

Pupil premium strategy / self-evaluation (Dishforth Airfield Primary School: 2019-20 updated February 2020)

1. Summary information					
School	Dishforth Airfield Primary School				
Academic Year	2019-20	Total PP budget	£15840– pupil premium £31200 – service premium	Date of most recent PP Review	
Total number of pupils September 2019 data was released in summer 2019 based on January 19 census to inform school that 12 children were being funded for Pupil Premium. At this point 6 of the children had already left the school through military postings therefore 6 pupil premium children remain plus 2 looked after children. (Academic Year 2019-20 Autumn Term: 6 children eligible for PP and 2 children LAC))		Number of pupils eligible for PP based on January 2019 census Number of pupils eligible for Service Premium based on January 2019 census	12 x £1320 = £15840 104 x £300 = £31200 TOTAL: £47040	Date for next internal review of this strategy	January 2020 (autumn term data)

2. Current attainment		
Attainment based on July 2019 data. This will be updated termly through 2019-20	<i>Pupils eligible for PP (your school) Rec-Year 6</i>	<i>Pupils not eligible for PP (national average) at KS2</i>
Attainment based on July 2019 data. % achieving expected standard or above in reading, writing & maths	9 children eligible Rec-Year 6 in July 2019 (5 children SEND) 4 out of 9 children achieving expected standard or above in reading, writing and maths combined (44%)	<i>51% disadvantaged</i> <i>71% all others</i> <i>65% national average overall</i> <i>(data taken from DfE National Curriculum assessments 2019: 5th September 2019)</i>
Attainment based on December 2019 data. % achieving expected standard or above in reading, writing & maths	December 2019 8 children eligible in Y1-Y6 (6 PP and 2 LAC) (3 children SEND) 4 out of 8 children achieving expected standard or above in reading, writing and maths combined (50%)	
% making expected progress in reading (as measured in the school December 2019)	7/8 children (88%)	
% making expected progress in writing (as measured in the school December 2019)	7/8 children (88%)	
% making expected progress in mathematics (as measured in the school December 2019)	8/8 children (100%)	

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
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	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	For a small proportion of children, unsettled home environment and vulnerability	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		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.	<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.	<p>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.</p> <p>Whole school approach – Primary Edge materials – LORIC lessons</p>	<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.
C.	<p>High- quality, tailored interventions in place to ensure to support specific needs.</p> <p>September 2019: 3/8 children are on SEND register (38%)</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.

5. Review of expenditure

Previous Academic Year	2018-19
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i. Quality of teaching for all

Action	Intended outcome	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
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<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 pupil progress</p>	<p>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>	<p>At the end of the academic year there were 9 children eligible for pupil premium including 2 looked after children.</p> <p>Out of the 9 children, in reading 8/9 made expected or better than expected progress (89%).</p> <p>Out of the 9 children, in writing 8/9 made expected or better than expected progress (89%).</p> <p>Out of the 9 children, in maths 5/9 made expected or better than expected progress (56%). Six steps progress is expected for children in the academic year, four children did not make expected progress: two children were one step behind, one child two steps behind and one child three steps. Specific areas of relating to SEND .</p>	<p>Dishforth Airfield Primary School serves a predominantly military community. In 2018-19 there was 64% mobility overall throughout the year. New children are assessed on entry to the school and plans are put in place to address any gaps in learning as many children may have attended a number of school prior to joining. Children who are pupil premium are identified in the summer of each year and consequently each year there have been new pupil premium children arriving and others leaving. Identification of children who are pupil premium can take up to 18 months due to numbers been taken from the January census each year. If a child starts just after this date, they won't be identified until the following January and then this information is given to the school in the following summer.</p> <p>This approach of having a high staff: pupil ratio is one which will continue.</p>	<p>47654 (4 x TA)</p>
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ii. Targeted support

Action	Intended outcome	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>Participation in SSIF project focusing in part on resilience and growth mindset – Primary Edge LORIC materials</p>	<p>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.</p>	<p>There has been significant impact in terms of children approaching learning with a metacognitive approach. Children have learned strategies to support them in class, they have focused on discussing reasoning and problem-solving.</p>	<p>This will continue and be embedded across the curriculum.</p> <p>EEF research has evidenced the impact metacognition has on progress children make.</p> <p>LORIC characters are talked about by the children and the focus lessons have supported their resilience.</p>	

Participation in a range of enrichment activities to boost self-confidence and self-esteem	Enrichment activities	Children have participated in a wide range of extra activities. They have wide access to clubs that are run free of charge by staff. Visitors into school and trips have added to curriculum experiences and they have been subsidised through activity week money.	This will continue and develop further in 2019-20 as the school works on whole school themes throughout the year. This will enable further enrichment activities as economies of scale will allow for further experiences such as Virtual Reality, whole school trips. In addition to this, passports of experiences for each age phase have been created to provide the children with a rich and broad curriculum.	Total £2500
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iii. Other approaches

Action	Intended outcome	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
Success @ Arithmetic Numbers Count intervention programmes ALK Precision Teach Booster groups	High-quality, tailored interventions in place to ensure to support specific needs.	<p>SEND tracking and school tracking shows the progress children have made in the time they have been at the school.</p> <p>Interventions are monitored and tracked for effectiveness by the SENCO.</p> <p>Progress spreadsheets detail the amount of progress every child has made from their starting point at this school and the vast majority of children have made expected or rapid progress overall.</p>	This approach will continue.	£10000

6. Planned expenditure

Academic year	2019-20
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<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 pupil progress</p>	<p>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>	<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.</p> <p>Maintaining good levels of TA staffing has also proved to be beneficial in allowing time for adults to ensure classroom environment supports learning effectively.</p> <p>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.</p> <p>Monitoring of teaching & learning.</p> <p>Monitoring of assessment & tracking.</p> <p>Progress of pupil premium spending will be reported to governors termly.</p>	<p>J Lyon</p>	<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.</p>
Total budgeted cost					£47654 (4 x TA)

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Participation in SSIF project focusing in part on resilience and growth mindset – Primary Edge LORIC materials	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.	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.
Participation in a range of enrichment activities to boost self-confidence and self-esteem	Enrichment activities				Pupil survey shows children feel safe and happy and enjoy learning. Parent survey reflects the same.
Total budgeted cost					£2500

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Success @ Arithmetic Numbers Count intervention programmes ALK Precision Teach Booster groups	High-quality, tailored interventions in place to ensure to support specific needs.	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

7. Additional detail

