

## Dunton Bassett Primary School

Pupil Premium – 2018/2019

Key Information			
<b>Head teacher</b>	Jo Blackburn	<b>Link Governor</b>	
<b>Academic Year</b>	2018 - 2019	<b>Date of review</b>	August 18, Updated February 19 Still waiting for some budget costings for last year following Academy conversion)
<b>Total PP budget</b>	15384	<b>Number eligible for PP</b>	12

Current attainment (KS2 - end of Summer Term 2018)		
This information is based on 1 PP pupil	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at or above ARE in reading, writing & maths combined	Reading – 0% Writing – 100% Maths – 100% RWM combined – 0%	Reading – 61.5% Writing – 76.9% Maths – 76.9% RWM combined – 53.8%
Progress score in reading (or equivalent): -1.1		
Progress score in writing (or equivalent): 6.2		
Progress score in maths (or equivalent): 2.5		

**Barriers to future attainment (for pupils eligible for PP)**

<b>In-school/external barriers</b> <i>(issues to be addressed in school/out of school)</i>		<b>Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>	<b>Success Criteria</b>
A	Additional emotional/ learning needs for individual children	Provide support for children with SEMH/behavioural difficulties Review ELSA support – target individuals Learning needs identified (support from outside agencies) and intervention programmes in place	Children are able to concentrate and feel secure. They make at least expected progress and in many cases better than expected progress.
B	Poor language skills (spoken, reading, vocabulary/spelling and writing)	Improve spoken and written skills, including development of vocabulary, handwriting, spelling, punctuation and grammar and age appropriate writing conventions. Develop a love of and interest in reading of a range of genres and challenge. Pupil progress meetings for all PP pupils to track impact of interventions against targets for improvements and decide next steps.	Progress across EYFS, KS1 and KS2 in reading and writing will meet national expectations from each child’s prior starting point.
C	Weaker skills in maths knowledge – mental maths and reasoning, using and applying	Ensure quality of first teaching in maths is at least good Ensure opportunities for pupils to practice mental maths skills and reason, use and apply maths are regularly built into curriculum at an appropriate level of challenge. Pupil progress meetings for all PP pupils to track impact of interventions against targets for improvements and decide next steps.	Progress across EYFS, KS1 and KS2 in maths will meet national expectations from each child’s prior starting point.
D	Parental understanding of importance of reading/wide vocabulary/greater experiences	More parents will actively support their child’s learning through: <ul style="list-style-type: none"> <li>● Reading regularly with and to their child(ren)</li> <li>● Engaging with school activities to support development of reading/vocabulary etc</li> </ul>	Increased love of and skills in reading Increased levels of self-esteem and wellbeing

## Planned Expenditure

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

### Quality of teaching and support for all

<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Budget</i>	<i>When will you review implementation</i>	<i>Outcomes/ Monitoring</i>
Raise attainment in English	Focus on key skills e.g. Speaking and listening, reading for pleasure, vocabulary, TA intervention programmes	Whole school development point	Monitoring progress throughout the year.	LK (DN)	TA support 1-1, small group, in class  12 hrs p/wk x 39 wks	Half termly	
Raise attainment in maths particularly using and applying/ reasoning	Focus on key skills – mental maths (including X factor, TT rock stars) across school -TA support Review available resources to develop greater depth maths Staff cpd	Trial evidence has shown a big improvement in results	Monitoring progress throughout the year	CR	£6600	Half termly	
Improve progress in all core subjects KS1 to KS2	Additional teacher for 1:1/small group in KS2.	Previous interventions have shown good outcomes.	Monitoring progress throughout the year	JB	£4100	Half termly	
<b>Total Budgeted Cost:</b>					<b>£10,700</b>		

Targeted support							
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Budget</i>	<i>When will you review implementation</i>	<i>Outcomes/Monitoring</i>
Enable pupils to learn effectively in whole class situations	Targeted LSA/ ELSA support for pupils with SEND/SEMH challenges	Effective support to remove barriers – Ed Psych recommendations	Improved behaviours, learning and progress	AR/LB/AH	£2200	Half termly	
Improve progress in all core subjects KS1 to KS2 for individual peoples	Additional teacher for 1:1/small group in KS1 and KS2. TA intervention programmes	Use of teacher for pre teaching re teaching Previous interventions have shown good outcomes.	Monitoring progress throughout the year	JB/class teachers	Already in budget	Half termly	
Individual children's needs to be met	Advice to be sought from specialists e.g. Ed Psych/Learning support team.  Develop use of ELSA	Previous experience shows this improves outcomes for individuals  Greater experience to support pupils as recommended by Ed Psych team	Monitoring	AR	Through Epic subs.  Paid centrally	Termly	
Ensure attendance for PP pupils is 95%+	Use of attendance officer	Poor attendance will impact outcomes. Reviewing attendance for PP pupils	Monitoring attendance	JB	IPAT - paid centrally	Annually	
<b>Total Budgeted Cost:</b>					<b>£2200</b>		

<b>Other approaches</b>							
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Budget</i>	<i>When will you review implementation</i>	<i>Outcomes/Monitoring</i>
No child is excluded from visits etc All children benefit from experience	Financial support for inclusion	Good use of PP funding to enrich pupils lives	Tracked to children	JB	£600  £600 (residential visit)	annual	
Access to wider opportunities – SEMH wellbeing	Financial support to access after school clubs/other provision	Good use of PP funding to enrich pupils lives	Tracked to children	JB	£600	annual	
All children complete homework activities	Homework club to be provided for PP/other KS2 pupils	Trial with KS2 proved to be popular – trial across school	Monitoring – improvement in quantity and quality of homework handed in	CR	No cost	termly	
<b>Total Budgeted Cost:</b>					<b>£1800</b>		

<b>Miscellaneous costs:</b> Team Teach training	<b>£800</b>	
<b>Overall Budgeted Cost:</b>	<b>£15 500</b>	
<b>Contingency: (carried forward from last year (£500))</b>		

**Review of 2017/2018**

**Quality of teaching and support for all**

<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Budget</i>	<i>When will you review implementation</i>	<i>Outcomes/ Monitoring</i>
Raise attainment in English	Focus on key skills e.g. reading comprehension, vocabulary, TA intervention programmes	Previous interventions have shown good outcomes.	Monitoring progress throughout the year.	LK		Half termly	KS2 PP 0% EXS KS1 PP 100% EXS and 50% GDS in reading Across school: Majority of PP at least EXS (where no SEND link) (£)  Reading resources purchased for Y5/Y6 to inspire reading - renewed interest from pupils (£)
Raise attainment in maths particularly using and applying/ reasoning	Focus on key skills – mental maths (including x factor) across school TA support  Review available resources (scheme)	Trial evidence has shown a big improvement in results	Monitoring progress throughout the year	CR		Half termly	KS2 PP 100% EXS in maths KS1 PP 100 % EXS in maths Across school: Majority of PP at least EXS (where no SEND link)
Improve progress in all core subjects KS1 to KS2	Additional teacher to split Y5/Y6 – 1 morning	Will enable targeted curriculum teaching for both Y5/Y6.	Monitoring progress throughout the year	JB		Half termly	KS2 progress scores improved in both writing and maths Reading – has dropped slightly

	Additional teacher for 1:1/small group in KS2.	Previous interventions have shown good outcomes.					Groups had maths focus for Y5/Y4 Majority made good progress over the year and are working securely at EXS (£)
<b>Actual Cost:</b>					<b>£14000</b>	<b>£</b>	

<b>Targeted support</b>							
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Budget</i>	<i>When will you review implementation</i>	<i>Outcomes/Monitoring</i>
Enable pupils to learn effectively in whole class situations	Targeted LSA support for pupils with SEND/SEMH challenges	Effective support to remove barriers – Ed Psych recommendations	Improved behaviours, learning and progress	JB/AR	£	Half termly	1:1 support for KS1 PP pupil for part of year Significant improvement in behaviour and engagement within lessons KS1 at EXS for R/M (£4370)
Improve progress in all core subjects KS1 to KS2 for individual peoples	Additional teacher for 1:1/small group in KS1 and KS2. TA intervention programmes	Use of teacher for pre teaching and booster support. Previous interventions have shown good outcomes.	Monitoring progress throughout the year	class teachers		Half termly	Additional teacher focused in KS2 (as above)
Individual children's needs to be met	Advice to be sought from specialists e.g. Ed Psych/Learning support team.	Previous experience shows this improves outcomes for individuals	Monitoring	AR		Termly	ED Psych/Other support accessed for 4 pupils (SEND links) Recommendations acted upon

	ELSA training for experienced LSA	Greater experience to support pupils as recommended by Ed Psych team			£700		ELSA training – staff changes means this did not happen (to do 18 19)
<b>Actual Cost:</b>					<b>£</b>		<b>£</b>

<b>Other approaches</b>							
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Budget</i>	<i>When will you review implementation</i>	<i>Outcomes/Monitoring</i>
No child is excluded from visits etc All children benefit from experience	Financial support for inclusion	Good use of PP funding to enrich pupils lives	Tracked to children	JB	£	annual	All PP children supported to access a variety of trips/ experiences across the year (£)
Access to wider opportunities – SEMH wellbeing	Financial support to access after school clubs/other provision	Good use of PP funding to enrich pupils lives	Tracked to children	JB	£	annual	PP pupils access to clubs mixed Area to develop during year.
All children complete homework activities	Homework club to be provided for PP/other KS2 pupils	Trial with Y5/Y6 proved to be popular – extend across KS2	Monitoring – improvement in quantity and quality of homework handed in	AR/CR	No cost	termly	Homework club changed to SATS booster support covered by staff - no cost.
<b>Miscellaneous costs</b>							
<b>Actual Cost:</b>					<b>£</b>		<b>£</b>
<b>Contingency:</b>					<b>£</b>		<b>£</b>