

## Pupil premium strategy / self-evaluation (Dawley C of E Primary Academy)

1. Summary information					
<b>School</b>	Dawley C of E Primary Academy				
<b>Academic Year</b>	18/19	<b>Total PP budget</b>	£104,280	<b>Date of most recent PP Review</b>	Sept 18
<b>Total number of pupils</b>	199	<b>Number of pupils eligible for PP</b>	79	<b>Date for next internal review of this strategy</b>	

2. Current attainment						
KS2 – 2018 18 Pupils	Attainment			Progress (KS1 to KS2)		
	PP Pupils	School	National Average	PP Pupils	School	National Average
% achieving expected standard or above in reading, writing & maths	46%	58%	64%			
% making expected progress in reading (as measured in the school)	62%	71%	75%	-1.4	-1.3	0.3
% making expected progress in writing (as measured in the school)	62%	74%	78%	-1.3	-1.3	0.3
% making expected progress in mathematics (as measured in the school)	50%	65%	76%	-2.7	-2.0	0.3

3. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Lack of social and interaction skills	
<b>B.</b>	Lack of vocabulary	
<b>C.</b>	Lack of broad experiences	
<b>D.</b>	Poor basic skills on entry to the Academy	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance is lower for PP pupils than those of their peers	
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	To ensure children understand how to act appropriately in a range of social situations, ready for real life experiences	Outcomes for pupils and their work
<b>B.</b>	To ensure children are able to articulate themselves and have access to appropriate and wide ranging vocabulary choices	Pupils' work and

<b>C.</b>	To ensure children have a range of real-life experiences which they can use to enhance their school life	Enriched and wider curriculum access
<b>D.</b>	To ensure the children develop their basic skills are able to use these to better their experiences	Outcomes and pupils' work
<b>E.</b>	To ensure attendance does not impact on progress and attendance overall increases	Outcomes for pupils; attendance and persistent absence percentages

## 5. Review of expenditure

Previous Academic Year

2017 - 2018

### i. Quality of teaching for all

Action	Intended outcome	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
Mastery Learning (Solo Taxonomy) and resources for curriculum (mastery)	Improve the number of children working at greater depth; increased numbers at end of KS2	Improvements in overall outcomes at greater depth lower than expected, impact not immediate longer term; access to GD available and language of explanation beginning to be used.	Solo Taxonomy to not continue; greater depth challenges and resources to continue – this is a long-term challenge and needs further development using similar and same resources e.g. White Rose and CPD as and when required;	£3000
Music Sessions	To ensure children have exposure and experience to high quality music provision	Met and continue, need to ensure music experience is accessed by all	Continue and use of PP grant to allow access for individual lessons by PP children	£30 x 3 hours per week 38 weeks = £3,420
CPD (maths/lit/multicultural/arts /IT)	Upskill staff and have positive impact on the overall attainment and progress of the children	IT, SEN, White Rose and curriculum carried out. Upskill of ongoing	To continue investment to benefit children through upskill of staff	£2000
Theme weeks (one per half term) (equipment and staffing)	To broaden the exposure and experiences of the children in line with the Academy Curriculum strategy	Range of theme weeks held including STEM, Science Week, Anti-Bullying Week, British Values week Whole Academy events attended by all.	Continue to plan theme weeks throughout the Academic year	£3000

Life-skill opportunities (STEM, 3D Printer, local businesses/forest schools/cooking; pottery)	To broaden the exposure and experiences of the children in line with the Academy Curriculum strategy	Yr6 children met local MP and visited the Houses of Parliament following publicised work using 3D Printer. Twitter exposure increased. Children gaining real-life experiences and having opportunities to speak to people in real-life jobs and careers	Continue approach	£5000
ICT (varied activities for children; CPD)	Exposure to up-to-date software and equipment; skills enhanced	Children exposed to more up to date equipment and have working knowledge of software equipping them with skills for today's world.	Investment still needed – updating of hardware for individual classes/students required to focus on individual needs and to empower those who are confident and capable	£5000

## ii. Targeted support

Action	Intended outcome	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
Boosters in Y6 (.5 days per week) and small group work	Increase percentage of pupils achieving ARE end of KS2	ARE in-line with 16-17 results, although lower attainment as above	Continue and increase availability	£3,287
Early interventions (KS1 – phonics; reading comprehension; oral language)	Increase and maintain phonics outcomes; increased use of oracy and language	Phonics sustained above 80%	Continue – still needed to ensure the remains focus	38 weeks = £6,768
Early interventions (KS2 – phonics; reading comprehension; oral language; mastery)	Increase writing outcomes; increased use of oracy and language	ARE in-line with 16-17 results, although lower attainment as above Writing improved overall	Continue – still needed to ensure the remains focus	38 weeks = £7,158
Languages (MFL/French) (inc. boosters for more able)	Exposure to modern foreign languages. Wider impact on language through increased grammatical awareness; increased attainment levels	Met and continue – children accessing French from year 1 to year 6 with exposure to Year 7 curriculum	Met and continue – children accessing French from year 1 to year 6 with exposure to Year 7 curriculum	£9,880
Behaviour / nurture support (Learning Mentor & nurture work; forest schools) (inc. CAF/TAC)	Ensure families are supported as we as PP children	Learning mentor released to support families and PP children Increased number of CAF/TAC	Continue – groups needed to work with LM for Forest Schools etc.	£12,378

Behaviour / nurture support (Behaviour Support & nurture work)	Ensure nurture and well-being of children is catered for	Call outs and intendants reduced; lunchtime activates tailored and utilised according to need	Continue	£6,312
Early Years Intervention	Increase level of GLD; increase number of children working at Exceeding	72.4% achieved GLD; 1 child exceeding Further work needed	Continue with a focus on skill-base and language	5 x.5 days = £7,558

### iii. Other approaches

Action	Intended outcome	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
Breakfast club (resources/toast) (Reduced cost places for PP and CiC)	Access for <u>ALL</u> ; ensuring children are ready for school day	A range of children accessing provision; numbers vary week on week	Continue and increase promotion; further subsidise PP places to ensure access is taken up; look at resources and activates on offer	£5,322
Toast at break time	Access for <u>ALL</u> ; ensuring children have appropriate break time food	Subsidised for PP children; up take across the Academy	Continue to ensure children are appropriately fed	£800
Lunchtime resources	Access for <u>ALL</u> ;	Range of activities available for all; lunchtime supervisors trained; children and leaders training and resources	Continue – lunchtimes to be active still; investigate other activities available for all children to have range of activities available (not just sport/physical)	£1500
Embedding of Dawley Mindset (CPD, training, mindset activities)	Children more independent and resilient able to challenge themselves	Children are becoming more resilient, independent and aspirational; more leaders across the Academy (Fellowship Council; Play Leaders; Lunchtime monitors)	To continue and further investment and focus	£2000
Wrap-around care (after school) (resources/staffing)	Access for ALL	A range of children accessing provision; numbers vary week on week	Continue and increase promotion; further subsidise PP places to ensure access is taken up; look at resources and activates on offer; use of visitors? Trips?	£7,790
Lunchtime person	Access for ALL	Range of activities available widened; access for all children based on need	Continue – lunchtimes to be active still; investigate other activities available for all children to have range of activities available (not just sport/physical)	38 weeks = £2,155
TAC at schools/ home start	LM available for TACs	TACs and CAFs ongoing	To continue ad community need is there (high demand)	Nil

Parent workshops	Increase parent involvement and impact on overall attendance	Overall attendance has improved; Increase in parent involvement by increasing the amount of sessions offered to parents (Breakfasts, Afternoon Teas, Christmas/Easter Experiences) funded via grant; feedback positive; barriers broken with parents	Continue to focus on parents to ensure they continue to engage and improvements are seen with attendance; long term fix	£2,000
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## 6. Planned expenditure

Academic year

2018-2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice? (Education Endowment Foundation Evidence of effectiveness)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Music sessions (music award; specialist music provision; CPD; tuition for children)	To ensure children have exposure and experience to high quality music provision	In-line with Academy curriculum strategy and: Arts participation + 2 months Collaborative Learning + 5 months 1:1 + 5 months Art participation + 2 months Collaborative Learning + 5 months	Pupil voice Monitoring Curriculum planning and assessment	FAE/CMc	Ongoing throughout the year
Life-skill opportunities (wider curriculum trips (Parliament); local businesses; charity work; community work; forest schools; cooking; pottery; STEM; 3D printer)	To broaden the exposure and experiences of the children in line with the Academy Curriculum strategy	Academy curriculum strategy and extensive enrichment offer Social and emotional + 4 months Collaborative Learning + 5 months Art participation + 2 months Sports participation + 2 months Parental Involvement + 3 months Outdoor adventure learning + 4 months	Pupil voice Curriculum offer Curriculum planning and assessment Enrichment activity list	All staff	Ongoing throughout the year
Theme weeks (one per half term)	To broaden the exposure and experiences of the children in line with the Academy Curriculum strategy	Academy curriculum strategy and extensive enrichment offer Collaborative Learning + 5 months Art participation + 2 months	Pupil voice Curriculum offer Curriculum planning and assessment Enrichment activity list	All staff	Ongoing throughout the year

CPD (SEN; maths; literacy; multicultural; arts; IT; science; RE)	Upskill staff and have positive impact on the overall attainment and progress of the children	Continual staff CPD needed to keep adults up-to-date with initiatives and developments Collaborative Learning + 5 months Art participation + 2 months Digital technology + 4 months Reading Comprehension + 5 months Phonics + 4 months	CPD file review Monitoring Analysis of data results	NA/KAH	Ongoing throughout the year
Languages (MFL/French) (inc. boosters for more able and experiential learning – to include external validation)	Exposure to modern foreign languages. Wider impact on language through increased grammatical awareness; increased attainment levels	Curriculum requirement in-line with curriculum strategy Small group tuition + 4 months Mastery learning + 5 months Feedback + 8 months	Data tracking Pupil voice Monitoring External Accreditation	KH	Ongoing throughout the year
Embedding of independent skills (including Dawley Mindset; new initiatives; CPD; training; mindset activities)	Children more independent and resilient able to challenge themselves	Developing whole child who is equipped with life-skills of perseverance and resilience Meta cognition and self-regulation + 8 months Feedback + 8 months Peer tutoring + 5 months Individualised instruction + 3 months Reading Comprehension + 5 months	Pupil voice Learning walks Monitoring Increased number of leaders across the Academy	NA/KAH	Ongoing throughout the year
ICT (varied activities for children; CPD)	Exposure to up-to-date software and equipment; skills enhanced	Engagement of children and up-to-date with ever changing world we live in Digital technology + 4 months Art participation + 2 months	Monitoring IT assessment grids Curriculum planning and offer Pupil Voice	FAE	Ongoing throughout the year
Mastery Learning and resources for curriculum (mastery)	Increased number of children working at greater depth	Proportion of children achieving GD is lower than national Mastery learning + 5 months Feedback + 8 months Meta cognition and self-regulation + 8 months	Data analysis Monitoring Pupil Voice	NA/KAH	Ongoing throughout the year
<b>Total budgeted cost</b>					<b>£39,300</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice? (Education Endowment Foundation Evidence of effectiveness)</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Feedback: Time given for quality feedback; staff CPD; daily interventions aimed at individual areas for development	Increased levels of attainment and progress of children	Developing thinking skills, greater depth understanding, address misconceptions and developing language choice and use Feedback +8 Meta cognition and self-regulation + 8 months	Outcomes Monitoring books, interventions etc	All staff	Ongoing throughout the year
Early interventions (KS1 – phonics; reading comprehension; oral language)	Increase and maintain phonics outcomes; increased use of oracy and language	Progress and ARE scores at end of KS1 Oral language + 5 months Reading Comprehension + 5 months Phonics + 4 months Feedback + 8 months	Outcomes Monitoring books, interventions etc	KAH/NA	Ongoing throughout the year
Early interventions (KS2 – phonics; reading comprehension; oral language; mastery)	Increase writing outcomes; increased use of oracy and language	Progress and ARE scores at end of KS2 Oral language + 5 months Reading Comprehension + 5 months Phonics + 4 months Mastery Learning + 5 months Feedback + 8 months	Outcomes Monitoring books, interventions etc	NA/KAH	Ongoing throughout the year
Boosters in Y6 (3.5 days per week) and small group work	Raise levels of attainment and progress	Progress and ARE scores at end of KS2 Small group tuition + 4 months Feedback + 8 months	Outcomes Monitoring books, interventions etc	MB/NA	Ongoing throughout the year
Behaviour / nurture support (Learning Mentor; nurture work) (inc. CAF/TAC, small groups; 1:1 work)	Ensure families are supported as we as PP children	Increased demand for CAF/TACs Nurture and well-being of children and families Behaviour interventions + 6 months Parental Involvement + 3 months Outdoor adventure learning + 4 months Social and emotional learning + 4 months Feedback + 8 months 1:1 + 5 months	Monitoring of CAF and TAC data Behaviour logs Pupil voice Parental and child feedback	JB/NA/KAH	Ongoing throughout the year

Behaviour / nurture support (Behaviour Support & nurture work)	Ensure nurture and well-being of children is catered for	As per need of child Behaviour interventions + 6 months Parental Involvement + 3 months Social and emotional learning + 4 months Feedback + 8 months	Behaviour logs Pupil voice Parental and child feedback	JB/NA/KAH	Ongoing throughout the year
Early Years Intervention	Increase level of GLD; increase number of children working at Exceeding	Low numbers of Exceeding and Oral language + 5 months Phonics + 4 months	Data and monitoring	ADT	Ongoing throughout the year
<b>Total budgeted cost</b>					<b>£37328</b>

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice? (Education Endowment Foundation Evidence of effectiveness)</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Breakfast club (resources/toast/staffing) (Reduced cost places for PP and CiC)	Access for <u>ALL</u> ; ensuring children are ready for school day; improved lateness and overall attendance	Ensuring children are ready for learning, minimise lateness, increase overall attendance. Extending School time + 2 months Social and emotional + 4 months Collaborative Learning + 5 months	Monitor access Monitor attendance data Pupil voice Parental voice of services provided	NA/KAH	ongoing
After School club (resources/toast) (Reduced cost places for PP and CiC; rota of learning activities)	Access for <u>ALL</u> ; improved overall attendance	Supporting parents through access after school; extend offer to children. Extending School time + 2 months Social and emotional + 4 months Collaborative Learning + 5 months Art participation + 2 months	Monitor access Monitor attendance data Pupil voice Parental voice of services provided Monitor and evaluate resources and provision	NA/KAH	ongoing
Lunchtime resources	Access for <u>ALL</u> ;	Ensure behaviours are positive and children enjoy all time at the Academy Sports participation + 2 months Social and emotional + 4 months Collaborative Learning + 5 months	Pupil voice Monitor and evaluate resources and provision	NA/KAH	ongoing

Toast at breaktime (staffing and resources)	Access for <u>ALL</u> ; ensuring children have appropriate break time food; improved overall attendance	Ensure children are fed and ready to learn Social and emotional + 4 months	Pupil voice Data	NA/KAH	ongoing
Outdoor Education (including: Arthog Outreach – teambuilding; canoeing)	Lower percentage of obese children, gain access for all	Obese data is higher than average; catchment of Dawley means little or no access to range of activities Outdoor education + 3 months	Attendance data (residential); fitness levels of children (park run); number of children attending cross country etc	NA/KAH/AM	ongoing
Parent engagement (including: Friends of Dawley; workshops; tea parties; lunches; summer fayre)	Increase parent involvement and impact on overall attendance	Overall attendance has improved however still needs to be focused upon; increase in parent involvement but still needs to be a focus	Parent voice Attendance Number of parents attending events	Whole Staff NA/KAH	Ongoing throughout the year
<b>Total budgeted cost</b>					<b>£27,652</b>