



The pupil premium is additional government funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools for each child registered as eligible free school meals at any point in the last 6 years, Looked after Children and Children with Parents in the Armed Forces. In the 2017 - 2018 financial year, schools received a final allocation of £1320 PPG funding per eligible child.

**Income from 2017 - 18 PPG for Dormanstown Primary Academy was £163,860.** No Pupil Premium funds were carried forward from 2016-2017. The proportion of pupils eligible for support through PPG is well above the national average at Dormanstown Primary Academy at 58%.

59% of pupils are from the top 10% most deprived areas in England (IDACI), with income, employment and health deprivation being the significant contributory factors

At Dormanstown Primary Academy, this money is allocated to initiatives to ensure pupils learn, achieve well and have high aspirations, both academically and socially. We have analysed our pupil achievement and identified the barriers to learning which will be used to drive forward the interventions to improve outcomes and reduce the gap in attainment.

This report outlines the context of the academy and the impact of pupil premium spending in 2017-18. Pupil Premium allocation report for 2018-19 (see website) details how we intend to allocate the funding this year.

### **Pupil Premium Grant allocation 2017-18 and its impact on achievement**

Pupil Premium funding was deployed effectively to remove barriers to learning. The funding was focused on providing additional staff to ensure that pupils received high-quality teaching and learning. It was targeted carefully to ensure that all pupils, whatever their circumstances, have access to the full range of curricular and extra-curricular activities that the academy has to offer. As a result, disadvantaged pupils made at least good progress in their learning.

Leaders have robust systems in place for the allocation and monitoring of pupil premium and physical education and sports funding. Plans are clear and the suggested actions are having a positive impact upon pupils' educational and physical progress.

#### **Potential barriers to educational success**

- Significant percentage of population live in some of the most deprived areas in the country (IDACI)
- High proportion of pupil premium on roll across all Key Stages
- Language and communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age
- The significant proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success

## Performance of disadvantaged pupils 2017-18

### Levels of attainment at KS2

%	Reading		Writing		Maths		SPAG		Combined	
	Academy	Nat.	Academy	Nat.	Academy	Nat.	Academy	Nat.	Academy	Nat.
No. mainstream pupils										
All (21)	47%	75%	82%	78%	71%	76%	53%	78%	41%	64%
PP (4)	50%	60%	50%	66%	50%	63%	25%	66%	50%	48%

### Levels of attainment at KS1

%	Reading		Writing		Maths	
	Academy	National	Academy	National	Academy	National
No. mainstream pupils						
All (38)	68%	75%	68%	70%	71%	76%
PP (26)	58%	60%	58%	53%	65%	61%

Progress KS2	All (21)	PP (4)
Reading	-1.10	-1.24
Writing	+4.37	-2.04
Maths	+2.65	+1.79

Attendance		2017/18	
		All	PP
Overall absence	School	4.8%	5.5%
	National	4.7%	
Persistent absence	School	12.7%	17.4%
	National	11.3%	

(National is Autumn/Spring 2017/18 as full year not published yet)

### Strategies and the impact from the money allocated:

- Deployment of additional teaching and teaching assistant staff has improved provision and outcomes. This allowed all children to access personalised quality first teaching and intervention, concentrating especially on the most vulnerable and those with potential to be higher achievers.
- Focused intervention across KS2, using the PiXL approach, allowed vulnerable, targeted children to receive personalised teaching in smaller groups each morning to accelerate their progress.
- Employment of a Lead for Attendance has allowed for robust monitoring of attendance and punctuality. The work with parents has resulted in a reduction persistent absenteeism from 18% (2016-17) to 12.7% (2017-18).
- The extensive work around the whole child continues to be driven with further strengthening of the pastoral team, including the essential role of the Pastoral & Welfare Lead, who many of our parents and carers approach as a first line of support in times of crisis. This has continued to ensure that the barriers to the achievement of disadvantaged pupils are recognised and supported.



- Trust commissioned Educational Psychologist provided support and advice to staff, in order to best provide for vulnerable groups of children and assessing children for EHCPs as well as supporting staff development for new SENDCo and practice in classrooms.
- Commissioned external specialist providers have delivered interventions, e.g. learning and language specialist teacher service and sensory support, offering more specialised pedagogical input and interventions.
- The Trust employed a pupil counsellor who works at Dormanstown for one or two days a week offering support vulnerable learners and parents. This has impacted on emotional resilience, self-regulation and the overall welfare of vulnerable children.
- Funding to further develop and raise the profile of the Junior Leadership Team. This supported the development of children as leaders, enabling them to make an important contribution to academy decision making, as well as extending the contextual understanding of British values.
- Specialist music teacher employed across the Trust. This provided enriching music, education and extended school provision in the form of concerts, productions and civic performances. These opportunities offered a platform for performance related oracy, comprehension, confidence and team building. As well as extending a broader cultural and life experience.
- We provided a range of unique experiences to broaden the horizons of our pupils impacting on their ability to access a wider curriculum and close the 'entitlement gap'. Subsidising the costs of trips/visits and extended school activities has allowed for disadvantaged pupils to develop self-esteem, personal resilience and commitment to learning as well as cultural aspects of the curriculum. Residential, sports coaches, and various trips and events all reflect this, so that our pupils are extremely well prepared for life in modern Britain.

We recognise that we need to improve further the overall attainment and achievement of PP pupils in 2018.19. We will do this through developing Quality First Teaching, high expectations and targeted interventions to support and challenge all PP pupils in reading, writing, maths and social/emotional development. We will also continue to target increased attendance rates for PP pupils.