



Pupil premium strategy statement:

Name of school:

1. Summary information					
School	Deneholm Primary School				
Academic Year	2019-2020	Total PP budget	£97, 680	Date of most recent PP Review	
Total number of pupils	406	Number of pupils eligible for PP	51 (add on new reception intake)	Date for next internal review of this strategy	TBC

2. Current attainment 2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	KS1 –44% (PP, non-SEN) KS2 -58% (PP, non-SEN)	
% making expected standard or above in reading	KS1 –44% (PP, non-SEN) KS2-63% (PP, non-SEN)	
% making expected standard or above in writing	KS1 –56% (PP, non-SEN) KS2-74% (PP, non-SEN)	
% making expected standard or above in maths	KS1 –67% (PP, non-SEN) KS2-74%(PP, non-SEN)	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Learning behaviours
B.	Specific learning needs-curriculum support for reading, writing, maths and oracy.
C.	Less accessibility to enrichment opportunities.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of parental engagement
E.	Time spent accessing educational activities outside of school e.g. reading to an adult.
F.	Attendance/punctuality

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase attainment for PP pupils in reading, writing and Maths through accelerated progress. *Reading 1-3, *Writing 2, 5 *Maths 3,4	Termly tracking will show PP children making good/accelerated progress in reading and attaining in line with their peers. End of Key stage data will be above or in line with national for PP children.
B.	Increase attainment at GDS for PP pupils in RWM at the end of KS1 and KS2.	Termly tracking will show an increase in PP reaching and maintaining the GDS standard.
C.	Increase % of PP pupils accessing enrichment activities.	Increased % of disadvantaged children accessing school enrichment activities e.g. clubs, trips, visitors
D.	Attendance/punctuality.	Attendance of PP children will improve by 10% Punctuality of PP children will improve by 10%

5. Planned expenditure

Academic year

2019-2020

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. 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?
Increase % of PP achieving GDS at end of KS1 and KS2 in RWM.	<p>Additional adults in KS2 to support with interventions in RWM.</p> <p>Teachers to be put into triads to team teach and observe one another to improve practice.</p> <p>EYFS/KS1 to have a vocabulary focus e.g. word of the day to expand vocabulary</p> <p>To develop self/peer assessment techniques.</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils (EEF/Sutton Trust Toolkit).</p> <p>Feedback on T&L for whole class to drive improvements for ALL children.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF/Sutton Trust Toolkit).</p>	Provision will be monitored termly in RA meetings, moderation during phase meetings and	<p>CB/CD</p> <p>LR/CB</p> <p>CC</p> <p>CB</p>	Termly

<p>Increase % of PP achieving expected at the end of KS1, KS2 and the EYFS in RWM.</p>	<p>Precision teaching</p> <p>Volunteers to read with targeted PP children.</p> <p>Phonics/early words</p> <p>Targeted writing intervention for Year 2 children in writing from TA</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils (EEF/Sutton Trust Toolkit).</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. (EEF/Sutton Trust Toolkit).</p>	<p>Provision will be monitored termly in RA meetings, moderation during phase meetings</p> <p>Cost of staffing and teaching resources: £25,000</p>	<p>CD</p> <p>CT</p> <p>CC</p> <p>CB</p>	
Total budgeted cost					£25,300.00

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?
To ensure the most vulnerable children are ready to learn.	To develop behaviour interventions for those pupils who need support being 'ready to learn.' PE lead to establish a mentoring relationship with select children. Nurture programme to run for selected children.	Behaviour support targeted at students with specific behavioural issues/supporting teachers. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF/Sutton Trust Toolkit).	Weekly behaviour meetings with behaviour lead will ensure interventions are taking place and children are making progress. Cost of staffing (behaviour/PE/Nurture) £65,000	SF/LR	Weekly
To ensure that vulnerable families are engaged with their children's learning and can support at home.	To run a Time Tables Rockstar club and a homework club. To run targeted workshops for PP families on how they can support with learning at home.	Disadvantaged families may encounter a range of barriers to supporting their children when completing homework (lack of previous educational/school experience, lack of language skills, etc.). Targeting specific families/children for learning based clubs e.g. homework, Time Tables Rockstars which is led by teachers, will enable them to gain extra support for their learning. Parents may be invited to attend which can increase better work habits at home.	Club attendance to be reviewed termly at ELT meetings. Cost of staffing £1,500	CT Kate	Termly.
To reduce the number of PP children where persistent absence by 10%. To improve the punctuality of PP children.	Close tracking of PP attendance and punctuality. Continued use of EWO. Support for families who have difficulty getting into school.	Children who are on time and in school daily will make more progress and attain more highly.	Meetings with CT/EWO to track attendance, updates given half termly to SLT. EWO service costing £1,000	CT	Weekly
Total budgeted cost					£69,800
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?
To increase the % of PP children engaging with enrichment activities.	PP to be targeted for in school enrichment opportunities e.g. Brilliant club	PP children have less access to enrichment activities outside of school. Enrichment activities help to build children's cultural capital.	Tracking of enrichment activities to ensure PP children are being selected. Brilliant Club and transport costs £2,600	CD	Termly
Total budgeted cost					£2,600

6. Review of expenditure					
Previous Academic Year 2018-2019					
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	
Learning is personalised to meet the needs of all children. Through careful planning the needs of all children are considered and lessons adapted for all children, especially disadvantaged pupils.	Through careful planning the needs of all children are considered and lessons adapted for all, especially to include challenge	Careful planning was completed by all adults to consider the needs of PP children. In Years 4-6 the gap is closing between PP and non-PP children. More PP children made accelerated progress in reading in comparison to their peers in KS2 and their progress in writing and maths was inline with their non-PP peers in KS2. In KS1 the progress was more varied across the year groups and the careful tracking of PP children will need to be addressed in September as the PP coordinator has made a list of vulnerable PP children who are falling behind.	Some interventions in the EYFS didn't enable the children to get the ELG and they are now concerns being raised to the SENCo. The interventions will now be evaluated earlier in the year and SEND support put into place as quickly as possible. Challenge for all children at DPS will be addressed in our SDP as it is an area for development. PP children from Years 1-3 did not do as well in reading and this will need to be a focus for next year.	5,485.09	
Pupil progress is accelerated through purposeful use of Pixl	Introduce Pixl tracking and assessments to all years for core subjects	PiXL tracking and assessments were introduced for Years 2-6. More PP children made accelerated progress in reading in comparison to their non-PP peers across all year groups. KS2 had more PP children making accelerated progress in comparison to KS1.	PiXL has proven useful in tracking children and ensuring data is accurate. PiXL resources have been used in some classrooms to address gaps in children's learning. We will continue to use PiXL and refine it by focusing in on using the gap grid analysis to address misconceptions for all pupils and move their learning on. There will need to be a focus next year on getting KS1 to make more effective use of PiXL.	£3210.00	

Pupils recall of times tables supports improvement in maths	Introduce Times Rockstars	Time Tables Rockstars was introduced and the children took to the program right away. The program was used well by different groups of children but it was year group dependent and not targeted at PP children who didn't know their tables. Children who have access to a laptop/tablet at home were more likely to use the program outside of school.	We will continue to develop the use of Time Tables Rockstar. There will be a more focussed approach next year. There will be weekly rewards in assembly for those children who engage with the program. There will also be monitoring completed by the Maths coordinator to ensure that Year groups are using the program during the designated time slots. There will also be regular testing for Year 4 to ensure they are ready for the check. A club will be offered by invitation only to those children who need extra support.	£500.00
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
The most vulnerable learners are successful and make good progress	To develop provision of the nurture classroom	All 6 children currently in our Rainbow Room Provision have shown that they are making significant progress with their social, emotional wellbeing as their Boxall Profile scores have increased dramatically. Their engagement back in the classroom has seen a positive impact as the children are able to stay in the classroom and contribute positivity. KN made expected progress in writing and maths. EM made expected progress in reading. TJC made expected progress in reading and maths. GHDC made accelerated progress in writing and expected progress in reading and maths. TM made expected progress across all three core subjects.	The provision has been so successful that we are extending our offer to the other primary schools within the Trust. The children's behaviour has improved remarkably and they are now handling upsetting situations more calmly and maturely. The children are now more able to speak about how they are feeling rather than reacting physically which has lowered the amount of fixed term exclusions for these pupils.	37,982.86

<p>PP pupils attain in line with their peers through good progress being made during 2018-19</p>	<p>Where PP pupils are found not to be on track to reach ARE, additional interventions will be implemented</p>	<p>In some subjects in some year groups, pupil premium children have better attainment than non-pupil premium children. The areas of concern where the gap between pp children and non-pupil premium children is greatest in KS1 in reading and writing. It is significant that all pupil premium children reached expected levels in reading in years 3, 4 and 5, writing in years 3 and 4 and maths in year 1. Accelerated progress for pupil premium children that exceeds accelerated progress for non-pupil premium children has been in Years 1, 3, 4 and 6 for reading, years 4 and 6 for writing and maths and in year 5 for reading and maths. This means KS2 has been more successful in closing the gap.</p>	<p>Wave 2 interventions took place in class and were successful. Wave 3 interventions for those pupils who required more support did not take place as often as they should have due to staffing issues. KS2 were more successful in closing the attainment gap than KS1 and that issue will need to be investigated further. Interventions will need focus heavily on KS1 to address the gaps in attainment this year; especially in writing. PP children will need to continue to be tracked very closely to continue to work on closing the gap.</p>	<p>14, 682.58</p>
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<p>Pupils' emotional and behavioural needs are met in order to give them a greater opportunity to focus on their learning.</p>	<p>The behaviour support provided in the Sunshine room is further developed</p>	<p>TM has direct support from the Sunshine room. He improved his self-regulation and there was a reduction in behaviour incidents in the summer term. EM became much better at managing and expressing her emotions with a mentoring program. TA improved his social skills and had less meltdowns which meant he could focus on his learning in class. HHDC improved her self-esteem through shared lunches and took part in the end of year play with a large role. SW and JM improved their confidence and their ability to read body language through Talkabout. Using learning through sport MHDC, MB, JS were able to improve their confidence, focus in class and build friendships. All of the above children made at least 4 points progress in RWM with the exception of SW who made 2 pts progress in writing.</p>	<p>A focus on behaviour/self-esteem interventions for some of our PP children has had a very positive impact. Focussing on their behaviour first has allowed the school to address any issues that were preventing them from making good progress. This year we will use our behaviour team meetings to discuss PP children who will benefit from this specific type of interventions and address them as quickly as possible in the Autumn Term.</p>	<p>22,479.47</p>
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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
<p>Attendance is significantly improved for PP pupils</p>	<p>More effective use of Family Support Worker through better line management Revised Attendance Policy Close tracking of attendance of PP pupils with a range of interventions and holding to account if improvement is not seen Improved support from Thurrock EWO team</p>	<p>Whole school attendance was 96.2%. 22.5% PP children had persistent absence. The gap between PP and non-PP children was 0.38% and has almost closed. 6 cases were referred to the EWO. LN and KA had attendance/punctuality support from the DHT throughout the year involving meetings. Both had their attendance improve by a minimum of 10% by the end of the year.</p>	<p>We will continue to use this tracking approach as it has helped to close the gap. We will now turn more of our focus to the families who have persistent absence and are not punctual to school.</p>	<p>£3000</p>

<p>Parents are supported to ensure their child can access a range of school experiences</p>	<p>Any individual needs are identified where the school can intervene</p>	<p>All year 6 who went on the residential trip had the cost covered. This year that was 19 children at £20 each. This year 4 children had free music tuition. All class trips are contribution based only so all PP children access their class trips. PP children have had access to free milk this year.</p>	<p>We will continue to offer financial support to our PP families where possible so the children can access a range of enrichment activities.</p>	<p>£7020.00</p>
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<p>7. Additional detail</p>