

Discovery Primary Academy Pupil Premium

Strategy September 2018- July 2019

(This strategy is a continuation from the rewritten PP strategy Summer 2018)



1. Summary information							
School	Discovery Primary Academy						
Academic Year	Sept 2018 To July 2019	Total PP budget	Pupil Premium £140,572.55 Service Children. To be confirmed. LAC To be confirmed	Date of most recent PP Review	July 2018 See School website		
Total number of pupils	590	Number of pupils eligible for PP	Approx 175	Date for next internal review of this strategy	July 2019		
Current attainment FS Autumn 2018 (Known by October 2018)							
Targets will be set By October 2018 Pupils eligible for PP (Discovery Non Pupil Premium (Discovery) Autumn term 2018			<i>Below 30-50</i>	<i>30-50 beginning</i>	<i>30-50 con</i>	<i>40-60 beg</i>	<i>40-60 con</i>
% currently achieving in reading							
Non PP % currently achieving in reading							
% making progress in writing							
Non PP % making progress in writing							
% making progress in number							
Non PP % making progress in number							
% making progress in shape							

Non PP % making progress in shape					
Current attainment FS Summer 2019					
<i>Pupils eligible for PP (Discovery)</i> <i>Non Pupil Premium (Discovery)</i>					
Summer term 2019	<i>Below 30-50</i>	<i>30-50 beginning</i>	<i>30-50 con</i>	<i>40-60 beg</i>	<i>40-60 con</i>
% currently achieving in reading					
Non PP % currently achieving in reading					
% making progress in writing					
Non PP % making progress in writing					
% making progress in number					
Non PP % making progress in number					
% making progress in shape					
Non PP % making progress in shape					

Targets for end of year 2 (Set by October 2018)			
Number of PP Number of Non PP	<i>Pupils eligible for PP (your school)</i> 15	<i>Pupils not eligible for PP</i> 71 <i>School data</i>	<i>Pupils not eligible for PP</i> (national average) 2018 data
% achieving in reading, writing and maths			
% reaching expected or above in reading			
% reaching expected or above in writing			
% reaching expected or above in maths			
Targets for end of year 6			
Number of PP 24 Number of Non PP 55	<i>Pupils eligible for PP (your school)</i> 24	<i>Pupils not eligible for PP</i> 55 <i>School data</i>	<i>Pupils not eligible for PP</i> (national average) 2018 data
% achieving in reading, writing and maths	16/24 66%	40/55 72%	
% reaching expected or above in reading	21/24 87%	44/55 80%	

% reaching expected or above in writing	16/24 66%	41/55 74%	
% reaching expected or above in maths	17/24 70%	42/55 76%	

Attainment data indicates that PP pupils targets are below national attainment for Non Pupil Premium Pupils however, the progress our PP pupils make is good from their various starting points. At Discovery Primary School other factors affecting PP pupils include mobility, attendance, SEND, EAL and social factors. This is not an excuse but a fact and we expect a conversation around these complex factors.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Oral language skills in Reception are lower for most pupils including pupils eligible for PP. This slows reading and writing progress in subsequent years.
B.	Oral language skills and a basic use of a wide vocabulary in key stage 1 and 2 are lower for most pupils including pupils eligible for PP. This slows reading and writing progress in subsequent years.
C.	Pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1 due to attendance, mobility and issues out of school. This prevents sustained high achievement in Key Stage 1 and 2.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Poor home learning and attitudes to education such as low adult literacy and confidence to support their child/children result in lower aspirations and less opportunities for PP children
E.	Attendance rates for pupils eligible for PP are 95%. 1% below the target for all children of 96% or above. This reduces their school hours and causes them to fall behind on average.
F.	Diagnosed and especially undiagnosed social and emotional mental health issues in parents

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher oral language skills in Reception are increased for most pupils including pupils eligible for PP. This increases the reading and writing progress in subsequent years.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet national proportions or higher for age related expectations. PP pupils maintain this progress throughout KS1 and KS2.
B.	Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.	Pupils eligible for PP in KS1 and KS2 make rapid progress by the end of the year so that all pupils eligible for PP meet national proportions or higher for age related expectations at end of KS1 and KS2. PP pupils maintain this progress throughout KS1 and KS2.
C.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in all years in KS2 by class teacher assessments and successful moderation practices. PP pupils identified for accelerated progress who were Low Attainers and Middle Attainers.
D.	Better home attitudes to home learning and to education resulting in higher aspirations and greater opportunities for PP children	Pupils eligible for PP meet their challenging targets therefore are able to successfully access KS3 curriculum

E.	Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absenteeism among pupils eligible for PP to 10% or below.</p> <p>Attendance rates for pupils eligible for PP are 95%. 1% below the target for all children of 96% or above. This reduces their school hours and causes them to fall behind on average.</p>
F.	To support parents with SEMH to contribute to their child's education	<p>Clear evidenced support for parents/families with known diagnosed mental health issues through working with outside agencies, TAC meetings when required.</p> <p>Clear evidenced support for school attendance by collecting children when parents unable to bring them to school.</p> <p>Clear evidenced support for families we believe to be undiagnosed with mental health issues.</p> <p>Open door policy, forming relationships with all parents, home visits if required. Supporting them in medical appointments.</p> <p>Supporting children of these families with counselling/mentoring sessions, referrals to young carers.</p>

3.	4. Planned expenditure					
	academic year 2017-2018					
	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.	ii. 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?
A	Higher oral language skills in Reception are increased for most pupils including pupil's eligible for PP This increases the reading and writing progress in subsequent years.	All staff use sentence stems (as modelled through SFA) throughout the day and expect full sentence responses from all pupils. Sentence stems will encourage different forms and different types of rich vocabulary in context Continue to implement the SFA approach which immerses the pupils in a language rich curriculum.	We want to continue to implement the SFA program throughout the school with particular emphasis on KS1 and KS2. The SFA program is based on 40 years research, existing research into what works in education then further research into how this can work in schools. It was also a program that Peterborough City Council brought in to certain Peterborough Primary Schools, Discovery Primary School being one of those schools.	Use staff meetings to deliver training. SFA learning walks focusing on the implementation of SFA but also the use of sentence stems orally and in any writing opportunities. Lessons from training embedded in school feedback policy. PP pupils will achieve at or above Non Pupil Premium in Reading and Writing.	Assistant Head Deputy Head	July 2019
B	Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.	All staff use sentence stems (as modelled through SFA) throughout the day and expect full sentence responses from all pupils. Sentence stems will encourage different forms and different types of rich vocabulary in context Continue to implement the SFA approach which immerses the pupils in a language rich curriculum.	We want to continue to implement the SFA program throughout the school with particular emphasis on KS1/2. The SFA program is based on 40 years research, existing research into what works in education then further research into how this can work in schools. It was also a program that Peterborough City Council brought in to certain Peterborough Primary Schools, Discovery Primary School being one of those schools.	Use staff meetings to deliver training. SFA learning walks focusing on the implementation of SFA but also the use of sentence stems orally and in any writing opportunities. Lessons from training embedded in school feedback policy. PP pupils will achieve at or above Non Pupil Premium in Reading and Writing.	Assistant Head Deputy Head	July 2019

C	<p>PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, in order to close the gap between PP pupils and other pupils.</p>	<p>Staff training and identification of pupils who are PP in SFA, maths and class groups.</p> <p>Sentence stems will encourage different forms and different types of rich vocabulary in context</p> <p>All staff aware of the challenging targets set for all PP pupils but also PP pupils who can move from Low attainer's to Middle attainer's. Middle attainer's to High attainer's by July 2019. This will be a target as part of staff performance management.</p> <p>Targeted CPD for all staff including TAs to develop their awareness of targeted teaching for all pupils but specifically PP pupils</p> <p>Professional development for subject progression with Maths becoming a focus in the autumn term</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting their expected standards'.</p> <p>Phase leaders action plans are targeting PP pupils to monitor their progress half termly and on a termly basis. Individual issues will be picked up and the individuals supported.</p> <p>Pupil Progress meetings will focus on PP pupils and also those targeted to move from low to middle, middle to higher and those predicted higher to achieve those targets.</p>	<p>Use Phase leader meetings/staff meetings to discuss progress of PP pupils and also to identify the barriers to their progress. Such as attendance, mobility and issues at out of school.</p> <p>Phase Leaders to meet with PP pupils in their phase to discuss progress, achievements and next steps.</p> <p>PP pupils discussed at Pupil progress meetings every half term.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading ,Writing and Maths.</p>	<p>Phase Leaders</p> <p>Headteacher</p> <p>School Inclusion Manager</p>	<p>July 2019</p>
	Total budgeted cost					<p>£39,500</p>
iii.	iv. 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?

A	Higher oral language skills in Reception are increased for most pupils including pupil's eligible for PP This increases the reading and writing progress in subsequent years.	Language rich activities in Foundation Stage. Pre -planned intervention between adult and pupil in supporting/modelling language through play. Small ability grouped SFA groups for pupils in KS1 which immerses them in spoken language, reading and writing through real books. This continues in Key stage 2.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Employ Reading Recovery Class teacher to work with identified pupils at KS1 BRP reading intervention occurs termly with individual identified children.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult SFA consultant and other schools which have used the programme to identify any potential barriers to good implementation. PP pupils will achieve at or above Non Pupil Premium in Reading and Writing. See above results	Assistant Headteacher	July 2019
B	Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.	Small ability grouped SFA groups for pupils in KS1 which immerses them in spoken language, reading and writing through real books. This continues in Key stage 2. Vocabulary enriched activities in KS1 and KS2 as part of SFA program.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Employ Reading Recovery Class teacher to work with identified pupils at KS1 BRP reading intervention occurs termly with individual identified children.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult SFA consultant and other schools which have used the programme to identify any potential barriers to good implementation. PP pupils will achieve at or above Non Pupil Premium in Reading and Writing. See above results	Assistant Headteacher	July 2019

C	PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, in order to close the gap between PP pupils and Non PP pupils,	Weekly small group sessions for identified pupils led by class teachers, in addition to standard lessons.	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. These will be recorded on Podcasts and placed on the school website.</p> <p>Clear and effective use of Pixl in year 6 and ensure qualified class teachers deliver the interventions to the pupils.</p>	<p>Impact overseen by Phase Leaders, Subject leaders, Senior Staff and Class teachers.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions if required.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading and Writing. See above results</p>	Phase Leaders Subject Leaders Senior Staff Class teachers	July 2019
Total budgeted cost						60,500
v. Approaches and strategies for external barriers						
	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?
D	Raise aspirations for All children and families, including for 5 nights a week	<p>Pupil Premium pupils to access after school enrichment activities and booster classes for year 6 pupils.</p> <p>All PP pupils are funded free or subsidized places for pupils at breakfast club, after school clubs and on school trips.</p> <p>Opportunities for greater involvement of parents in school through assemblies, reading cafes, visiting to see their child involved in the curriculum.</p> <p>Opportunities for children to access</p>	Whilst the above actions will impact on raising attainment it is also important to raise aspirations by directly exposing children to new opportunities or opportunities that develop general self-esteem, motivation or self-efficacy.	<p>Senior Staff to ensure that these opportunities are planned for.</p> <p>PE subject Leader to oversee clubs, access to clubs.</p> <p>On the school's list of opportunities, increase the number accessed by disadvantaged learners from numbers 2016-17.</p> <p>Curriculum to provide trip opportunities for each PP pupil. School fund cost of</p>	Senior Staff Assistant Headteacher	July 2019

		<p>subsidized music tuition</p> <p>Reading cafes and family value sessions completed in partnership with the families</p> <p>PP pupils in year 5 to access Secondary Leading Maths Teachers to ensure they reach their targets.</p>		<p>trip.</p> <p>Breakfast club subsidized for PP pupils.</p> <p>Peripatetic Music teachers available to deliver music lessons. School fund teachers if pupils wish for additional lessons.</p> <p>Stories demonstrating the impact of activities on PP pupils.</p> <p>Evidence of PP children attending clubs Evidence of PP children breakfast clubs</p> <p>Children reading five nights a week New curriculum trips Evidence of parents attending organised sessions in school Evidence of PP music tuition</p>		
E	Increased attendance rates for pupils eligible for PP.	Full time attendance officer and parent support workers employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	<p>Thorough briefing of attendance officer, parent support workers, EAL team about existing absence issues. Briefings led by Assistant Headteacher.</p> <p>Assistant Headteacher to support, guide team to ensure new provision and standard school processes work smoothly together.</p> <p>Continue to reduce the number of persistent absenteeism among</p>	Assistant Head teacher	July 2019

				<p>pupils eligible for PP to 10% or below. Attendance rates for pupils eligible for PP are 95%. 1% below the target for all children of 96% or above. This reduces their school hours and causes them to fall behind on average.</p> <p>PP case studies relating to increased attendance</p> <p>Attendance data</p>		
F	To support parents with SEMH to contribute to their child's education	<p>Clear evidenced support for parents/families with known diagnosed mental health issues through working with outside agencies, TAC meetings when required.</p> <p>Clear evidenced support for school attendance by collecting children when parents unable to bring them to school.</p> <p>Clear evidenced support for families we believe to be undiagnosed with mental health issues.</p> <p>Open door policy, forming relationships with all parents, home visits if required. Supporting them in medical appointments.</p> <p>Supporting children of these families with counselling/mentoring sessions, referrals to young carers.</p>	Difficult to improve attainment for children if their family concerns, care or general home situation is turbulent.	<p>Continuous briefings led by Assistant Headteacher. Whole school awareness of our families so all signs are picked up and dealt with accordingly.</p> <p>Assistant Headteacher to support, guide team to ensure that the process works well and the help is targeted to the right families.</p> <p>Inclusion report to Govs Evidence from TAC meetings Evidence from Inclusion Team Case Studies</p>	Assistant Head teacher	July 2019
	Total budgeted cost					£40,772.55

5. Review of expenditure

Previous Academic Year

i. Quality of teaching for all/desired 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

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ii. Other approaches / external barriers

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

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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.