

# Dunholme St Chad's Church of England Primary School: Pupil premium strategy statement (primary)

1. Summary information					
School	Dunholme St Chad's Church of England Primary School				
Academic Year	2016/17	Total PP budget October Census	£46,560	Date of most recent PP Review	Sept 2016
Total number of pupils	208	Number of pupils eligible for PP	28	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	46%	%
% making progress in reading	64%	%
% making progress in writing	82%	%
% making progress in maths	79%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
A.	Oral language skills on entry to reception
B.	Attitudes to learning
C.	Social skills
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
D.	Home support/parental engagement
E.	Significant circumstances beyond school (over time)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in the reception class	<ul style="list-style-type: none"> <li>• Effective partnerships with pre-school settings improve on-entry data</li> <li>• Shared on-entry expectations between pre-school settings and transition to school</li> <li>• Readit2 training and practice impacts on baseline date (specifically related to on-site pre-school)</li> <li>• Language rich environment supports literacy skills including oral language</li> </ul>
<b>B.</b>	Improve level of engagement in learning of identified pupils eligible for PP from across the school	<ul style="list-style-type: none"> <li>• Deployment of whole school strategies for example Pre-Learning, Homework Club, Learning Mentor, Outdoor Learning, Early Help, MSP ensure individual pupils are 'ready to learn'.</li> <li>• Strategies to meet individual needs improve the child's level of engagement and ownership of work</li> <li>• Identified pupils make expected or better progress based on prior attainment</li> <li>• Overall attendance of pupils with PP is in line with their peers</li> </ul>
<b>C.</b>	Improve level of positive participation in social times including play times and engagement in extra-curricular activities, Pupil Voice; Leadership Roles and social time of identified pupils eligible for PP from across the school	<ul style="list-style-type: none"> <li>• Deployment of targeted strategies supports individuals in developing their social skills</li> <li>• Identified pupils participate fully in all aspects of school life with increased confidence</li> <li>• Pupils eligible for PP can access school social events, residential and educational visits and bespoke clubs.</li> <li>• Pupils eligible for PP are confident to put themselves forward for leadership roles</li> <li>• Pupils eligible for PP are confident to share personal achievements</li> </ul>
<b>D.</b>	Effective partnership with parents/carers improve outcomes for identified pupils eligible for PP from across the school	<ul style="list-style-type: none"> <li>• Parent/carers routinely support their child with home learning</li> <li>• Parent/carers engage with school including attending parent consultation evenings,</li> </ul>

		parent/carer/ Celebration Assembly/workshops and school/community events <ul style="list-style-type: none"> <li>Identified pupils make expected or better progress based on prior attainment</li> </ul>
<b>E.</b>	Effective provision in place to support and nurture identified pupils eligible for PP from across the school with emotional needs and physical well being	<ul style="list-style-type: none"> <li>Pupils eligible for PP are supported through intervention strategies for example Friends Programme, pupil leadership roles Sports Leaders, Outdoor Learning, with access to the Learning Mentor and other signposted support agencies</li> <li>Practical support with uniform, inclusion in extra-curricular events, access to other provision</li> </ul>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
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.					
<b>i. Quality of teaching for all</b>					
<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 implementation?</b>
<b>A.</b> Improve oral language skills for pupils eligible for PP in the reception class	<ul style="list-style-type: none"> <li>Quality first teaching</li> </ul>	<ul style="list-style-type: none"> <li>Access to skilled teachers and teaching assistants in an inclusive learning environment impacts on pupils outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Deployment of teachers/teaching assistants</li> <li>CPD upskills teachers and teaching assistants with English subject knowledge</li> <li>Measured impact of Readit2 training</li> <li>Close monitoring of Early Years Provision including audit and action plan</li> </ul>	CLL/English Subject Leaders	Termly PPM's Key Assessment points: Dec 2016 March 2017 July 2017  As above Whole school monitoring and evaluation cycle Peer Review Action Plan and milestones

			<ul style="list-style-type: none"> <li>Assessment and Feedback Policy implemented consistently</li> </ul>		
<p><b>B.</b> Improve level of engagement in learning of identified pupils eligible for PP from across the school</p>	<ul style="list-style-type: none"> <li>Quality first teaching including effective deployment of teaching assistants/ one to one support</li> <li>Access to the Learning Mentor</li> <li>Monitoring/strategies by attendance team</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes to learning impact on level of engagement in the classroom and the wider learning environment</li> <li>Level of engagement is improved if children are aware of Effective Characteristics of Learning</li> </ul>	<ul style="list-style-type: none"> <li>Learning environment scaffolds learning and creates a culture of success and achievement</li> <li>Individuals make better or expected progress</li> <li>Individuals recognise what kind of learner they are and how they can successfully approach tasks/challenges</li> </ul>	SLT	Termly PPM's Termly attendance monitoring Annual monitoring and evaluation cycle which includes feedback from parents/carers and attendance registers to events
<p><b>C.</b> Improve level of positive participation in social times including playtimes, and engagement in extra-curricular activities, Pupil Voice;</p>	<ul style="list-style-type: none"> <li>Support identified children who find social time/transition times difficult</li> <li>Sign post children to put themselves forward for specific roles (leadership/performance) and</li> </ul>	<ul style="list-style-type: none"> <li>Children who have limited social skills find it difficult to confidently participate fully in the wider life of the school and share their achievements</li> </ul>	<ul style="list-style-type: none"> <li>A range of strategies including modelling, scaffolding are used to enable children to be successful during transition periods and play times</li> <li>All pupils identified with PP take part in at least one extra-curricular activity</li> <li>Play Leaders Programme is used as a key strategy</li> </ul>	SLT Learning Mentor	Termly monitoring

<p>Leadership Roles, Performances and social identified pupils eligible for PP from across the school</p>	<p>volunteering roles</p> <ul style="list-style-type: none"> <li>• Select individuals for leadership roles</li> <li>• Support individuals to enable them to participate in social events/extra-curricular</li> </ul>		<ul style="list-style-type: none"> <li>• Identified barriers are eliminated</li> </ul>		
<p><b>D.</b> Effective provision in place to support and nurture identified pupils eligible for PP from across the school with emotional needs and physical well being</p>	<ul style="list-style-type: none"> <li>• Provision of a Learning Mentor</li> <li>• Provision of outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>• Access to a broad and balanced curriculum which includes outdoor learning and physical education supports the development of children emotional, spiritual, moral and social development</li> <li>• Access to bespoke inventions helps individuals overcome barriers</li> <li>• Access to learning beyond the classroom impacts positively on self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Good level of attendance</li> <li>• CPD for Learning Mentor – Friends Programme</li> <li>• Pupil Voice Leadership Groups (including Sports and Play Leaders funded through Sports Premium)</li> </ul>	<p>SENDco Learning Mentor</p>	<p>Termly PPM's SEN Reviews Pupil Voice</p>
<p><b>E.</b> Effective partnerships with parents/carers to improve outcomes for all children including</p>	<ul style="list-style-type: none"> <li>• Open Door Policy</li> <li>• Effective communication</li> <li>• Community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Strong and trusting relationships with parents/carers enables open dialogue which positively impacts on outcomes for</li> </ul>	<ul style="list-style-type: none"> <li>• School ethos and values are lived out</li> <li>• Access to HT/ class teachers</li> <li>• Regular opportunities to join the school in a variety</li> </ul>	<p>SLT Governors</p>	<p>Parent View Parent questionnaire Parent feedback and evaluation sheets</p>

those identified pupils eligible for PP	<ul style="list-style-type: none"> <li>Parent View</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with home learning impacts positively on outcomes for children</li> </ul>	<ul style="list-style-type: none"> <li>Assessment cycle communicated to parents which sets out Assessment and Reporting arrangements at regular times throughout the year</li> <li>Parent/carers workshops – standard and in response to Parent View/surveys/feedback</li> </ul>		Attendance registers to specific events
<b>Total budgeted cost</b>					£24,500

<b>ii. Targeted support</b>					
<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 implementation?</b>
B. Improve level of engagement in learning of identified pupils eligible for PP	<p>Targeted classroom support</p> <p>Interventions over and above classroom provision</p>	Group, paired or individual targeted support can impact on outcomes for individuals and improve confidence and engagement with learning in the classroom and wider environment	High quality CPD Well matched intervention programmes appropriate to need (Catch up numeracy, Plus one, Toe by Toe, RALF/RALT etc.)	SLT/SEN DCo	Termly PPM's SEN Review Meetings
C. Improve level of engagement in social time of identified	<p>Play Leaders</p> <p>Friends</p>	Individual children identified to join group intervention	High quality training from MSP Sports Consortium (Sport Premium)	SLT –CA /SKB	Termly PPM's

pupils eligible for PP from across the school			High quality CPD for Learning Mentor and MDS's		
<b>iii. Other approaches to meet individual needs</b>					
<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 implementation?</b>
D. Improve oral language skills for pupils eligible for PP in the reception class	Targeted individual support	Specific need identified that needs addressing	Additional support through consolidation of basic oracy skills or specific invention.	SEND/CO Reception Teacher/s	PPM'S Key data points Annual Review
E. Improve level of engagement in learning of identified pupils eligible for PP	Targeted strategies including improving attendance, engagement with parents and bespoke strategies – Early Help	Identified children are not making expected progress due to barriers which impact on attitude to learning.  Improved level of engagement with parents.	Excellent systems in place to monitor attendance and impact on persistent absence.  Fragile children identified in PPM's  Targeted support in class or with Learning Mentor  Good take-upon Homework Club and improved engagement with homework.	Attendance Team Learning Mentor SENCO	PPM's Key data points Annual Review

F. Effective provision in place to support and nurture identified pupils eligible for PP to support their emotional needs and physical well being	Bespoke support for individual and his/her family  Inclusion for all	Significant circumstances outside school can impact on a child's emotional needs.  Eliminating barriers that may make a child feel as if he/she is not included can positively impact on their emotional and physical well-being	Learning Mentor role impacts significantly on pupils in need of support with emotional needs and physical well being  Pupil premium funding is used to remove barriers to inclusion	Learning Mentor	PPM's ESCO Meetings TAC Meetings
<b>Total budgeted cost</b>					£22,040



6. Review of expenditure				
Previous Academic Year		This format for the Pupil Premium Strategy was adopted for academic year 2016/17 this section therefore not applicable for 2015/17 review statement.		
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
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
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
7. Additional detail				
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.  Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>				