provision meant that children were in the academy and ready to learn for the start of the academy day.</p> |

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| B. & D. | Provide early morning and after school provision for healthy active lifestyle promotion at no cost to PP pupils. Subsidise the cost of educational visits and wider activities to provide enrichment and wider life experiences. | Early morning and after school club provision undertaken throughout the year with Pupil Premium children attending free of charge. Attendance at the clubs has been very positive and access to the morning sports club has supported the children in being more ready to start learning. On average 64% of those attending sports club were PP pupils. These children gained lots of confidence, not only in sport, but in their general positive attitudes throughout the day. |
| | | Total budgeted cost £28,980 |