

Pupil Premium strategy statement:

Main Questions to ask....

1. Has the school accurately recorded their strengths and EBI's/ Barriers to attainment
2. What impact did the actions put in to address the barriers have... what is the evidence for this?
3. Are the actions that the school has identified for the current year the right ones... what is the evidence of impact to date for these?
4. How do Governors hold the SLT to account for the progress and attainment of this group of pupil's?

Evidence for all of these things is crucial to be seen and written in alongside this in Red by the PP reviewer.

5. Summary Information					
School	Dursley C of E Primary Academy				
Academic Year	2017/18	Total PP budget	£70,950	Date of most recent PP review	6.2.18
Total number of pupils	288	Number of Pupils eligible for PP	37	Date for next internal review of this strategy	10.7.18

6. Current Attainment			
	<i>Pupils eligible for PP : 8</i>	<i>National average non-PP</i>	<i>Sufficient progress is at least:</i>
% achieving at least ARE (RWM)	44%	67%	
Average Progress Scores in reading	+2.97	+0.33	+2.97
Average Progress Scores in writing	-1.13	+0.17	+0.17
Average Progress Scores in maths	+0.33	+0.28	+0.33

7. Barriers to future attainment (for eligible for PP including high ability)
In School barriers (issues to be addressed in school , such as poor oral language skills)

A	There has historically been a stigma around applying for PP funding and a misconception as to the benefits that gives an incorrect view of the nature of our intake compared to what maiden data tells us. We need to address this to ensure there is no shortfall in funding for this vulnerable group, enhancing provision.
B	Communication and language skills and knowledge of number for the majority of Reception pupils on entry to the Academy is below the national average. This means that pupils need to make accelerated progress during their time at the Academy and there is further to go than national for pupils to develop breadth and mastery in their learning.
C	Social and emotional issues for a number of our pupils (a number of whom are PP) make it harder for these pupils to make the academic progress rates that they are capable of and compared to their peers.
D	There is a limited enrichment from and experience of the wider world for a number of our pupils (most of whom are eligible for PP). This inhibits access to a deeper level of literacy understanding and impacts on their ability to infer and deduce information and empathise with others, including when analysing and writing texts.
External barriers (issues which also require action outside the academy, such as low attendance rates)	
E	Average attendance (including late arrival) is an issue for some of our PP children, particularly those currently eligible for Free School Meals (PP 93.4% Current FSM 91.5% compared to academy average of 96.1%). This impacts not only on their learning, but also their ability to settle socially, potentially increasing anxiety.

8. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	To further increase the number of pupils in the academy registered for pupil premium so that further support and intervention can be made available.	The number of pupils in the academy registered for PP shows a consistent increase across all year groups until it is in line with maiden data.
B	To ensure outcomes for disadvantaged pupils continue the upward trend of closing the gap with non-pupil premium pupils. Pupils working at greater depth/higher ability in writing and maths will be a particular target group.	The writing progress gap for disadvantaged pupils is closed to at least national non from KS1 to KS2 (2017 Sch -1.13, Nat +0.17). The average progress gap for disadvantaged high attainers in writing (diff -6.84) and maths (-12.27) compared to National non- at KS2 is closed. The writing and maths attainment gap for disadvantaged pupils is closed to at least national non from Rec to KS1 (writing Sch 43%, Nat 72%, maths Sch 43%, Nat 79%).

		The gap for disadvantaged pupils is closed so that attainment in Reading, Writing and Maths combined at KS2 matches national (Sch 44%, Nat 67%).
C	To ensure that PP children exhibiting social and emotional issues have appropriate support and their families.	PP children with social and emotional issues are given the support that enables them to access the curriculum and more effectively focus on their learning, making accelerated rates of progress where necessary.
D	To ensure attendance at enrichment activities, therapeutic interventions and pupil voice activities is at least equal to the proportion of disadvantaged pupils in the Academy population.	Attendance of disadvantaged pupils at enrichment activities and therapeutic interventions is closely monitored. Disadvantaged pupils are actively targeted for involvement in enrichment activities and therapeutic interventions.
E	Attendance of PP children, particularly those currently eligible for FSM is improved to in-line with the academy average, improving engagement with learning and socially and reducing anxiety.	Attendance of PP children improves to in-line with the academy average. Incidents of late arrival are significantly reduced to in-line with the academy average. Reports from staff of children taking time to settle into their class / set and their learning at the start of the day reduce.

9. Planned Expenditure					
Academic Year		2017-18			
<i>The three headings below allow schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies</i>					
(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? How well is it being implemented? What evidence so far?	Staff Lead	When will you review implementation? WWW/ EBIs/ Next steps
(B) Outcomes for disadvantaged pupils continue to close the gap	T4W to be allowed to fully embed across the Academy with additional CPD.	T4W has already helped improve pupil performance across the Academy (% ARE and above:	Staff are up to date with efficient and effective formative assessment approaches through inset	Mrs Delmaine, Literacy vertical	Informally through half-termly learning walks and formally through pupil progress

<p>with non-disadvantaged, particularly writing progress gap closed for disadvantaged pupils to national non from KS1 to KS2 and maths higher attainers.</p>	<p>Growth mindset strategies employed to encourage positive approach to learning.</p> <p>Glow Maths approach is beginning to help pupils be more aspirational in striving to work towards 'greater depth', with a supportive structure so they can build to this point.</p> <p>AFA continually used to help engage harder to reach families and the agreement and setting of learning objectives for the child. Through this, we are further developing our Quality Mark status, working towards Quality Lead.</p>	<p>KS1 SATS 2016 = 61%, 2017 = 64%</p> <p>KS2 SATS 2016 = 56%, 2017 = 69%) but more time is needed for this to fully embed.</p> <p>The meta-cognition and self-regulation approaches within Glow Maths and T4W have been shown to have consistently high levels of impact (with pupils making an average of eight months' additional progress). They are especially effective for low achieving pupils. (EEF Toolkit).</p>	<p>training and action research projects.</p> <p>PP children with plans on the SEND graduated pathway (10/32 children = 31%) have their progress against their objectives regularly assessed. Regular tracking of all pupils- and PP pupils in comparison- against specific expectations ensures any gaps are readily identified and a course of action agreed.</p> <p>Monitoring of PP families shows engagement at parents' meetings has been consistently strong since introduction of AFA (particularly the use of structured conversations) and responses to questionnaires and conferencing have shown consistently that they find such meetings helpful and supportive.</p>	<p>team, Mr Neale, Maths vertical team, SLT</p>	<p>meetings every 6 weeks.</p>
<p>(C) To ensure that children</p>	<p>Employment of Parental Support</p>	<p>Supporting parents and families with identified needs in order to enable better</p>	<p>Monitor behaviour and whether improvements in</p>	<p>SLT, PSA, Nurture</p>	<p>Formally, through pupil progress meetings</p>

<p>exhibiting social and emotional issues including some PP children have appropriate support and their families.</p>	<p>Advisor to support families and children with a range of problems; Breakfast Club and Nest (nurture provision) for targeted children.</p>	<p>access to and engagement with learning. Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself and research shows how important a working partnership with parents is for good pupil outcomes.</p>	<p>behaviour translate into improved attainment. Monitor attendance, including number of lates (see E), and use early intervention strategies to ensure all pupils are available for all learning opportunities.</p>	<p>Group Lead, PP lead, class teachers</p>	<p>every data window (4 per year). Daily through informal discussions with class teachers and TAs, Nurture group lead, Breakfast club leads, PSA and lunchtime supervisors.</p>
<p>(D) Opportunity to experience and enjoy wider world learning</p>	<p>Plan theme days (including topic ignite days), curriculum trips to enrich learning outside the classroom and visitors.</p>	<p>Lack of opportunities for some PP children in their everyday lives can be countered via real-life experiences.</p>	<p>Trips and visitors supported by PP budget where relevant.</p>	<p>Nurture group lead, PP lead, Subject leaders / class teachers.</p>	<p>Through pupil progress meetings held every data window (4 per year)</p>
<p>(E) Attendance of PP children including incidents of late arrival improve to in-line with academy average</p>	<p>Selected children are invited to attend breakfast club to help reduce late arrival and facilitate successful transition between home and the academy.</p> <p>Poor attendance identified through</p>	<p>Evidence from staff and from pupil conferencing indicates that a significant number of PP children don't consistently get breakfast or struggle to manage the transition between home and a classroom environment that a structured small group environment can help overcome.</p> <p>Parents aren't always aware of when attendance is</p>	<p>Use calm space away from others – The Nest (nurture group room). Nurture group lead TA to lead breakfast club using nurture principles. Emphasis on structure and simple routine. Attendance at club monitored and overall attendance and lates monitored for each child.</p> <p>Persistent absence targeted as well as PP / FSM pupils</p>	<p>Nurture Group lead, support TA, PP lead (who is also SENCo and one of the attendance monitors)</p> <p>Attendance lead</p>	<p>Termly through analysis of attendance figures and pupil conferencing. Weekly through drop ins by PP lead.</p> <p>Half termly.</p>

	work done by lead governor and letters to parents sent. Letters supported with information about the impact of poor attendance. Phone calls and / or face-to-face meetings to follow up.	slipping or of the impact of isolated day's absence on subsequent days' learning and socialising.	whose attendance is significantly below academy average. Improvements in attendance celebrated via letters to families.	governor, secretary, PP lead	
Total budgeted cost					£59,989.72
(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? How well is it being implemented? What evidence so far?	Staff Lead	When will you review implementation? WWW/ EBIs/ Next steps
(A) The number of pupils registered for PP in the academy is in line with the Maiden data	Families new to the Academy are actively targeted to ensure those eligible for FSM receive them. Displays at parents' meetings make the benefits of Pupil Premium enrolment clear to families.	Historically, the percentage of pupils registered for PP has been significantly lower than that indicated by maiden data. There is a stigma within the community about PP / Free School Meals. However, recent direct advances to parents have indicated a lack of understanding around the benefits of PP to themselves and the Academy as a whole and a willingness to engage better.	Significant progress has been made so far with EYFS PP numbers (an increase of 9 children). The displays at parents' meetings have had limited impact so another approach may be required.	Mr Wright (PP lead), Mrs Poltock (PSA), Class Teachers, particularly phase leads.	Termly, with summary in July 2018, ready for September 18 re-launch.

<p>(B) Outcomes for disadvantaged pupils continue to close the gap with non-disadvantaged, particularly writing progress gap closed for disadvantaged pupils to national non from KS1 to KS2 and maths higher attainers.</p>	<p>One to one support and consultancy given to EAL pupils, with priority given to disadvantaged pupils.</p>	<p>Data indicates a gap in achievement for EAL pupils (including those with PP) compared to no-EAL / non-PP.</p>	<p>Tracking of all pupils against specific expectations, in particular those identified indicated in column 1, during 4 data windows in the year, will help show if gaps are being correctly identified and reduced.</p>	<p>EAL specialist- Mrs Ridley-Marshall, PP lead, Mr Wright</p>	<p>Half-termly meetings between EAL specialist and PP lead and where necessary class or set teachers / TAs help identify strategies and mechanisms for assessment, suitable interventions to tackle gaps and timetabling required to deliver these interventions.</p>
<p>(B) To ensure that children exhibiting social and emotional issues including some PP children have appropriate support and their families.</p>	<p>Nurture Group (The Nest) and Breakfast Club with qualified lead adult for identified children. Families supported by Parent Support Advisor. Investigate use of agencies such as CYPS if additional specialist support considered necessary.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Attachment disorder training for all staff has highlighted a significant number of our pupils are affected and in need of such targeted interventions.</p>	<p>Nurture group run four afternoons a week in bespoke space with profiles ensuring highly targeted programmes of work. Breakfast club offered to specifically invited children whose attendance and achievement is carefully monitored. PSA role created to help engage with harder to reach families. This work supported by AFA approaches.</p> <p>Ensure identification of target pupils is transparent and monitored.</p>	<p>SLT, PSA, Nurture Group Lead, PP lead, class teachers</p>	<p>Formally, through pupil progress meetings every data window (4 per year). Daily through informal discussions with class teachers and TAs, Nurture group lead, Breakfast club leads, PSA and lunchtime supervisors.</p>

(D) Opportunity to experience and enjoy wider world learning	Extra-curricular activities/ residential visits subsidised PP children actively targeted for involvement in clubs and strand teams.	Some pupils have difficulty accessing certain areas of the curriculum, including extra-curricular activities and those with costs. PP funding helps overcome this. We hope to broaden experiences and understanding for these children.	Identification of target pupils is transparent and monitored. Engage with parents and pupils where needed before interventions begin to address any concerns or questions. Enrolment and attendance at clubs and in strand teams is monitored. Where needed, additional equipment is provided for the children.	PP Lead/ PSA/ PE lead/ Class Teachers	Termly for clubs, bi-annually for strand teams and after specific activities such as residential visits and additional swimming sessions.
Total budgeted cost					£30,517.99
(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?
(C)To ensure that children exhibiting social and emotional issues including some PP children have appropriate support and their families.	Achievement for All including structured conversations with all AFA children, many PP	To raise attainment of the most vulnerable pupils through a wider understanding of the pupils likes, dislikes, and aspirations	Ensure identification of target pupils is transparent and monitored. Engage with parents and pupils before interventions begin to address any concerns or questions.	AFA lead	3 times per year: Oct / November 2017, March 2018 and July 2018
(D) Opportunity to experience and enjoy wider world learning	Attendance at enrichment activities, therapeutic interventions and pupil voice activities.	Monitoring of PP children's involvement in clubs, strand teams, cycling proficiency etc has been shown to be poor or at risk of being	All staff allocating places involved in ensuring good representation of PP children. Attendance at clubs monitored by the PP lead	All staff running clubs Strand team leaders	July 2018 to inform practice for 2018-19.

	Additional swimming sessions are offered for y5/6 children unlikely to attain 25 metres with priority given to PP children.	below the proportion in the Academy. PP children have tended to underperform in swimming compared to non-PP children.	and shortfalls followed up with direct contact with the family to see if there are barriers we can overcome Good take up of cycling proficiency and additional swimming sessions by PP children. Achievement of children doing extra swimming monitored.	Mr Wright Mrs Crosby	
(E) Increased attendance rates for pupils eligible for PP	Achievement for All including structured conversations with all AFA children, many PP. Breakfast Club & Nurture Provision	Improve attainment for children by improving attendance. (NFER briefing for school leaders identified this as a key step)	Ensure identification of target pupils is transparent and monitored (Daily registers in class and breakfast club & Pupil Progress Meetings) Engage with parents and pupils before interventions begin to address any concerns or questions.	SENCo, SLT, PSA / Breakfast club lead.	Ongoing
Total budgeted cost					£18,094.00

10. Review of Expenditure			
Previous Academic Year	2016-17		
(i) Quality of teaching for all			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost

1. Outcomes for disadvantaged pupils continue the upward trend of closing the gap with non-pupil premium pupils.	Additional TA interventions provided, particularly for PP pupils who are underperforming.	Gap between disadvantaged pupils and their peers and national partially closed compared to 15-16 figures. See below under targeted support. Y2 figures for R, W and M all improved. Y6 figures for M improved. Those for R and W were both 2 children adrift. This will be a future focus.	£42,704.18
2. To ensure that PP children exhibiting social and emotional issues have appropriate support and their families.	Maintain nurture group and provide additional adult to enable modelling appropriate behaviour to each other. Continue AFA provision to help build relationship with harder to reach families. Support this with new PSA role.	Nurture group continued. Two key children in Y5, both of whom are very vulnerable and at risk of exclusion, have been successfully kept in school through the impact of this group. Questionnaires and conferencing continues showing that parents welcome the increased approachability of staff and the increase in their 'voice' afforded by AFA and the new PSA role.	
3. Opportunity to experience and enjoy wider world learning	Activities such as clubs and trips including residential, e-safety theatre performance funded.	PP children effectively targeted so able to participate in wider opportunities.	
4. Attendance of PP children, particularly those currently on FSM improves to in-line with the academy average, improving engagement with learning and socially and reducing anxiety.	Letters sent to parents of children who fall into 'persistent absence' category, followed up by phone calls and / or meetings with PP lead if no significant improvement seen.	Significant improvement in attendance and number of lates for those children who have attended breakfast club.	
(ii) Targeted Support			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost
1. Outcomes for disadvantaged pupils continue the upward	1:1 targeted support provided for key pupils in response to underperformance and a lack of appropriate progress.	KS2 PP pupil progress figures show improvements across R,W and M with R and M being + figures that exceed those for non-	£12,551.85

trend of closing the gap with non-pupil premium pupils.	EAL 1:1 support provided to include PP children.	PP and for national. W progress is -1.13 which exceeds non-PP but is below national, so this will be a future target. EAL performance (including those children who are PP) KS2 progress figures mirror the above, although maths is still negative at -1.99. This will therefore be a future target.	
2. To ensure that PP children exhibiting social and emotional issues have appropriate support and their families.	Breakfast club for invited children with specific needs, particularly those who struggle to transition between home and the academy.	Questionnaires and conferencing overwhelmingly indicate children are keen to come to school and enjoy breakfast club.	
3. Opportunity to experience and enjoy wider world learning	Additional swimming sessions provided for vulnerable children, particularly PP, who are unlikely to achieve 25m without or who lack water confidence.	All 10 pupils attending the sessions progressed. 2/6 Y6 pupils achieved the minimum standard. Staff at the pool reported that all 10 children have gained in confidence, some significantly.	
4. Attendance of PP children, particularly those currently on FSM improves to in-line with the academy average, improving engagement with learning and socially and reducing anxiety.	Breakfast club for invited children with specific needs, including those who, because they struggle with the transition between home and school, have poor attendance or are frequently late.	Significant improvement in attendance and number of lates for those children who have attended breakfast club. 10/13 children have improved attendance 1/13 same attendance, 1/13 long term ill 8/13 children reduced lates (mostly to zero lates), 3/13 same lates, 1/13 long term ill	
(iii) Other approaches			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost
1. Outcomes for disadvantaged pupils continue the upward trend of closing the gap with non-pupil premium pupils.	Extra set created for underperforming Y5/6 mathematicians, run by two adults using a flexible delivery with significant elements of team teaching.	Two children able to return to upper sets as a result of increased confidence. Rates of progress of	£18.436

