



# Danson Primary School Pupil Premium Strategy Statement



1. Summary information					
<b>School</b>	Danson Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£ 96,400	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	561	<b>Number of pupils eligible for PP</b>	65 9.98%	<b>Date for next internal review of this strategy</b>	September 2017

2. Current attainment End of Year EYFS/KS1 and KS2 for 2015-16						
	Pupils eligible for PP (Danson Primary School)			Pupils not eligible for PP (National Average)		
Year Group	End of EYFS	End of KS1	End of KS2	End of EYFS	End of KS1	End of KS2
% attainment in reading	43% GLD (3/7)	9% GD 73% WA	27% GD 100% WA	74% GLD (61/83)	13% GD 90% WA	56% GD 95% WA
% attainment in writing		0% GD 73% WA	0% GD 80% WA		4% GD 91% WA	9% GD 88% WA
% attainment in mathematics		9% GD 73% WA	20% GD 93% WA		16% GD 91% WA	28% GD 95% WA
3. Barriers to future attainment (for pupils eligible for PP)						

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Diminishing the gaps between PP pupils and non PP pupils with effective tracking of progress and impact of interventions/support	
<b>B.</b>	Transference of language and vocabulary skills to the achievement of ARE (age related expectation) in English at the end of Key Stage 2	
<b>C.</b>	Further learning experiences within and beyond the classroom in order to enhance children's engagement and enjoyment of learning	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Pupils eligible for pupil premium show a greater difficulty in being on time. 2015-16 attendance figure of 95.09% Current late (before register closes) figure of 1.42%. Parental communication with school for explanations to absence as unauthorised absence 1.48%	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>	
<b>A.</b>	To diminish the difference between the number of PP children attaining the expected standard in reading, writing and maths compared to non PP children in KS2.	Starting points identified and teaching modified so that PP pupils achieve their potential by the end of a year or key stage.
<b>B.</b>	To sustain higher rates of attainment at ARE (age related expectations) 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 reading, writing and maths. Measured in all year groups by teacher assessments and successful moderation/pupil progress practices.
<b>C.</b>	To have a greater understanding of the social and emotional well-being of pupils eligible for PP through SEQP questionnaires, 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.
<b>D.</b>	Increase in the percentage of pupils passing the Year 1 phonics test.  Increase the % of GLD in EYFS	Phonics taught regularly and consistently throughout EYFS and Key Stage 1. The gap between PP decreases in comparison to the National average for non-PP. PP increase in GLD- EYFS

<b>E.</b>	Increase PP children achieving GD (greater depth) at Key Stage 1 in reading, writing and maths.	% of PP achieving GD will be increased for reading, writing and maths. Key Stage 1 SATs and Teacher Assessment data will reflect this.
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**5. Planned expenditure**

<b>Academic year</b>	<b>2016/17</b>
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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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
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.	No PP children achieving higher than expected at Key Stage 2.	Monitoring and regular data analysis.  Year group meetings	SLT	Half termly  Jan 2017
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.	Consistency in marking where feedback has improved children's learning  Year Group Meetings	SLT  YGL	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 continue 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	July 2017
To ensure quality first teaching of Maths throughout school, raising staff subject knowledge in effective Maths teaching (mental/oral starters focus)	Maths based training- staff to attend courses and then disseminate training to staff in school	To continue 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 Maths Team	July 2017
To ensure children achieve ARE for both attainment and progress	PSAs allocated to classrooms on a full time basis to undertake interventions, cater for children's needs and narrow 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

<b>Total budgeted cost</b>	Staff Training £2622 (courses for Teachers)  Pupil Support Assistants £250,779
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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
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.	Children targeted are making improvements. Impact of interventions to be reviewed regularly.	SS SB DL	Half termly
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.	Impact of interventions to be reviewed regularly.	LD SS LH LC	Half termly
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	Half termly

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.	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.	LD SS YGL CTs	Termly Pupil Progress meetings  Half termly data catch  Review of exit/entry data for support programme
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.	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.	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	To support PP pupils' social and emotional well-being, to identify if these pertain to creating barriers to learning, giving an early identification	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.	LD	Bi-annually SEPQ questionnaires  End of block programmes
To increase fluency in Maths  Provide children with consolidation of fluency skills using IT that may not be available at home	Early Morning Mathletics	PP pupils at In Year 6 (Autumn, Spring terms ) and Year 5 (Summer term) who need more regular fluency work in Maths- use the interactive online platform of Mathletics	Children complete specific skills and units that were identified as an area for development	LH  PSA	Half termly data catch

To increase the effectiveness and improve the quality of writing in Year 4 and 5	Write Away Together Intervention	Pupils to achieve targets set in writing bands/checklists	Monitoring of moderation sessions with select pupils from baseline to final assessment	Mrs Davis PSA	Year Group Meetings Half termly data catch Termly Pupil Progress
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 collaboratively within the classroom environment	Mrs Davis PSA	SEPD questionnaires- bi-annually Year Group Meetings

<b>Total budgeted cost</b>	Yr6 Support Teachers £32,213 Reading Recovery Teacher £8457 Gate duty £10,500 PSA training £360
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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 reduce the gap between the attendance of PP children and other children	Attendance monitored and tracked weekly	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, Mr Hill, EWO and Pete La Bas	CH MS DR (EWO)	Weekly
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, Mr Hill, EWO. Children given certificate and badges for attendance. Parents invited in for Fast Track Meetings and Attendance Surgeries to discuss and plan to improve attendance or lateness.	CH MS DR (EWO)	Half termly
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 2017
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 2017-2018	SLT	July 17
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	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	SLT  Class Teachers  EA	July 2017

	Raising your Child Safely Meeting with Mrs Ayiere EYFS/Yr1 Learning Journal letter Whole School Newsletters- weekly		learning and more confident to support them at home.		
<b>Total budgeted cost</b>		Themed weeks £3000 Parent Meeting with Mrs Ayiere £500 Bug Club £1674 Mathletics £2847.40 EWO SLA £			

## 6. Review of expenditure – Review for 2016-2017 to take place in September 2017

<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.	See results table below:		

To ensure Teachers' marking and feedback and children's response to marking is consistent through the school and impacting on the progress	Monitoring of marking and feedback	SPA quality assurance for marking moving children's learning forward	To review feedback and marking current school structure- Summer 2018, to ensure quality is maintained	
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	Staff attended training and have set whole school strategies and schemes to improve the quality of the teaching of reading and spelling as well as the neuro-elasticity of children retaining the spellings they have learned.	Will continue to develop the key teaching and learning strategies and monitor the impact- increase in understanding of reading skills/strategies as well as spellings. Continue to monitor the impact of the application of spellings into writing. Continue to monitor the progress of pupils in English through pupil progress and moderation meetings.	
To ensure quality first teaching of Maths throughout school, raising staff subject knowledge in effective Maths teaching (mental/oral starters focus)	Maths based training- staff to attend courses and then disseminate training to staff in school	Strategies and key concepts disseminated to staff, challenged teaching styles and pedagogy. Staff confidence levels increased.	Continue to monitor the progress of pupils in Maths through pupil progress and moderation meetings.	
To ensure children achieve ARE for both attainment and progress	PSAs allocated to classrooms on a full time basis	PSAs delivering in-class support as well as specific targeted interventions.	Continue to train PSAs so that they are able to deliver quality, targeted interventions.	
<b>ii. Targeted support</b>				
<b>7. Additional detail</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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	KS2 results for 2017: <ul style="list-style-type: none"> <li>See below</li> </ul>	Continue to have additional support specifically for Yr6. Change to staffing structure, whereby there won't be PSAs but will continue to have the additional support Teachers.	

	1:6 teaching on specific learning objectives at Upper Key Stage 2.			
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 PSA	Phonics screening result: (KS1) 88%	Continue to run phonics catch-up with specific PSA	
To encourage children to want to come into school in a calm and settled manner	SLT and PSAs on morning gate duty to welcome children into school.	Attendance figures for the year 2016-17: PP= 94.39% Non PP= 96.02%  Unauthorised absences PP= 2.11% Non PP= 0.79%	To monitor and support the unauthorised absences for PP children compared to non-PP children. More contact from the school office to PP parents to narrow the gap of unauthorised absences. Continue to have EWO support on attendance issues	
To encourage children to want to come into school in a calm and settled manner	SLT and PSAs on morning gate duty to welcome children into school.	Late figure for PP= 1.94% Late figure for non-PP= 0.75%	To monitor and support the gap between PP and non-PP children lates recorded in the morning.	
To identify targeted support for areas of development within the child	Assessments undertaken, 1:1 or groups to help identify support.	Entry/exit data discussed with SENCO and Class Teachers. If further development of need is required, SENCO and Class Teacher will move on to Wave 2 and then 3 for support with further targeted support plans and provisions.	To continue with PSAs delivering targeted specific interventions, but to reorganise the structure of this in school. To continue to liaise with the Class Teachers and SENCO on successes and areas for development.	
To increase the reading ability of children who are currently below ARE.	Reading Recovery Teacher  Targeted reading support at Key Stage 1	Reading Recovery Results:		
To have staff effectively trained so that they are able to deliver specific interventions	Trained PSAs to give focused interventions.	Training courses attended and in-house training led by school staff to upskill PSAs for professional development and to impact on the children with	Continue with regular training for PSAs to equip them with the necessary skills to engage pupils and support them during their learning journey, in making good	

		whom they work. Whole school data shows pupils making good progress across the curriculum.	progress across the curriculum and any SEMH barriers to learning	
To improve the social and emotional well-being of pupils eligible for PP	SEPQ questionnaires	Results from SEPQs have enabled SENCO to give targeted support to children where needed	Continue to use SEPQs as a way of identifying where targeted support is needed	
To increase fluency in Maths	Early Morning Mathletics	Children have reported that they enjoyed attending and having mathletics as a resource to support their maths learning journey.	To closely monitor the impact through attendance checks, scores/results of performance and then impact in the child's fluency shown in the classroom.	
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	Children have reported that they have enjoyed attending lunchtime clubs. Results from SEPQs have also been compared after attendance of a club.	SENCO and PSA to continue to run lunch clubs, children can attend through choice of through arrangement with the Class teacher and SENCO.	
<b>iii. other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To reduce the gap between the attendance of PP children and other children	Attendance monitored and tracked weekly	<b>Attendance for 2016-17:</b> PP: 94.39% Non PP:96.02% Unauthorised absence PP:2.11% Unauthorised absence Non PP:0.79% Numbers of children on Fast Track register reducing for all children.	Continue to track attendance Continue to work with EWO for Fast Track meetings and attendance/punctuality meetings with parents Continue to reward children with special assembly, certificates and badges for termly and yearly 100% attendance	
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.	Themed weeks continue to be enjoyed by staff and pupils. (Maths, Science, Book and Creative Curriculum/Global Citizen)  Enterprise activities support the cost of activities throughout the week as well as working towards the School's Centre of Excellence accreditation	Data on 'positive hook' and enjoyment needs to be gathered. Year Group Leaders to continue to quality assure that deeper learning lessons, questions and resources are being provided and delivered across the themed weeks	

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	Teaching and support staff are aware of the PP children and effectively work alongside all children to ensure that they are making good progress	More detailed information to be kept on PP children and the support they have needed and been provided with beyond classroom support from CT and PSA  Detailed costs to be attributed to the support provided, including timings and frequency
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 Raising your Child Safely Meeting with Mrs Ayiere EYFS/Yr1 Learning Journal letter Whole School Newsletters- weekly	Parent meetings in September were successful in terms of parents attending and being given information regarding their children's school curriculum- greater parental involvement.  Parental uptake for workshops was lower than the school would have wanted to have greatest impact in parental involvement and understanding of the curriculum.  Mrs Ayiere meeting was attended by 15 parents, which was a low turnout but was very well received by the parents who did attend.	Parent Meetings to continue but in the format of a year group workshop (September and January)  No Key Stage workshops on English and Maths- these will be in the parent meetings  Family Open Afternoons to continue as a positive way for children to showcase their work to family members  EYFS/Yr1 learning journal letters and weekly whole school newsletters to continue as a way of engaging parents and bring the school community together

<b>End of Year Attainment: End of Year EYFS/KS1 and KS2 for 2016-17</b>						
	<b>Pupils eligible for PP (Danson Primary School)</b>			<b>Pupils not eligible for PP (Danson Primary School)</b>		
<b>Year Group</b>	<b>End of EYFS</b>	<b>End of KS1</b>	<b>End of KS2</b>	<b>End of EYFS</b>	<b>End of KS1</b>	<b>End of KS2</b>
% attainment in reading	50% GLD (3/6)	11% GD 78% WA	25% GD 88% WA	81% GLD (68/83)	27% GD 93% WA	47% GD 92% WA

% attainment in writing	11% GD 67% WA	0% GD 88% WA	22% GD 94% WA	24% GD 92% WA
% attainment in mathematics	11% GD 78% WA	25% GD 88% WA	23% GD 93% WA	43% GD 94% WA