

Dormanstown Primary Academy Pupil Premium Strategy Statement 2019.20

1. Summary information					
School	Dormanstown Primary Academy				
Academic Year	2019.20	Total PP budget	£191,400	Date of most recent PP Review	July 2019
Total number of pupils	231 (R – Y6)	Number of pupils eligible for PP	144 (62%)	Date for next PP Strategy Review	July 2020

2. Attainment & Progress 2018.19 – Mainstream Pupils					
	% 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

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Children enter the academy with significantly low levels across all areas of learning.
B.	Significantly high proportion of PP pupils in certain year groups (up to 70%).
C.	PP pupils in some year groups are not making sufficiently accelerated progress to close the gap to ARE.
D.	Ensure there is enough challenge across all curricular areas.
External barriers	
E.	Children lack emotional resilience to deal with more challenging situations.

9

4. Outcomes		Success criteria
A.	Improve outcomes in specific areas of Reading, Writing and Maths at the end of Reception.	PP pupils in EYFS will make good progress so that they will close the gap to age related expectations through quality first teaching and targeted interventions to progress to a higher number 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. DHTs and Phase Leads will monitor progress and ensure interventions are effective.
C.	Higher rates of progress for PP pupils in English and Maths	PP pupils make as much progress as non PP pupils and the gap is closed to ARE in each year group at a faster rate.
D.	Emotional health and well-being team will provide timely support to identified pupils.	Children are more able to respond positively to situations and cope with the day to day expectations of academy life, hence impacting on their outcomes.

5. Planned expenditure					
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.	Improve Reading, Writing and Maths in EYFS through implementation of specific programmes to develop skills.	Significantly low levels of skills on entry to nursery for PP pupils	Monitoring and tracking of progress, observations of provision in Nursery and Reception. Admit children on 3 rd birthday, half a term prior to receiving funding.	JMc	January 2020 and termly
B.C.	Professional development for staff to support Pupil Premium pupils effectively.	Pupil Premium children have lower outcomes than other children across the academy. High numbers of Pupil Premium children in many year groups.	Targeted CPD to support staff deliver engaging lessons and effective interventions to support the pupil premium children moving forwards at an accelerated rate.	OL GW	January 2020 and half termly
A. B. C. D.	Embed the role of Pupil Premium Champion	Senior staff position to lead on attainment and progress. Monitoring and evaluation for PP pupils.	Impact of role on closing the gap to ARE for PP pupils in all areas of the curriculum and across all phases.	GW	½ Termly data reviews
Total budgeted cost					£19,727
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. & C.	Embed Quality First Teaching and specific feedback to ensure progress towards combined measure. Learning Assistants to deliver targeted interventions to address gaps in learning through small group or 1-1 support.	Specific interventions, support and challenge to be delivered to small groups and individuals in reading, writing and maths.	Monitored for effectiveness of support/interventions on PP pupils by SLT members.	OL GW	½ termly progress reviews

B. & C.	Involvement of specialist teaching services to support professional development.	Progress lacking for some PP pupils and more specialist support required to establish their barriers to learning and strategies to move forward e.g. Specialist Teaching Service, Ed Psych	Staff more aware of the needs of the child and barriers to learning. Monitor recommended actions are being undertaken and that these are impacting on the progress of the individual/ group of children.	SENDCo - AE	Observations of interventions and in class. (at least half termly)
A., B., C.& D	Support for emotional health and to understand any barriers to learning. Referral to specific therapeutic services to support children's emotional resilience.	To support PP pupils in readiness for learning and target intervention to remove barriers to learning through team approach. (Pastoral & Welfare Lead, Pastoral Learning Assistant, Counsellor, SENDCo.) Access to specialist services in response to needs beyond in school resources e.g. EH & WB framework services, OT, Treetops	Counselling and pastoral support will target individual pupils through referral process using the graduated response. All staff to be aware of any barriers to learning, support pastoral care and targeted activities. Wider professional assessments of any significant barriers to learning, will support and inform effective provision in the classroom and appropriate interventions. Impact of therapeutic services will be seen and further monitoring that staff are acting on any follow up support.	DHT – GW SENDCo – AE	At least monthly pastoral & welfare meetings. SENDCo meetings and reviews
Total budgeted cost					£160,529

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?
A, B, C & D	1 st day response Monitoring by attendance lead and follow up actions taken.	Good attendance will lead to increased progress. Pastoral & Welfare lead will work with parents to ensure they understand the importance of good attendance and punctuality.	Regular monitoring of registers and CPOMs system, meetings with parents and involvement of early help services if required	DHT – GW Attendance Lead – HD	Monthly attendance reviews
B, C & 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.	Provide activities to raise awareness of keeping healthy and join in physical activity. To subsidise costs for additional activities for PP Pupils to remove any financial burden which may prevent participation.	Monitoring of take up of PP pupils in additional activities.	Sports Lead – AC DHT - GW	Half-termly monitoring
Total budgeted cost					£11144