

Disadvantaged Pupils' funding strategy statement (primary)

1. Summary information					
School	Stainforth Kirton Lane Primary School				
Academic Year	2016/17	Total DP budget	£104,640	Date of most recent DP Review	
Total number of pupils	210	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Jan 2017

2. Current attainment				
	Pupils eligible for Disadvantaged Funding		Pupils not eligible for Disadvantaged Funding	
% achieving Good Level Of Development in FS2	86%		62%	
% achieving expected standard at end of Key Stage 1	Reading	67% (0% greater depth)	Reading	40% (20% greater depth)
	Writing	78% (0% greater depth)	Writing	40% (7% greater depth)
	Maths	56% (0% greater depth)	Maths	47% (13% greater depth)
% passing phonics screening at Year 1	45%		61%	
% passing phonics screening at Year 2 (re-sits)	100%		88%	
Pupils achieving expected standard at the end of KS2				
% achieving at least the expected standard in Reading	Reading	17%	Reading	75%
% achieving at least the expected standard in Writing	Writing	50%(TA)	Writing	83% (TA)
% achieving at least the expected standard in Maths	Maths	58%	Maths	67%
% achieving at least the expected standard in English Grammar, Spelling and Punctuation	EGPS	50%	EGPS	83%
Floor standards	School is below the floor standards for attainment measure. The school is above the floor standard in all 3 progress measures. (Reading -3.99, Writing 0.02 & Maths -0.79)			

3. Barriers to future attainment (for pupils eligible for disadvantaged funding, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	A significant proportion of Pupil premium children have multiple vulnerabilities which can slow progress and prevent age related attainment.	
B.	Early Years group on entry are below expectations in reading / writing / oral language and have generally poorly developed communication skills. This impacts upon reading comprehension, grammar, punctuation and spelling in subsequent years. Extra full time staff are required to diminish gaps and improve attainment in subsequent years.	
C.	Some PP children have other issues which make them vulnerable and therefore require additional emotional support to aid them.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Although some parents are supportive and clearly work well with the school, a minority show lack of understanding around the importance of home support which they can provide. This means some children do not read at home or complete home learning tasks in order to support their learning. Some of these issues may be a result of parents needing help on how to support their child effectively in their learning and development. Limited home school learning support for this group means they access less enrichment experiences outside of school, this can limit progress specifically in reading and writing and maths.	
E.	The disadvantaged children's attendance (2015/2016) was 94.1% The non-disadvantaged children's was 93.6%	
F.	School serves a community which reflects extreme social and economic challenges. The school has an average IMD score of: 47.19 which puts the school in the most deprived quintile nationally .The local authority has an average of: 31.63 The national average is: 21.67. The school is classified as being in the bottom 1% nationally for deprivation of education, skills and training. Using postcode data some of our children are in the bottom 8% of deprivation in the country. Limited pre-school and in-school life experiences - this can limit progress specifically in reading and writing and maths, especially vocabulary and use of language. Low parental aspirations.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve rates of progress for DP especially in KS2	Disadvantaged pupils (DP) make good progress in line with DPs nationally in writing, mathematics and particularly reading. Measured in Y3-6 by moderated teacher assessment and test outcomes in 2017.
B.	Continue to provide class-based support staff and provide training so they are able to deliver high quality interventions – both at-point-of-learning intervention/feedback and diminishing differences interventions. Further develop staff who can deliver and cascade interventions such as Working Memory, 1-1 tuition Invest in extra support in EYFS and KS1 to support the cohort and aid transitions Work in collaboration with the Pyramid and Local Authority in delivering the Doncaster Reading Programme	Support staff are well trained and able to deliver high quality support / interventions to children across the school. KY will use EEF course for TAs for basis of Performance Management Children transferring from EYFS to Year 1 are able to make progress in the new curriculum and from Year 2 to Year 3 to maintain the progress in the new key stage. DPs make further progress to diminish the differences between themselves and their peers. An improved reading culture within and across school impacting on increasing outcomes at KS2.
	Children have enrichment opportunities that have a direct impact upon their vocabulary development, writing and reading as well as basic skills development.	Increased % of children achieving GLD in EYFS. Increased % of children achieving Phonics check at both Year 1 and

	Invest in extra support in the cohort where EGPS is weaker.	Year 2 re-checks. Increased % of children achieving the expected standard in Reading. GPS improved outcomes across school.
	For children with emotional and behavioural difficulties to receive targeted interventions / support to reduce emotional & behavioural incidents and to ensure they make progress in their learning.	Children and families supported through difficult times. Children engaged with school. Children have a trusted person they can self-refer to and raise and discuss any worries or concerns. Pupil questionnaire Jan 17
	Develop the network of parents who can access school in order to engage with more reluctant parents. Continue with the re-modelling parents' open days so more parents can attend and engage more in supporting their children. Deliver information meetings to show how they can work with their child, particularly in the area of reading and, also in maths where methods of calculation may differ from parents' experience. Where children are not reading at home, invest in support staff time into working individually with these children regularly in the week and to introduce 'reading leaders' from older year groups to listen to younger children read. Children who have a growth mind-set respond differently in challenging situations and do better in school over time.	Parents feel more engaged with school and understand the value it can give to their child. Parents are supported in how they can help their child at school and this is developed in a workshop way. Improved parental attendance at consultation meetings. Parents having more input into SEND support plans.
	Continue to refine the school's attendance procedures and work with outside agencies such as EWO/legal team to improve children's attendance in school thus impacting on outcomes. DPs with poor attendance and punctuality show an improvement and progress improves as a result of this. Attendance for this group continues to be in line with other pupils but is at the school's target of 97%. Increased numbers of pupils taking part in the attendance reward visits at the end of the year.	DPs with poor attendance and punctuality show an improvement and progress improves as a result of this. Attendance for this group continues to be in line with other pupils but is at the school's target of 97%. Increased numbers of pupils taking part in the attendance reward at the end of the year.
	Improve the outcomes of children by providing access to extra-curricular activities which are externally provided; access to first-hand active learning through educational visits; giving opportunity to Years 5 and 6 to participate in the 3 day residential to Hollowford; giving opportunity to participate in experiencing live theatre. Provide access to breakfast club & 'go noodle' activities leading to improved attendance.	Children being able to access extra-curricular activities / experiences which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social aspects of their heritage. Children having a good start to the day – a satisfying breakfast and activities to get them energised for the day ahead so as to be fully engaged in learning. Children developing their musical and performance skills. Performing in the end of year celebration

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the disadvantaged funding 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?
Raise outcomes in attainment in reading in KS2 to 71% for DPs	Introduce and embed Rapid Reading strategies in KS2 <ul style="list-style-type: none"> • Guided reading • Explore strategies in use in other schools 	Evidence – 2016 gap between KS2 reading results and national results for DPs (-55%). Improvement in phonics and application of phonics in reading. Upper KS2 will develop understanding of text and improve comprehension skills. Develop stamina for reading and reduce the vocabulary deficit in order to improve KS2 access to the test. Education Endowment Foundation – Collaborative Learning: + 5 months Education Endowment Foundation – Feedback: + 8 months Education Endowment Foundation – Reading comprehension strategies: + 5 months	Maintain and develop assessment systems in place to accurately identify strengths and weakness in individual children's reading. On-going moderation of individual pupil progress	English Leader	Half termly
Raise outcomes in KS2 writing to reduce the gap by 29% (against national) for DPs.	Improve teachers' subject knowledge and confidence in teaching GPS <ul style="list-style-type: none"> • Raise pupils' expectations regarding what pupils can achieve in writing independently. • Improve talk for writing 	Evidence – 2016 gap between KS2 writing results and national results (-29%) Children's writing shows evidence of teaching and application of GPS Education Endowment Foundation – Feedback: + 8 months Education Endowment Foundation – Metacognition and self-regulation: + 8 months	Ensure opportunities are planned throughout the curriculum so that children's involvement and engagement in writing is improved through the use of first-hand experience as a writing vehicle <ul style="list-style-type: none"> • Develop assessment procedures to ensure individual's strengths and weaknesses are identify and acted upon. • Moderation of strategy across the school and pyramid of schools 	English Leader	Half termly
Raise attainment outcomes in KS2 mathematics to 75% achieving the expected standard and	<ul style="list-style-type: none"> • ' Maths Mastery' strategy across KS2/1 • Big maths strategy to be applied • Deputy Head supports in 	Evidence – KS1 DPs gap in attainment was -21%, KS2 attainment gap was -17% Pupils to extend their basic skills and gain confidence in application of number	Pupils' work will show developing confidence <ul style="list-style-type: none"> • Classrooms observations and discussion with pupils 	Maths Leader	Half termly

77% achieving the expected standard in KS1 Mathematics	Y6 and extra teacher 4 mornings. HLTA in Year 2 works on targeted intervention based on individual pupils' needs.	skills and mathematical comprehension. Education Endowment Foundation – Feedback: + 8 months Education Endowment Foundation – Mastery Learning: + 5 months Education Endowment Foundation – Collaborative Learning: + 5months	and teachers all show developing confidence and application of strategies.		
Support staff are well trained and able to deliver high quality support / interventions to children across the school. Children transferring from EYFS to Year 1 are able to make progress in the new curriculum and from Year 2 to Year 3 to maintain the progress in the new key stage. DPs making further progress to diminish the differences between themselves and their peers.	Continue to provide class-based support staff and provide training so they are able to deliver high quality interventions – both at-point-of-learning intervention/feedback and diminishing differences interventions. Pre-teach sessions accessible to all to enable children to access first-quality teaching	A significant proportion of Disadvantaged Pupils have multiple vulnerabilities which can slow progress and prevent age related attainment. Early years group on entry have below expectations in reading / writing / oral language and generally poorly developed communication skills. This impacts on grammar, punctuation and spelling in subsequent years. Extra full time staffing is required to diminish differences and therefore has impact on attainment in subsequent years compared to non-PP Education Endowment Foundation – Feedback: + 8 months Education Endowment Foundation – Behaviour intervention: + 4months Education Endowment Foundation – Small group tuition: + 4months	Monitoring and evaluation through: <ul style="list-style-type: none"> • <input type="checkbox"/> Analysis of outcomes • <input type="checkbox"/> Lesson observations • <input type="checkbox"/> Support staff appraisals • <input type="checkbox"/> Drop-ins • <input type="checkbox"/> Pupil Interview • <input type="checkbox"/> Work scrutiny • <input type="checkbox"/> Pupil Progress Meetings 	Senior Leadership Team	End of Autumn Term 2016 End of Spring Term 2017 End of Summer Term 2017
Raise attainment in Phonics to 70% for DPs.	High quality CPD for new and existing staff in KS1 and EYFS. Additional phonics and reading intervention.	Evidence – Year 1 gap between school results and national was -32% Further opportunities to revisit, practise and apply phonics, tailored to individual children's needs, will improve attainment. Education Endowment Foundation – Collaborative Learning: + 5months Education Endowment Foundation – Early Years Intervention: + 5months Education Endowment Foundation – Feedback: + 8 months	Phonics assessments and monitoring. Pupil progress meeting	KS1 manager	End of each assessment point

		Education Endowment Foundation – Oral language intervention: + 5 months Education Endowment Foundation – Small group tuition: + 4months			
Improvement in speaking and listening impacting on attainment. Reducing the gap. EYFS	Targeted speech & language sessions	<p>Evidence – prior to 2016 gaps between national figures and school figures for listening, understanding and speaking.</p> <p>Children identified as having speech and language problems will work with Elklan trained staff.</p> Education Endowment Foundation – Early Years Intervention: + 5months Education Endowment Foundation – Feedback: + 8 months Education Endowment Foundation – Oral language intervention: + 5 months	Analysis of outcomes. Monitoring of the quality of Elklan delivery.	EYFS manager Support Staff	End of each block of interventions
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?
Increase use of one-to one tuition and interventions with targeted pupils	<ul style="list-style-type: none"> Identify and train TAs who can offer high level tuition to specific individuals or small groups of pupils in mathematics and reading Ensure teachers understand how to use TAs offering one-to-one tuition within the context of their teaching 	<p>Evidence – 2015/2016 successful intervention and its impact on raised attainment for disadvantaged pupils.</p> <p>Pupils who are stumbling in learning activities will be identified immediately and provided with the specific one-to-one support required during the lesson. Resources will be available in the classroom environment to ensure this support is immediate and effective.</p> Education Endowment Foundation – Feedback: + 8 months Education Endowment Foundation – One to one tuition: + 5 months	<p>Pupil progress meetings</p> <p>Assessment tracking documents</p> <p>Regular checks on pupil progress will demonstrate no pupil has 'plateaued' and that progress is continuous and rapid where possible.</p>	LE/HG (Y6) TF (all)	Half termly

Targeted interventions resulting in rapid progress and the diminishing of differences between vulnerable group and their peers. Improved progress for higher attaining pupils.	1stClass@Number Working Memory . 1-1 Tutoring Support staff 'catch –up' interventions in an afternoon. Guided reading activities Reciprocal reading First News subscription In-class support for the higher attainers and support via HLTA	A significant proportion of disadvantaged pupils have multiple vulnerabilities which can slow progress and prevent age related attainment. Outcomes at end of Key Stage 2 Higher attainers need more challenge Education Endowment Foundation – Collaborative Learning: + 5months Education Endowment Foundation – Feedback: + 8 months Education Endowment Foundation – One to one tuition: + 5 months	Impact of interventions Short term targets and review Monitoring of interventions by support staff & records kept Monitoring and evaluation through: <input type="checkbox"/> Analysis of outcomes <input type="checkbox"/> Lesson observations <input type="checkbox"/> Drop-ins <input type="checkbox"/> Pupil Interview <input type="checkbox"/> Work scrutiny <input type="checkbox"/> Learning Walks <input type="checkbox"/> Pupil Progress Meetings	SLT	After duration of the intervention At the termly data analysis points in the year End of the year July Total budgeted cost 2017
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 attendance rates	Introduce a rewards system for improved or good attendance • Raise pupils' and teachers' awareness of the importance of good attendance and tighten expectations • Raise awareness with parents/carers on the importance of	There needs to be a whole school initiative on improving attendance and on the understanding that attendance is the key to achievement and progress	Persistent checking and discussions with teachers, pupils, parents/carers about the importance of attendance in school Ensure systems are in place for regular monitoring and rewarding	AW	Weekly Half termly
Improve parent/carer engagement Parents are supported in how they can help their child at school and this is developed in a workshop style.	Set up a programme of parent workshops.	A proactive approach needs to be taken by all staff towards involving parents in the life of the school and especially in the progress and achievement of their children. Education Endowment Foundation – Feedback: + 8 months Education Endowment Foundation – Parental involvement: + 3 months	Attendance at workshops will be monitored. Informal conversations with parents and carers will help to identify what they want from the school and how they perceive the work of the school.	AW	Termly

<p>Children being able to access extra-curricular activities / experiences which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social aspects of their heritage. Parents are not put in a difficult financial position when children need to access extra-curricular activities which are externally provided.</p>	<p>All children have access to visits to enable them to access first hand experiences. Subsidising all educational school visits. Subsidising Year 5 and Year 6 residential. Subsidising visits to the pantomime to experience Live theatre</p>	<p>Positive gains in progress for Arts participation, outdoor learning and sports participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>	<p>Monitoring of children accessing educational visits, residential and live theatre.</p>	<p>AW</p>	<p>As each</p>	<p>As it takes place</p>
<p>Total budgeted cost</p>						

Additional detail

We will review our strategy for how we use our disadvantaged funding in July 2017, with the Pupil Premium Governor which will then report to the full Governing Body.
Information on how we spent last year's pupil premium money can be found on the website in the document Disadvantaged Funding Impact Report 2015-2016
Information on how we spent this year's disadvantaged funding and the impact will be published by the 1st December 2017 on the school's website.