



Pupil premium strategy statement:

Name of school:

1. Summary information					
School	Deneholm Primary School				
Academic Year	2018-2019	Total PP budget £93,360		Date of most recent PP Review	
Total number of pupils	408	Number of pupils eligible for PP	73	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<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 31% KS2 43%	64% KS2
% making expected standard or above in reading	KS1 56% (all) 70% (non SEN) KS2 74% (all) 88% (non SEN)	76% KS1 75% KS2
% making expected standard or above in writing	KS1 31% (all) 50% (non SEN) KS2 65% (all) 82% (non SEN)	70% KS1 78%KS2
% making expected standard or above in maths	KS1 69% (all) 80% (non SEN) KS2 63% (all) 71% (non SEN)	76% KS1 6% KS2

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.	Social, emotional, behavioural needs – nurture & behaviour support (including conflict resolution) , development of confidence, ambition & resilience, improvement of vocabulary, gross & minor motor skills
B.	Specific learning needs – Curriculum access, support for reading, writing, maths and oracy.
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	.Attendance and parental support/effective parenting

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium children in years 2 and 6 achieve in line with their non pupil premium peers	The schools performance will be in line or above national.
B.	Our most vulnerable learners will make at least expected progress during the year 2018-19 through access to nurture provision.	All children in nurture provision will make at least expected progress and their behaviour and attitudes to learning will be reflected in significantly fewer recorded incidents and no need for alternative provision to be accessed. There is a reduced need for alternative education.
C.	The % PP pupils achieving ARE at the end of the academic year (July 2019) will increase through accelerated progress.	The gap is being closed between PP and non pupil premium children.
D.	The attendance of pupil premium children is improved, especially the percentage of persistent absences	The percentage of pupil premium attendance will be increased by 2%

5. Planned expenditure					
Academic year	2016/17 207/18				
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?
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, especially to include challenge	Progress for all pupils and especially for those who are PP needs to be at national average There needs to be no gap between PP and non PP	Observation of teaching Regular drop ins Work scrutiny half termly Data tracking Pupil progress meetings Planning checks	CT	November 2017 Dec 2017 April 2018 July 2018
Pupil progress is accelerated through purposeful use of Pixl	Introduce Pixl tracking and assessments to all years for core subjects	Progress of pupils is not rapid enough for some children. Gaps are not always clearly identified.	Training for all staff so they can use Pixl effectively Monitoring by SLT of assessments and actions taken based on assessments	CT	October 2017 December 2017 February 2018 June 2018
Pupils recall of times tables supports improvement in maths	Introduce Times Rockstars	Maths attainment needs for PP children needs to be in line with non PP children.	Training for staff so they can use Tables Rockstars effectively Monitoring by maths lead	KH	October 2018 December 2019 March 2019 June 2019
Total budgeted cost					

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?
The most vulnerable learners are successful and make good progress	To develop provision of the nurture classroom	Behaviour records for children show that learning is being lost by some children and their progress is not good enough.	Line management by Senco Close weekly tracking of pupils	BM	Deceber 2018 April 2019 July 2019
PP pupils attain in line with their peers through good progress being made during 2018-19	Where PP pupils are found not to be on track to reach ARE, additional interventions will be implemented	Poor performance of PP pupils in terms of achieving ARE compared to other pupils	Tracking and accountability meetings with every teacher to review progress and attainment of PP pupils	CT	Deceber 2018 April 2019 July 2019
Pupils' emotional and behavioural needs are met in order to give them a greater opportunity to focus on their learning.	The behaviour support provided in the Sunshine room is further developed	Evidence from behaviour reports show that some children's poor choices or emotional difficulties are a barrier to their learning.	Intervention by the behaviour team will be monitored 6 weekly and PP children's progress tracked.	SF	Deceber 2018 April 2019 July 2019
Total budgeted cost					
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?

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Attendance is significantly improved for PP pupils	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	Attendance of PP pupils is too low Not enough impact of actions seen	Through line management by HT Reporting to Trust with data Further develop the tracking system for those identified children	CT	End October 2017 and then monthly
Parents are supported to ensure their child can access a range of school experiences	Any individual needs are identified where the school can intervene	Pupils are in uniform, access extra-curricular activities and develop a healthy life style	Positive liaison between all staff to share information regarding any PP child's needs.	CT	December 2018 April 2019 July 2019
Total budgeted cost					

6. Review of expenditure

Previous Academic Year [2017-18](#)

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
Maths is taught effectively to accelerate progress of all pupils including those who are PP	Implement the new Abacus curriculum Train staff Monitor quality of teaching Monitor progress	KS2 maths moved from 79% to 85% with greater depth moving from 16% to 22%. All pupil premium children in Year 6 who are not SEN were ARE and one was exceeding. Teaching in maths has been identified as Good., including by Ofsted during an inspection in March 2018	The use of the new scheme guided teachers through the curriculum. Teachers are now confident using it and will now be able to adapt it to meet individual needs more.	

[May 2016](#)[Sept 2018](#)

Pupil progress is accelerated through a revised approach to marking and feedback including next step marking	Revise marking and feedback policy	90% made expected progress or more in reading, 75% in writing and 80% in maths. Pupil premium children who do have SEN are in line with non pupil premium with the exception of year 5 in maths.	Progress will need to continue to be closely monitored and concerns addressed through quality first teaching and intervention.	
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 provide a bespoke nurture classroom	3 PP children accessed nurture all year. All 3 have transitioned back into mainstream education successfully. 1 PP started mid-year and is continuing. All PP children made more progress during their time in nurture than the previous year.	Nurture will continue. The approach has been adapted and improved using the knowledge from the first year of nurture provision.	37,982.86
PP pupils attain in line with their peers through good progress being made during 2017-18	Where PP pupils are found not to be on track to reach ARE, additional interventions will be implemented	90% made expected progress or more in reading, 75% in writing and 80% in maths. Pupil premium children who do have SEN are in line with non pupil premium with the exception of year 5 in maths.	Attainment and progress will need to continue to be closely monitored and concerns addressed through quality first teaching and intervention. A focus on challenge for the more able will be put in place.	3,485.09

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
Pupils' behaviour improves so that exclusions are significantly reduced and	Create a Behaviour Support Leader post	Fixed term exclusions were significantly reduced. Impact for individual children showed reduced poor behaviour choices overall. Parent feedback for support was very positive.	The behaviour team are going to continue and their practice will be adapted to take into account feedback from last year.	22,479.47
Attendance is significantly improved for PP pupils	More effective use of Family Support Worker through better line management and	Pupil premium attendance is 94.27% which is an improvement on the previous year. The gap between pupil premium and non pupil premium has closed.	This needs to continue with a focus on improving persistent absentism.	
Parents are supported to ensure their child can access a range of school experiences	Any individual needs are identified where the school can intervene	All the PP children attended the year 6 residential. 6 children attended Brilliant club and got their degrees. Access to wrap around care ensured pupils had positive interactions outside of lessons.	The school will continue to meet a range of needs for PP children and will track all children to ensure the impact is positive.	7020.68

[May 2016](#)[Sept 2018](#)

7. Additional detail