Pupil Premium Strategy Statement   2017-18

1. Summary information					
School		Dishforth Airfield Primary School		**UPDATED JULY 2018**	
Academic Year 2017-18	2017/18	**Total PP budget**	£40500 – pupil premium £28800 – service premium	**Date of most recent PP Review**	
Total number of pupils **September 2017 data was released to inform school that 25 children were being funded for Pupil Premium. At this point 9 of the children had already left the school through military postings. During autumn term 2017 another 3 of the children left and a further child left in spring 2018**	As of May 2018 in R-Y6 **113 pupils**	**Number of pupils eligible for PP based on January 2017 census**	**25** x £1620 = £40500	**Date for next internal review of this strategy**	July 2018
		Number of pupils eligible for Service Premium based on January 2017 census	**96** x £300 = £28800		

2. Current attainment end of summer term 2018		
	Pupils eligible for PP Dishforth Airfield Jan 2017 Census (Rec – Yr 6): 25 *As of July 2018, 11 children allocated Pupil Premium remain*	*Pupils not eligible for PP in school in key stage 2 = 48 children(national average)*
11 pupils remain out of the 25 children allocated Pupil Premium in the January 2017 census (1 child = 9.1%) all in key stage 2 (Y3-Y6)		
% achieving age related expectations in reading Y3 – Y6	45% (5/11)	75%

% achieving age related expectations in writing Y3 – Y6	55% (6/11)	62.5%
% achieving age related expectations in maths Y3 – Y6	64% (7/11)	67%
% achieving age related expectations in reading, writing and maths Rec – Y6	45% (5/11)	56% (27/48)
% making expected progress in reading Y3-Y6	(7) 64%	77%
% making expected progress in writing Y3-Y6	(7) 64%	67%
% making expected progress in maths Y3-Y6	(9) 82%	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Less than expected progress in specific areas of the curriculum for certain children
B.	Low self-esteem, lack of resilience and emotional issues for some children (children are highly mobile due to military lifestyle)
C.	Specific difficulties due to speech and communication needs which necessitate individualised provision maps
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	For a small proportion of children, unsettled home environment, vulnerability and low attendance

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Children eligible for pupil premium grant make at least expected progress from starting points with a proportion of children making better than expected progress.	• All children make at least expected progress. • The gap between pupil premium children and other learners is less. • An increased number of children achieve age-related expectations. • This will be measured through teacher assessments, termly standardised tests and statutory assessment. School tracking will compare the progress of Pupil Premium groups and other children. • Tailored interventions to target specific needs in order to close the attainment gap from individual starting points.
B.	To improve self-esteem and resilience so that all children are ready to learn and able to make at least expected progress from starting points. Whole school approach – Primary Edge materials – LORIC lessons	• Named staff in place to provide emotional support for specific children. • Children can access emotional support when needed. • Progress of children identified as having emotional needs is comparable to other children. • Children report that they are happier – measured through pupil voice. • Progress of children in their learning will be measured through teacher assessments, termly standardised tests and statutory

			assessment. School tracking will compare the progress of Pupil Premium groups and other children. • Improvement in GL PASS scores
C.	High- quality, tailored interventions in place to ensure to support specific needs. 50% of PP children are on the SEND register.		• Interventions are tailored to meet specific needs. • Successful delivery of tailored interventions results in more pupil premium children making at least expected progress.

5. 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. 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?
Children eligible for pupil premium grant make at least expected progress from starting points with a proportion of children making better than expected progress	**Ensure staff: pupil ratios are high and teachers have capacity to give the most disadvantaged pupils additional support in class.** **Increase teaching staff and deploy according to level of need.** **Audit of TA skills to ensure that CPD enables TAs to meet the needs of learners. MITA project in school throughout the academic year to ensure**	**A review of previous pupil premium strategy in school showed that improved teacher/pupil ratios where a cohort had a high level of need among of pupil premium was effective in ensuring all children made good progress. Maintaining good levels of TA staffing has also proved to be beneficial in allowing time for adults to ensure classroom environment supports learning effectively. EEF research shows that quality feedback promotes good progress for learners and this can be achieved by optimum staff/pupil ratios. Additional TA support frees teachers to provide quality feedback.**	**Baseline assessments of children to establish needs. Monitoring of teaching & learning. Monitoring of assessment & tracking.** **Progress of pupil premium spending will be reported to governors termly.**	**J Lyon**	**Progress of children reviewed termly and end of academic year.** **All children have made progress. Those who have not made expected progress have specific SEND which inhibits their rate of progress in comparison.**
				Total budgeted cost	**£47654 (4 x TA)**

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 improve self-esteem and resilience so that all children are ready to learn and able to make at least expected progress from starting points.	Participation in SSIF project focusing in part on resilience and growth mindset – Primary Edge LORIC materials	**GL PASS (pupil attitudes to self and school) – the assessment helps to identify reasons why children have low self-esteem and enables school to build a complete picture of pupils motivation and attitudes.** **Using this will support staff in school to develop children's self-esteem.**	**GL PASS assessment at the start of the project and end.** **Moving forward when the project finishes school will need to purchase this.**	**J Lyon**	**Termly review of progress of children receiving emotional support. Assessment & tracking data to be monitored termly.** **GL PASS data due in autumn term 2018 to make comparisons.**
Introduction of range of books in each classroom to promote resilience, challenge stereo types etc	**An audit of books available to children identified a gap in books which would support this area.**				
				Total budgeted cost	£500

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?**
High-quality, tailored interventions in place to ensure to support specific needs.	**Success @ Arithmetic Numbers Count intervention programmes**	**When pupils have had a pre-teaching session before the lesson, they are far more able to access the learning. Teachers know their children and are able to identify when they may struggle with a new concept. Pre-teaching allows all children to access learning** **Maths intervention programmes have been proven to be successful through Edge Hill**	**SENCo to monitor delivery of interventions**	C Kestell DHT / SENCO	**Assessment & tracking data to be monitored termly.** **Interventions have had an impact which has led to all pupils making progress.**
				Total budgeted cost	£2500