



Pupil Premium Strategy Statement: Dishforth Airfield Primary 2018-19

1. Summary information					
School	Dishforth Airfield Primary School		PREPARED AUTUMN TERM 2018 UPDATED JULY 2019		
Academic Year 2018-19	2018/19	Total PP budget	£21120 – pupil premium £34500 – service premium	Date of most recent PP Review	
Total number of pupils September 2018 data was released in summer 2018 based on Jan 18 census to inform school that 16 children were being funded for Pupil Premium. At this point 6 of the children had already left the school through military postings therefore 10 pupil premium children remain. February 2019 – 10 pupil premium remain plus two looked after children April 2019 – 10 pupil premium children remain plus 2 looked after children. (Three PP children due to leave in May 2019) July 2019 – 7 pupil premium children remain plus 2 looked after children	As of September 2018 in R-Y6	Number of pupils eligible for PP based on January 2018 census	16 x £1320 = £21120	Date for next internal review of this strategy	December 2018 (autumn term data) April 2019 (spring term data) July 2019 (summer term data)
		Number of pupils eligible for Service Premium based on January 2018 census	115 x £300 = £34500 TOTAL £55620		

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2. Current attainment end of summer term 2019 –		
	<p><i>Pupils eligible for PP Dishforth Airfield Jan 2018 Census (Rec – Yr 6): 16</i></p> <p><i>As of December 2018 and April 2019, 10 children allocated Pupil Premium remain plus two LAC. Out of the 12 children, 7 children are on the SEND register (58%)</i></p> <p><i>By July 2019, 7 PP children remain plus 2 LAC. Out of the 9 children, 5 children are on the SEND register (56%)</i></p>	<p><i>Pupils not eligible for PP (DAPS Y1-Y6 = 88 children autumn term) (DAPS Y1-Y6 = 84 children spring term) (DAPS Y1-Y6 = 77 children summer term)</i></p> <p><i>Mobility – not all the same children</i></p> <p><i>Progress number refers to children who completed a full academic year which is different to ARE number.</i></p>
% achieving age related expectations in reading	Autumn 2018: 5/12 (42%) Spring 2019: 6/12 (50%) Summer 2019: 6/9 (67%)	Autumn 2018: 69/88 (78%) Spring 2019: 63/84 (75%) Summer 2019: 58/77 (75%)
% achieving age related expectations in writing	Autumn 2018: 4/12 (33%) Spring 2019: 5/12 (42%) Summer 2019: 5/9 (56%)	Autumn 2018: 61/88 (69%) Spring 2019: 53/84 (63%) Summer 2019: 57/77 (74%)
% achieving age related expectations in maths	Autumn 2018: 4/12 (33%) Spring 2019: 5/12 (42%) Summer 2019: 4/9 (44%)	Autumn 2018: 72/88 (82%) Spring 2019: 64/84 (76%) Summer 2019: 61/77 (79%)
% achieving age related expectations in reading, writing and maths	Autumn 2018: 4/12 (33%) Spring 2019: 4/12 (33%) Summer 2019: 4/9 (44%)	Autumn 2018: 60/88 (68%) Spring 2019: 51/84 (61%) Summer 2019: 51/77 (66%)
% making expected or better progress in reading	Autumn 2018: 8/12 (67%) Spring 2019: 10/12 (83%) Summer 2019: 8/9 (89%)	Autumn 2018: 74/88 (84%) Spring 2019: 71/84 (85%) Summer 2019: 63/71 (89%)
% making expected or better progress in writing	Autumn 2018: 8/12 (67%) Spring 2019: 11/12 (92%) Summer 2019: 8/9 (89%)	Autumn 2018: 71/88 (81%) Spring 2019: 67/84 (80%) Summer 2019: 59/71 (83%)
% making expected or better progress in maths	Autumn 2018: 9/12 (75%) Spring 2019: 7/12 (58%) Summer 2019: 5/9 (56%)	Autumn 2018: 79/88 (90%) Spring 2019: 68/84 (81%) Summer 2019: 63/71 (89%)

	(3 children are one step behind, 2 children two steps)	
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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 and cognition and learning needs which necessitate individualised provision maps – specific SEND

External barriers (issues which also require action outside school, such as low attendance rates)

D.	For a small proportion of children, unsettled home environment and vulnerability
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Named staff in place to provide emotional support for specific children. Parent Away Club 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. 60% of PP children (6/10 as of October 2018) are on the SEND register. April 2019: 7/12 children are on SEND register (58%)	<ul style="list-style-type: none"> 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

2018/2019

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	<p>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.</p> <p>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 pupil progress</p>	<p>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 children who have 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.</p>	<p>Baseline assessments of children to establish needs. Monitoring of teaching & learning. Monitoring of assessment & tracking.</p> <p>Progress of pupil premium spending will be reported to governors termly.</p>	J Lyon	<p>Progress of children reviewed termly and end of academic year.</p> <p>Progress figures in reading and writing show more PP children have made expected or better progress. April 2019 in maths – five children are behind expected progress out of 12. Three are just behind. This is linked to their area of SEND – cognition, SALT. July 8/9 made expected or better than expected progress in reading and writing. 5/9 in maths (2 children one step behind. 2 children EHCP and linked to area of need)</p>

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.
Enrichment activities	Participation in a range of enrichment activities to boost self-confidence and self-esteem				Pupil survey shows children feel safe and happy and enjoy learning. Parent survey reflects the same.
Total budgeted cost					£2500
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 ALK Precision Teach Booster groups	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. Refer to data spreadsheets and SEND tracking.

Total budgeted cost				£10000
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
Children eligible for pupil premium grant make at least expected progress from starting points with a proportion of children making better than expected progress.	<p>Ensure staff: pupil ratios are high and teachers have capacity to give the most disadvantaged pupils additional support in class.</p> <p>Increase teaching staff and deploy according to level of need.</p> <p>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</p>	<ul style="list-style-type: none"> 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. 	This will remain a focus for the academic year 2018-19. Teachers and TAs work together to plan and implement interventions and quality first teaching to ensure children make at least expected progress. Where children have made just under the expected progress this is linked with their type and nature of SEN.	£47654 (4 x TAs)
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	Participation in SSIF project focusing in part on resilience and growth mindset – Primary Edge LORIC materials.	<ul style="list-style-type: none"> 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. 	This remains a key priority for the school due to the high levels of pupil mobility. There are new children identified as Pupil Premium from the data released in August 2018. The PP children change as they leave due to postings and new children are added as they have arrived to the school. Consequently issues surrounding self-esteem and resilience remain.	£500 School part of SSIF project – other costs met through the project

<p>Introduction of range of books in each classroom to promote resilience, challenge stereo types etc</p>	<p>An audit of books available to children identified a gap in books which would support this area.</p>	<ul style="list-style-type: none"> • 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 	<p>In 2018-19 7/10 PP children are girls – the importance of promoting girls in all types of careers is vital so they understand that opportunities are equal</p>	
<p>High- quality, tailored interventions in place to ensure to support specific needs. 50% of PP children are on the SEND register.</p>	<p>Success @ Arithmetic Numbers Count intervention programmes</p>	<ul style="list-style-type: none"> • Interventions are tailored to meet specific needs. • Successful delivery of tailored interventions results in more pupil premium children making at least expected progress. 	<p>A key priority is identifying the gaps in pupil knowledge (due largely to postings and attending a number of schools and also children with SEND) and working to address the gaps through tailored interventions. This is an area where more money will be allocated as SENCO and HT support children through the delivery of interventions.</p>	<p>£2500</p>