



Danson Primary School Pupil Premium Strategy Statement



1. Summary information					
School	Danson Primary School				
Academic Year	2018/19	Total PP budget	£ 84,400	Date of most recent PP Review	Sept 2018
Total number of pupils	647	Number of pupils eligible for PP	60 (9.3%)	Date for next internal review of this strategy	January 2019

2. Current attainment End of Year EYFS/KS1 and KS2 for 2017-18						
Year Group	Pupils eligible for PP (Danson Primary School)			Pupils not eligible for PP (Danson Primary School)		
	End of EYFS	End of KS1	End of KS2	End of EYFS	End of KS1	End of KS2
% attainment in reading	60% GLD (3/5)	9% GD 64% WA	20% GD 80% WA	76.5% GLD (65/85)	27% GD 90% WA	46% GD 91% WA
% attainment in writing		0% GD 55% WA	20% GD 60% WA		23% GD 90% WA	19% GD 91% WA
% attainment in mathematics		9% GD 64% WA	20% GD 80% WA		24% GD 90% WA	43% GD 89% WA

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Attainment and progress of reading	
B.	Key Stage 1 writing attainment, with a whole school focus on greater depth writing	
C.	Wellbeing and SEMH of disadvantaged children, including aspirations for their continuing learning journey	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Unauthorised attendance and punctuality	
E.	External Agency involvement (Social Services, MASH, CHEWS, Family Wellbeing)	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To diminish the difference between the number of PP children attaining the expected standard in reading compared to non PP children across the whole school	Starting points identified and teaching modified so that PP pupils achieve their potential by the end of a year or key stage. Reading ages captured and progress made.
B.	To sustain higher rates of attainment at ARE (age related expectations) in writing for PP pupils and increase attainment of GD (greater depth) for all. To ensure rates of attainment are significantly above average.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in writing. Measured in all year groups by teacher assessments and successful moderation/pupil progress meetings.
C.	To have a greater understanding of the social and emotional well-being of pupils eligible for PP through SEPQ questionnaires and PASS surveys with effective analysis and targeted support.	Pupils eligible for PP have a positive social and emotional well-being, which positively impacts directly on better academic progress. Families to be involved where needed and necessary. Improvements tracked and children showing higher expectations of themselves.
D.	To reduce the gap between the PP and non PP children's rate of unauthorised absence as well as increasing the punctuality rates.	Pupils eligible for PP will have a rate of unauthorised absence in line or better than the non-PP children. Improved communication between Parents and School Office to communicate absences. Rates of punctuality will increase. 96% attendance as a minimum, 0% unauthorised absence.

E.	Safeguarding team to be up to date with changes within family home. Children to experience consistency and sense of safety in school.	To attend safeguarding meetings on updates when needed and to disseminate information to deputy DSLs when required. To attend and contribute Social services meetings when needed. To implement local authority safeguarding updates.
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5. Planned expenditure

Academic year	2018/19
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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
To ensure quality first teaching with clear differentiation and challenge for PP children with more emphasis on pupils to achieve highly- attainment.	Training and staff meetings focusing on effective use of success criteria.	<p>More PP children achieving higher than expected at Key Stage 1 and 2.</p> <p>Blooms/Critical Thinking to deepen thinking and understanding. Blooms questioning to elicit deeper responses from children, with a view to children being able to ask their own Blooms-style questions</p>	<p>Monitoring and regular data analysis.</p> <p>Year group meetings</p> <p>CPD- PLT check-ins with staff</p> <p>Medium Term Planning/Book look scrutiny</p>	SLT	<p>Half termly</p> <p>Jan 2019</p>
To ensure Teachers' marking and feedback and children's response to marking is consistent through year groups and key stages and impacting on the progress	Monitoring of marking and feedback	Research suggests that quality marking and feedback have a high impact on learning.	<p>Consistency in marking where feedback has improved children's learning</p> <p>Year Group Meetings</p>	<p>SLT</p> <p>YGL</p>	Half termly

To ensure quality first teaching of English throughout school, raising staff subject knowledge in effective English teaching (writing focus)	English based training- staff to attend courses and then disseminate training to staff in school	To narrow the gap between PP and non PP children at Key Stages 1 and 2.	Observations, interventions and assessments all showing positive outcomes for PP children and consistency in teaching- equality for all.	SLT English Team	Half termly- data drops July 2019
To ensure children achieve at least ARE for both attainment and progress	PSAs allocated to classrooms on a full time basis to undertake interventions, cater for children's needs and support Class teacher in narrowing the gaps.	Children to achieve ARE in Reading, Writing, Maths, Science for both progress and attainment.	Monitoring and regular data analysis. Year Group Meetings	SLT	Termly Pupil Progress meetings Half termly data catch Review of exit/entry data for support programme
To ensure quality first teaching of English throughout school, raising staff subject knowledge in effective English teaching (reading focus)	English based training- staff to attend courses and then disseminate training to staff in school Additional reading time with adult	To narrow the gap between PP and non PP children at Key Stages 1 and 2.	Observations, interventions and assessments all showing positive outcomes for PP children and consistency in teaching- equality for all.	SLT English Team	Half termly- data drops July 2019

Total budgeted cost	Staff Training 6X Teachers on the OTP (Outstanding Teacher Programme) course £7425course then include supply/cover costs Pupil Support Assistants £250,779 (based on 2017/18 Bexley LA pay lift will affect this for 2018/19)
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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
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<p>To diminish the gap with specifically targeted 1:1 / 1:6 support sessions in Year 6</p>	<p>Monitoring and regular updates to assessment data. 1:1 and small group 1:6 teaching on specific learning objectives at Upper Key Stage 2.</p>	<p>Analysis of data and the need to diminish the gap between PP children and other pupils. Targeted support for specific learners.</p>	<p>Children targeted are making improvements. Impact of interventions to be reviewed regularly.</p> <p>Pupil Progress Meetings- termly with Class Teachers, SENCO and SLT</p> <p>Impact of interventions to be reviewed regularly.</p> <p>Impact shown in Year Group meetings- weekly</p>	<p>SS LA DL</p>	<p>Half termly</p>
<p>To sustain/raise achievement in phonics in Reception, Year 1 and Year 2</p>	<p>Teaching Assistant to run intense phonics catch-up 1:1</p> <p>Reading Recovery / S&L Teacher Assistant – MC</p>	<p>Research and practise suggests that daily interventions help to develop children’s understanding.</p> <p>Phonics interventions in place in Key Stage 1 and Reception.</p> <p>Pupils at Key Stage 2 previously not passing the phonics test at Year 1 and 2 to be supported to raise achievement in phonics and reading the whole word.</p>	<p>Impact of interventions to be reviewed regularly.</p> <p>Impact shown in Year Group meetings- weekly</p>	<p>LD SS LH LC</p>	<p>Half termly</p> <p>Exit data at end of targeted support</p>
<p>To identify targeted interventions to support for areas of development</p>	<p>Assessments undertaken, 1:1 or groups to cater provision for pupils.</p>	<p>Pupils needing more targeted support can have areas for development identified and needs planned for.</p>	<p>Pupils successes shared (Inclusion Manager, Assessment Manager, Year Group Leader and Class Teacher. Parents, pupils and Inclusion Manager. As well as links with other outside agencies.</p>	<p>LD SS YGL CTs</p>	<p>Termly Pupil Progress meetings</p> <p>Half termly data catch</p> <p>Review of exit/entry data for support programme</p>

To increase the reading capacity of children who are currently below ARE.	Reading Recovery Teacher Targeted reading support at Key Stage 1	PP pupils not achieving expected reading band to be supported.	Pupils achieve allocated targets set half termly within age related reading banding sheet	LD Reading Recovery-PSA Year Group Meetings	End of block assessments Half termly data catch Termly Pupil Progress
To have staff effectively upskilled so that they are able to deliver specific interventions	Upskilled PSAs to give focused interventions. (Lego therapy, jump ahead, draw and talk, precision teaching, salsa, maths, reading)	PP barriers to learning to be identified and strategies put into place	Measuring the impact of the intervention through entry and exit data.	LD PSAs	End of targeted intervention
To improve the social and emotional well-being of pupils eligible for PP	SEPQ questionnaires PASS surveys	To support PP pupils' social and emotional well-being, to identify if these pertain to creating barriers to learning, giving an early identification To ensure that PP chn have high expectations of themselves and with support to identify any barriers to learning including attitudes to school and learning	Inclusion Manager to have data, shared with CTs- decide on internal or external support required and then review in 6 month for further SEPQ questionnaires. Data reviewed and acted upon. DHT to have PASS survey results shared with CTs- decide on internal or external support required and then review in 6 month for further PASS questionnaires. Data reviewed and acted upon	LD	Bi-annually SEPQ questionnaires End of block programmes Bi-annually PASS surveys
To increase fluency in Maths Provide children with consolidation of fluency skills using IT that may not be available at home	Early Morning Maths (times table focus)	PP pupils at In Year 6 (Autumn, Spring terms) and Year 5 (Spring/ Summer term) who need more regular fluency work in Maths- use the interactive online platform of TimesTables Rockstars	Children complete specific tables that were identified as an area for development	SS LH PSA	Half termly data catch
To provide children who have social/emotional needs to have an alternative place to the playground during lunchtimes	Games, craft and library lunch time clubs	Pupils needing to have more focus and develop social skills during unstructured times.	Children have opportunities to interact and form friendships with children in different year groups. Pupils able to work more	LD Learning Mentor	SEPQ questionnaires- bi-annually Year Group Meetings

			collaboratively within the classroom environment	PSA	
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Total budgeted cost	Yr6 Support Teachers £57,233 Reading Recovery Teacher £9233 Gate duty £10,000 PSA training Learning Mentor £12,167
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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?
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To encourage children to come into school in a calm and settled manner on time.	SLT and PSAs on morning gate duty to welcome children into school.	Children come into school in a calm and settled way, with familiar faces to welcome them in before they start their learning. This encourages children to be ready to learn, behaviour for learning is at an optimum. School open early for 8:30am drop and go system. School starting at 8:50am	Pupils will be settled when coming into school, will be more likely to attend and be on time for school. Cross reference with attendance statistics	SLT PSAs Site Staff	Half termly
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To reduce the gap between the attendance of PP children and other children	Attendance monitored and tracked termly	The gap needs to be diminished between the attendance of PP children and other pupils so it is at least in line with national.	Monitoring of attendance by Office Staff, LH, EWO. Children given certificate and badges for attendance. Parents invited in for Fast Track Meetings and Attendance	LH BC EWO	Half termly
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			Surgeries to discuss and plan to improve attendance or lateness.		
To create a positive 'hook' to engage learners into attending school and creating deeper learning	Weeks dedicated to a particular curriculum area with outside visitors.	Curriculum Weeks to inspire pupils and make learning more interactive and relevant Children reported that this helped to motivate them and made the learning more fun.	Data analysis of banding sheets, to identify skills successfully achieved throughout the week. Pupil conferencing on strengths and enjoyment throughout the themed weeks	Curriculum Leaders	July 2019
To evaluate the use of PP funding and approach to support of the PPG children to ensure due diligence (financially, academically and SEMH)	Pupil Premium Review	School needing a greater focus on PPG pupils.	PPG review to inform action plan for 2019-2012 Based on evaluations from 2018-19. PASS surveys, SEPQs, parental voice	SLT	July 2019
To empower parents with knowledge of the relevant curriculum for their child and how they can support their child at home	Parent Meetings Parental Workshop Family Open Afternoons EYFS/Yr1 Learning Journal letter Whole School Newsletters- weekly Year group homework letters-weekly	Parents being able to access the curriculum and be best placed to support their child at home with homework.	Parental attendance- showing parents value time being offered. Parental questionnaire results showing successes of sessions as well as suggestions for next time. Parents more involved with child's learning and more confident to support them at home.	SLT Class Teachers	July 2019
To provide support for SEND, PP and other vulnerable groups	Children are given opportunity to attend external workshops as well as 1:1 sessions and targeted interventions within school. Access to Play Therapy and Draw	Key points from the evidence provided by Public Health England: 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with	SEF document to record actions and impact of wellbeing Children engaged and learn from the transition workshop for Year 6 CRIBS	SLT SENCO	Half termly additions/revisions to clubs and support provisions Bi-annually SEPQ and PASS questionnaires

	and Talk Nurture room/lunchclubs for children with SEMH needs Free club per year for PP children	greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists between academic attainment and physical activity levels of pupils.	Access to Play Therapist, Draw and Talk, Learning Mentor when need identified Sports clubs to be run. PP children attending and engaging with the sports.		July 2019 analysis of who applied for and attended clubs – link this to the Sport Premium document
To create a positive 'hook' to engage learners into attending school and creating deeper learning	Weeks dedicated to a particular curriculum area with outside visitors.	Curriculum Weeks to inspire pupils and make learning more interactive and relevant Children reported that this helped to motivate them and made the learning more fun.	Data analysis of banding sheets, to identify skills successfully achieved throughout the week. Pupil conferencing on strengths and enjoyment throughout the themed weeks	Curriculum Leaders	
Total budgeted cost		Themed weeks £3000 Bug Club £1674 Times Tables Rockstars £191.40 EWO SLA £2000			

6. Review of expenditure – Review for 2018-2019 to take place in September 2019

Previous Academic Year				
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

<p>To ensure quality first teaching with clear differentiation and challenge for PP children with more emphasis on pupils to achieve highly- attainment.</p>	<p>Training and staff meetings focusing on effective use of success criteria.</p>	<p>More PP children achieving higher than expected at Key Stage 1 and 2.</p> <p>Blooms/Critical Thinking to deepen thinking and understanding. Blooms questioning to elicit deeper responses from children, with a view to children being able to ask their own Blooms- style questions</p>		
<p>To ensure Teachers' marking and feedback and children's response to marking is consistent through year groups and key stages and impacting on the progress</p>	<p>Monitoring of marking and feedback</p>	<p>Research suggests that quality marking and feedback have a high impact on learning.</p>		
<p>To ensure quality first teaching of English throughout school, raising staff subject knowledge in effective English teaching (writing focus)</p>	<p>English based training- staff to attend courses and then disseminate training to staff in school</p>	<p>To continue to narrow the gap between PP and non PP children at Key Stages 1 and 2.</p>		
<p>To ensure children achieve ARE for both attainment and progress</p>	<p>PSAs allocated to classrooms on a full time basis to undertake interventions, cater for children's needs and support Class teacher in narrowing the gaps.</p>	<p>Children to achieve ARE in Reading, Writing, Maths, Science for both progress and attainment.</p>		
<p>To ensure quality first teaching of English throughout school, raising staff subject knowledge in effective English teaching (reading focus)</p>	<p>English based training- staff to attend courses and then disseminate training to staff in school</p> <p>Additional reading time with adult</p>	<p>To continue to narrow the gap between PP and non PP children at Key Stages 1 and 2.</p> <p>Reciprocal reading, focused engagement in reading and increased reading ages.</p>		

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ii. Targeted support

7. Additional detail	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
To diminish the gap with specifically targeted 1:1 / 1:6 support sessions in Year 6	Monitoring and regular updates to assessment data. 1:1 and small group 1:6 teaching on specific learning objectives at Upper Key Stage 2.	Analysis of data and the need to diminish the gap between PP children and other pupils. Targeted support for specific learners.		
To raise achievement in phonics in Reception, Year 1 and Year 2	Teaching Assistant to run intense phonics catch-up 1:1 Reading Recovery / S&L Teacher Assistant – MC	Research and practise suggests that daily interventions help to develop children's understanding. Phonics interventions in place in Key Stage 1 and Reception. Pupils at Key Stage 2 previously not passing the phonics test at Year 1 and 2 to be supported to raise achievement in phonics and reading the whole word.		
To identify targeted interventions to support for areas of development	Assessments undertaken, 1:1 or groups to cater provision for pupils.	Pupils needing more targeted support can have areas for development identified and needs planned for.		

To increase the reading ability of children who are currently below ARE.	Reading Recovery Teacher Targeted reading support at Key Stage 1	PP pupils not achieving expected reading band to be supported.		
To have staff effectively upskilled so that they are able to deliver specific interventions	Upskilled PSAs to give focused interventions.	PP barriers to learning to be identified and strategies put into place		
To improve the social and emotional well-being of pupils eligible for PP	SEPQ questionnaires PASS surveys	To support PP pupils' social and emotional well-being, to identify if these pertain to creating barriers to learning, giving an early identification To ensure that PP chn have high expectations of themselves and to identify any barriers to learning including attitudes to school and learning		
To increase fluency in Maths Provide children with consolidation of fluency skills using IT that may not be available at home	Early Morning Maths (times table focus)	PP pupils at In Year 6 (Autumn, Spring terms) and Year 5 (Spring/ Summer term) who need more regular fluency work in Maths- use the interactive online platform of TimesTables Rockstars		
To increase the effectiveness and improve the quality of writing in Year 4 and 5	Write Away Together Provision	Pupils to achieve targets set in writing bands/checklists Pupils to achieve		
To provide children who have social/emotional needs to have an alternative place to the playground during lunchtimes	Games, craft and library lunch time clubs	Pupils needing to have more focus and develop social skills during unstructured times.		

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
To encourage children to come into school in a calm and settled manner on time.	SLT and PSAs on morning gate duty to welcome children into school.	Children come into school in a calm and settled way, with familiar faces to welcome them in before they start their learning. This encourages children to be ready to learn, behaviour for learning is at an optimum. School open early for 8:30am drop and go system. School starting at 8:50am		
To reduce the gap between the attendance of PP children and other children	Attendance monitored and tracked termly	The gap needs to be diminished between the attendance of PP children and other pupils so it is at least in line with national.		
To create a positive 'hook' to engage learners into attending school and creating deeper learning	Weeks dedicated to a particular curriculum area with outside visitors.	Curriculum Weeks to inspire pupils and make learning more interactive and relevant Children reported that this helped to motivate them and made the learning more fun.		
To evaluate the use of PP funding and approach to support of the PPG children to ensure due diligence (financially, academically and SEMH)	Pupil Premium Review	School needing a greater focus on PPG pupils.		
To empower parents with knowledge of the relevant curriculum for their child and	Parent Meetings Parental Workshop	Parents being able to access the curriculum and be best placed to support their child at home with homework.		

how they can support their child at home	Family Open Afternoons EYFS/Yr1 Learning Journal letter Whole School Newsletters- weekly			
To provide support for SEND, PP and other vulnerable groups	Children are given opportunity to attend external workshops as well as 1:1 sessions and targeted interventions within school. Access to Play Therapy and Draw and Talk Nurture room/lunchclubs for children with SEMH needs Free club per year for PP children	Key points from the evidence provided by Public Health England: 1. Pupils with better health and wellbeing are likely to achieve better academically. 5. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 6. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 7. A positive association exists between academic attainment and physical activity levels of pupils.		

2. Current attainment End of Year EYFS/KS1 and KS2 for 2018-19						
	Pupils eligible for PP (Danson Primary School)			Pupils not eligible for PP (Danson Primary School)		
Year Group	End of EYFS	End of KS1	End of KS2	End of EYFS	End of KS1	End of KS2

% attainment in reading	% GLD (/)	% GD % WA % WT	% GD % WA % WT	% GLD (/)	% GD % WA % WT	% GD % WA % WT
% attainment in writing		% GD % WA % WT	% GD % WA % WT		% GD % WA % WT	% GD % WA % WT
% attainment in mathematics		% GD % WA % WT	% GD % WA % WT		% GD % WA % WT	% GD % WA % WT