

Pupil premium strategy statement Dale Hall Primary School 2019-2020

1. Summary information					
School	Dale Hall Primary School				
Academic Year	19-20	Total PP budget	£38,9200	Date of most recent PP Review	September 2019
Total number of pupils	412	Number of pupils eligible for PP		Date for next internal review of this strategy	January 2020

2. Current attainment	Summer Term 2019		Autumn Term 2019		Spring Term 2020	
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard reading, writing and maths	47%	75%				
% making progress in reading	100%	87%				
% making progress in writing	94%	93%				
% making progress in maths	100%	95%				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The pupils being able to access their learning in terms of their emotional needs being met
B.	Poor listening and communication skills
C.	Gaps in prior learning
D.	Lack of self-esteem, self-confidence and access to the outdoor environment
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Access to resources and books
F.	Lack of support at home- reading/spelling/times tables
G.	Capacity for parental support and engagement with the school
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Disadvantaged pupil's to be able to access their learning after their emotional needs have been met	Pupils are ready to learn without the need for intervention.
B.	Parents to be supported to attend school events	Parental engagement improves at all school events. Tapestry used by ALL parents.
C.	Pupils to have access to high quality texts and increased opportunities to be involved in drama	Pupils enjoy reading and engaging with high quality texts and achieve expected progress in English
D.	Pupils are exposed to a wide range of social/cultural experiences.	Pupil to attend events and visit places they would not normally be exposed to.
E.	Increased self-esteem, self-confidence and social skills	Children to actively engage with the forest school process. Evaluations show a marked improvement in engagement and attitudes.

5. Planned expenditure					
Academic year	2019-2020				
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?
Years 4-6 to make above expected progress in reading through excellent teaching and learning strategies	Lisa Graham is our English leader and specialises in the teaching of Reading. Lisa will deliver 7 one hour sessions across the year to all staff on how to improve the progress of reading in the classroom.	<i>The Sutton trust found that the effects of high quality teaching for pupils are especially significant for pupils from a disadvantaged background.</i>	Good quality well planned CPD. There will be targets set for all staff after each session. These will be measured via learning walks.	Lisa Graham	Jan 2020
For all pupils to make expected progress in year 3 (Writing and Maths)	Jon Parker and Laura Goodfellow are going to lead a sessions on Maths and writing using a metacognitive approach across 7 sessions during the academic year.	<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (EEF PP guidance)</i>	Good quality well planned CPD. There will be targets set for all staff after each session. These will be measured via learning walks.	Jon Parker	Jan 2020
Staff are clear and consistent in their approaches to teaching reading writing and Maths.	To ensure excellent quality CPD is introduced to all staff- starting with enhancing basic teaching approaches in Maths Reading and Writing. Quality CPD is extended with offers	<i>The best CPD is threaded together in a logical way to create programmes which have an explicit focus on improving outcomes for students. Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Teacher Development Trust 2019</i>	Good quality CPD from our MAST trained Maths leader, English specialist and meta-cognition teacher Lisa Graham and accredited coach Laura Goodfellow will ensure our staff have the very best continued and linked CPD.		Jan 2020
Total budgeted cost					£11,403

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?
The pupils being able to access their learning in terms of their emotional needs being met.	Use the Thrive approach with our pupils 1:1 with trained practitioners	The Thrive Approach uses a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.	We now have 3 trained Thrive practitioners and Thrive leader. Thrive-Online is a web-based tool that will help us to assess and support children's emotional and social development. Thrive-Online is an essential part of the Thrive Approach. It provides focus, rigour and measurement – all essential elements which ensure an accurate, differentiated approach to a child's individual needs.	Laura Goodfellow Sarah Kirk	Jan 2020
Children being supported to read more frequently and high interest good quality texts introduced to all PP children.	Phoenix magazine ordered and delivered to all PP children's home addresses. PP 'library' advised by Lisa Graham so children have their own texts to choose from .	Catch Up® Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. Learners (aged 6 - 14) who received Catch Up® Literacy support for an average of 7 months achieved an average Reading Age gain of about 19 months. The Reading Age ratio gain* was 2.74 and the Reading Age gain per total hour of intervention was 2.39 months.	We have two teaching assistants who are fully trained and have already been delivering this as an intervention. We have dedicated space and time slots to support these children.	Laura Goodfellow	Jan 2020
Identified gaps in their learning to be addressed	Tapestry to continue to support PP children and for their learning to be recorded by TAs and teachers. This will inform future planning and interventions	Gaps identified in formative assessment allow for targeted teaching to support their progress. Meta-analysis by John Hattie breaks down quality teaching into: Pupils having clear goals and objectives supported by modelling/scaffolding/appropriate steps to achieve them		Vici Morris Caroline Ling	Jan 2020
Total budgeted cost					£5500

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?
Increased self-esteem and self-confidence Improved social skills Improved motivation and concentration Increased knowledge and understanding of the environment	6 x Forest School sessions on a Thursday and Friday pm.	Experience of outdoor activities can prove to be a vital part of a child's development. Research in America has found that children who play in natural environments undertake more creative, diverse and imaginative play; which is seen as an important element in children's development (Sobel, 1993; Grahn, 1996; Taylor et al.,1998; Derr, 2001; Kellert, 2002; Fjortoft, 2004).	Two fully accredited and qualified level 3 Forest school teachers with an individual evaluation sheet to record weekly progress.	Kirsty Critchley Melissa Eldred	Jan 2020
Total budgeted cost					£18,518

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost 21,000
Provide wider experiences of the world around them to enable them to contribute more fully to school life.	Enrichment trips: Wolsey theatre Park visit Ipswich museum All will be followed by writing tasks	The children wrote collaborative adverts for the pantomime- these pieces will be used to advertise the 2019 pantomime and will be displayed at the theatre. Quotes from their work will also be used in promotional pieces.	This was a hugely successful trip and the children were treated to a backstage visit and talk with the actors. This will be a focus once again for next year as the writing we collected showed huge progress from the initial stages.	15,000
To develop a love of reading and writing	Author visit and workshop with PP children and classes Phoenix magazine sent to all PP children	Children have been more engaged with their reading and have enjoyed receiving and reading their copies of Phoenix magazine. Children's attainment in writing has increased by 20% to 100 percent, indicating a positive response to writing support.	The Author visit was hugely popular and they children were all given a signed copy of his book. The PP children formed a group to talk about their experiences and the workshops. We would like to take the children to an artist's house next-art galleries and have an artist in residence. This will help them generate vocabulary as well as create a picture in their mind's eye.	£2000
To give good quality feedback to PP children which will enable parent's to support at home.	Tapestry Reactive intervention sheets	PP mentors have been supporting children in 'areas of need' supplied by teachers via PP Profile Sheets and reactive intervention. Seesaw used to inform parents. Parents need more time to engage. Meeting was held to inform parents of how they could log in.	More time needs to be devoted to this. Combine with tracking SEND progress and delivering parent training on Tapestry.	£4000

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £7,000
To increase the children's engagement and confidence before school begins.	Provide support in breakfast club and nurture groups. Well-being room used. Group tuition before school if needed. Check reading books, spellings etc.	Children have come to lessons prepared and able to take part as they have all the appropriate equipment. Attendance for our PP pupils is above national at 87%.	This approach was very successful but hard to manage as the pupils are spread out across the school. However, we will continue to monitor reading and spelling via TAs and the responsibility will be down to the class teacher to follow up if their progress is a concern.	£2000
Encourage collaborative learning in class	Ensure that teachers and pupil premium mentors have the chance to provide structured collaborative tasks that support all levels and abilities.	The impact of this has enabled our PP children to engage and take part in more tasks with confidence. Teaching staff and TAs are now aware of how to support the children as the PP mentors have highlighted their needs and demonstrated ways to support.	More ownership by class teachers will be introduced and pupil premium children will be a focus at pupil progress meetings.	£5000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £10,000
To increase the teacher's understanding of how to support PP children in their classroom.	Staff meeting CPD on meta cognition Growth mind-set training Staff release time	Pupil voice has shown how the children have developed more independence and confidence in how they break down tasks. They have developed a 'can do' attitude which has led to tasks being attempted independently.	This approach will continue via CPD sessions with dedicated release time planned every last Wednesday of the month for all teaching staff. MPTA and MPTA	£10,000

7. Additional detail