

## Pupil Premium Strategy Statement

1. Summary information					
School	Dickleburgh C of E primary Academy				
Academic Year	2018-19	Total PP budget	£39,220	Date of most recent PP Review	
Total number of pupils	191	Number of pupils eligible for PP	29 (15%)	Date for next internal review of this strategy	

2. Current attainment						
Data 2018	Pupils eligible for PP		Progress score		All pupils	Progress
% achieving in reading, writing and maths – Year 6 (2018)	40%				63%	
% at expected in reading – Year 6 (2018)	80%		2.2		79%	3.0
% at expected in writing – Year 6 (2018)	90%		1.7		96%	2.9
% at expected in maths – Year 6 (2018)	40%		-2.2		67%	-0.5
	Reading	Writing	Maths	Reading	Writing	Maths
% of pupils currently achieving at expected or above KS2	85%	30%	66%	84%	29%	81%
% of pupils currently achieving at expected or above KS1	60%	17%	33%	46%	23%	40%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
A.	Ensuring PP Interventions and support are sharp, focused, effective and reviewed regularly
B.	Parental engagement with PP children's learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance issues for a small number of PP pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Progress and attainment of all pupils including Pupil Premium is accurately assessed and tracked so that resources are targeted appropriately. Focus on PP, SEND Pupils and HA PP	Successful Pupil Progress meetings and cycle in place. Progress of focus groups increases towards national expectations. The early identification of pupils who have gaps in their knowledge will enable the school to plan for effective interventions.
<b>B.</b>	Specific focused interventions for PP children to fill the gaps and/or maintain high levels of attainment for HA pupils.	Improved progress which is sustained throughout year, children identified at GD continue to work at GD 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 by teacher assessments and moderation practices established across the school. Successful use of Pupil Progress meetings and relevant tracking in class and scrutiny of work.
<b>C.</b>	Higher number of PP engagement within wider curriculum	Increased participation rates in after school activities from 50% to 75%
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 98% in line with non-Pupil Progress pupils.

5. Planned expenditure						
Academic year	2018-19					
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	Impact	Next Steps
Progress and attainment of all pupils including Pupil Premium is accurately assessed and tracked so that resources are targeted appropriately.	Develop and extend provision maps for Pupil Premium children to gather the evidence for case studies and to check the impact of interventions, including pre-teaching and precision teaching.	Where data is used effectively to identify PP children who require additional support and smart targets used – good progress is easily measured	SLT monitoring, report findings back to SLT meeting analysis of data. Pupil progress meetings.	Head Phase Leaders SENDCo		
Accelerated progress of Pupil Premium in maths to close the attainment gap with national expected all pupils.  Maintain higher rates of progress across KS2 for high attaining pupils eligible for PP. Writing 2.0 Reading 2.0 Maths 1.0	High quality feedback, use of pupil 1:1 conferencing initially in Year 6  SENDCo to monitor and deliver feedback to ensure high quality Intervention to all support staff  Investment in new maths mastery scheme.	Ensure Pupil Premium work is regularly included in work scrutiny exercises.  Impact data from Spelling and maths intervention groups in UKS2 and other interventions.	Catch-Up Maths and Literacy targeted at focused Pupil Premium children in UKS2  Moderation within the school and across cluster schools and MAT schools to ensure accuracy of TAs.	PD JP		

Upskill of staffing and support for NQTs	Access to new ideas BPG within MAT. Management conferences for HT and DHT	Collaborative working and sharing good practise is a proven strategy for developing staff skills				
<b>Total budgeted cost</b>						<b>£6,200</b>
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>	<b>Next Steps</b>
Accelerated progress of Pupil Premium in writing and maths to close the gap with national expected all pupils.  Higher rates of progress across KS2 for high attaining pupils eligible for PP.  Greater number of PP EYFS pupils attain a GLD at	Use lesson observations and work scrutiny to target the progress and attainment of the disadvantaged students and to challenge staff where this is inadequate. Choose a focus group for each half-term.  Use SAM data to target children appropriately SLT monitoring.  In class TA support targeted for KS1 and KS2  Targeted support in Early Years classroom to ensure	Pupil Premium progress and attainment to be a standing item on SLT meeting agendas.  High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.  Evidence shows that PP children require support in developing writing across the curriculum.	LGB monitoring of data and HT and subject lead learning walks and other lesson observations.  Pupil Progress meetings.  SLT analysis of Phase SAM data  HT, KS1 Phase Leader and AID to monitor Reception	MC ZM AS PD		

the end of their reception year.	PP children achieve GLD (50% TA cost)		class teaching and practice.			
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Children have appropriate levels of Emotional wellbeing and support to feel happy and safe at school. Speedy referral and access to counselling service-max waiting time 6 weeks.	One-to-one counselling support					
<b>Total budgeted cost</b>						<b>£34,054</b>

### 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	Impact	Next Steps
Increase attendance for a small number of PP pupils. Attendance target of 98% for PP 0% Persistent absences.	First day phone calls on non- Attendance. Attendance rewards for individual pupils recognised and celebrated (Attendance pencil, class attendance trophy, HT newsletters, school FB page)  Use of PSA if required	Attendance data shows that there is not a significant gap between Pupil Premium overall attendance and the overall attendance data for the whole school. However, there are 4 or 5 PP pupils who have persistent absence data that needs to continue to be focused on.	Regular attendance monitoring Reporting to LGB	MC		

<p>Ensure curriculum is exciting and relevant and engaging</p>	<p>Develop a more cohesive and thematic curriculum that is relevant to pupils. Adjust curriculum to enable more blocking of learning Specialist music teachers to deliver musical instrument teaching (trumpet, guitar, keyboard), street dance, contemporary dance and musical theatre throughout key stages.</p>	<p>Where our children are more engaged in their learning and it is real and relevant to them there is increased attainment</p>	<p>Regular monitoring</p>	<p>MC</p>		
<p>Ensure all PP children have access to breakfast, and extra-curricular activities to enhance the wider learning experience</p> <p>Ensure PP children have appropriate opportunity to be included in posts of responsibility such as House Captains, librarians, School Council etc.</p>	<p>If required, subsidise breakfast club, After school activities clubs free for PP, subsidise trips where appropriate to stimulate and encourage learning behaviours</p>		<p>Monitor learning behaviours in class</p>	<p>MC Phase Leaders SENDCo</p>		
<b>Total budgeted cost</b>						<b>£3,060</b>

**6. Additional information**