

Pupil Premium Review

PPR:	Marie Sandford NLE (CEO Inspiring Primaries Academy Trust)
School:	Dunton Bassett Primary School
Headteacher:	Jo Blackburn
Date of review:	5 th February 2018
Rationale for review:	IPAT school improvement support
Website:	http://www.duntonbassett.leics.sch.uk
Number/proportion of eligible pupils:	11 pupils – 11%
Pupil premium budget:	£20 800 for 2016/2017 £17300 for 2017/2018

End of year key data 2017

	Pupil premium	Non-Pupil Premium (national)
Year 1 Phonics Screening Check (2 out of cohort of 13 – 15%)	100%	82% (83%)
Year 2 Reading - Expected (2 out of cohort of 15 - 13%)	50%	77% (79%)
Year 2 Writing - Expected	100%	85% (72%)
Year 2 Maths - Expected	50%	85% (79%)
Year 3 Reading - Expected (1 out of cohort of 13 - 8%)	0%	75%
Year 3 Writing - Expected	0%	50%
Year 3 Maths - Expected	100%	75%
Year 4 Reading - Expected (2 out of cohort of 13 - 15%)	50%	36%
Year 4 Writing - Expected	50%	45%
Year 4 Maths - Expected	100%	55%
Year 5 Reading - Expected (3 out of cohort of 14 - 21%)	33%	82%
Year 5 Writing - Expected	33%	73%
Year 5 Maths - Expected	33%	91%
Year 6 Reading, Writing, Maths combined - Expected (2 out of 6 who took the tests)	50%	60% (67%)
Year 6 Reading - Expected	100%	50% (77%)
Year 6 Writing - Expected	100%	50% (81%)
Year 6 Maths - Expected	50%	67% (80%)
Year 6 Grammar, Punctuation & Spelling - Expected	100%	100% (82%)
Progress score – Reading	-5.30	+1.03 (+0.33)
Progress score – Writing	-0.78	+0.01 (+0.17)
Progress score – Maths	-3.84	+4.04 (+0.28)

A small number of pupils entitled to pupil premium funding also have special educational needs.

Evaluation of 2016/17 strategies and expenditure

The school uses a range of evidence-led research to identify strategies for the use of pupil premium funding. Strategies were matched to both in-school and external barriers to learning, including strategies specific to individual pupils. The school is ambitious in accelerating the progress of disadvantaged pupils and divides its use of funding between activities which have a clear and direct impact on pupil progress and those which focus on providing wider enrichment opportunities or meeting social/emotional needs. The following strategies were implemented:

Barriers to learning	Actions / desired outcomes	Impact and cost
Low aspirations and capacity of parental support.	Targeted support for individual pupils to ensure those entitled to pupil premium funding access quality first teaching individually or in a smaller group size. Split of year 5/6 during spring/summer terms for maths English – focus on yr6 curriculum in smaller group size	£10260 Initiative led to increased confidence and self-belief to access increasingly difficult vocabulary, reasoning, calculations and problems.
Social and communication difficulties in relation to special educational needs.	Social communication groups to support pupils with associated needs in developing relationships and accessing learning.	£1900 Social communication skills sufficiently developed to enable children to access lessons and interact more appropriately with others.
Vulnerable children with social, emotional or mental health needs which impact on their learning behaviours.	ELSA support provided 1:1 and small group support to children facing difficult circumstances or require nurturing to enable them to access the full curriculum. ELSA resources purchased as required to support delivery.	£3192 Children emotionally able to self-regulate and participate in learning through increased attention, focus and self-esteem.
Fewer opportunities accessed outside of school – clubs, visits to places of interest and wider life experiences.	Supported financially to participate in trips, engage in enrichment and after school clubs.	£3285 Greater skill set developed and wider experiences accessed which impacted on engagement and learning.
Poor speech, language, vocabulary and communication skills.	Talk Boost and Direct Precision Teaching activities provided weekly to impact on communication skills.	£1000 Improved vocabulary, understanding and communication enabled greater participation in learning.

Barriers to future achievement

In-school barriers: Attendance for some. Language and vocabulary limitations. Special educational needs including the requirement for speech, language and communication support. Support required to improve social and emotional well-being. Low aspirations and attitudes to learning.

External barriers: Family backgrounds and circumstances which may lead to tiredness, lack of engagement, enrichment and low aspirations and communication skills.

Action Plan Strategies for 2017/2018

Strategy	Desired outcomes and success criteria	Evidence and rationale for choice	Milestones	Review date	Projected cost
Improve attendance for some disadvantaged	Attendance improves significantly for pupils falling below 95%	Attendance is below national	Attendance checked monthly – parents	Review monthly and with EWO termly	EWO funded through IPAT

pupils through close tracking, swift intervention, use of EWO, fixed penalty fines for holidays			contacted as necessary		
Targeted emotional literacy support and resources.	As a result of targeted social, emotional and mental health intervention, pupils feel well supported and are equipped to deal with difficult and challenging situations and access the full curriculum on offer and in whole class situations.	Recommendation through teaching school alliance educational psychology team to remove social and emotional barriers to learning.	Ongoing feedback to class teachers. Termly pupil progress and SEND meetings.	Review at each pupil progress meeting.	£4500 10hrs p/week Distributed specific to individual needs.
Speech and language intervention. – EPIC SALT screening and support plus Talk Boost. (KS1) KS2 –vocabulary extension/ reading/ grammar development	As a result of targeted speech and language support, pupils' communication skills and self-esteem improve.	Education Endowment Foundation shows moderate impact for minimal cost.	Ongoing from start of academic year. Termly pupil progress and SEND meetings.	Review at each pupil progress meeting.	£2500 6hrs p/week
Focussed teaching groups in maths to ensure a mastery approach through quality first teaching. To include TA support for mental maths skills.	Progress of those entitled to pupil premium funding effectively tracked, measurable small step targets set and reviewed at pupil progress meetings so differences between pupil premium pupils and their non-pupil premium peers diminish.	Education Endowment Foundation shows moderate impact for high cost.	End of term unit tests and assessments.	Data tracking and pupil progress meetings each term.	£7000
Route to Resilience project supports the development of character virtues and also increases engagement and support of 'hard to reach' families.	Progress of project tracked; attendance at 'Fun and Families' event monitored. Pupil pr progress meetings show diminishing differences between pupil premium pupils and their non-pupil premium peers.	Project rolled out in other schools shows high impact for minimal costs.	Route to Resilience sessions.	Data tracking and pupil progress meetings each term.	£1000 Supply cover for cpd/meetings etc Sundry costs
Homework club to be provided in key stage 2.	As a result of parental and child engagement with homework, targeted children complete homework activities impacting on capacity to make accelerated progress.	Trial in upper key stage 2 popular and Education Endowment Foundation shows moderate impact for moderate cost.	Ongoing monitoring of homework.	Data tracking and pupil progress meetings each term.	Teacher led: lunchtime - no cost

<p>Enrichment trips. Plus access to uniform, clubs etc.</p>	<p>As a result of financial support, targeted pupils are able to access all curriculum and enrichment experiences and, as a result, resilience and self-esteem improve.</p>	<p>Education Endowment Foundation shows moderate impact for moderate cost.</p>	<p>Ongoing from start of academic year.</p>	<p>Track engagement for each trip and club.</p>	<p>£1500 Specific to individual needs.</p>
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