



Dunsford Community Primary School

2017-2018 Use of Pupil Premium Funding

1. Summary information – Sep 2017					
School	Dunsford Community Academy (Dunsford Community Primary School until academisation on 01/01/18)				
Academic Year	17-18	Total PP budget	£5280	Date of most recent PP Review	Sep 17
Total number of pupils	75 16-17 67 17-18	Number of pupils eligible for PP	4 16-17 3 17-18	Date for next internal review of this strategy	Dec 17, March 18 & Jul18

2. Prior attainment – end of 2016/2017 data - July 2017	
<i>Pupils eligible for PP in 16-17</i>	
KS1 child	16-17: progressed from WTS in RWM to EXS in RM. Still at WTS in W.
KS2 child A	16-17: progressed from EXS- in RWM to EXS/EXS+ in RWM.
KS2 child B	16-17: progressed from EXS- in RWM to EXS+ in RWM.
KS2 child (Y7 in 2017-18)	16-17: progressed from EXS in RW to EXS+. Consolidated GDS in M. Science progressed from EXS to GDS.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	low resilience – not keen to have a go in case the answer is wrong
B.	lack of sustained concentration in a task – rushing to finish, not persevering for a quality outcome
C.	poor oral language skills and small vocabulary
D.	poor fine motor skills so poor handwriting and rushed presentation
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	insufficient, sporadic support at home with home learning

F.	busy home life / lots of significant change at home / external pressures at home (eg financial worries)_
NB attendance rates for all three PP children are very high, well above national rates for PP children and children as a whole. No concerns.	

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success Criteria
KS1 child	17-18: progress to EXS in Writing. Progress to EXS+ in Reading and Maths.	EOY data
KS2 child A	17-18: Progress to GDS in Reading and Maths. Consolidate EXS in Writing.	EOY data
KS2 child B	17-18: Progress to GDS in Reading and Maths. Consolidate EXS in Writing.	EOY data

5. Expenditure					
Academic year		17-18			
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?
pupils encouraged to think about their thinking, reflect on their learning and evaluate themselves as learners	use of purple pen comments and importance placed on that. Talk partners to rehearse ideas. Time in lessons given to this. Quality examples shared and discussed.	EEF +8 months	regular book scrutiny, lesson obs, pupil voice with groups of children inc PP children, to gather their ideas re how helpful this is for them	Head of Academy	termly progress meeting

teachers give pupils specific feedback relative to the learning goals, their management of the learning process	effective feedback through the marking policy 2015, encouraging more insightful metacognitive and self-regulation strategies	EEF +9 months	regular book scrutiny, pupil voice with groups of children inc PP children, to gather their ideas re how helpful this is for them	Head of Academy	termly progress meeting
pupils work more effectively together to support and challenge each other	pupils work with response partners, 'reciprocal peer tutoring' etc - some cross-age (eg in a mixed-age class) but mainly with peer from same year group	EEF +6 months (if cross-age, less if not)	lesson observation, performance management process (collaborative model)	Head of Academy	termly progress meeting, staff meetings, performance management process

Total budgeted cost

0

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?
Increased resilience, self-belief, effort into learning	Thrive	The Thrive programme is an accredited national programme to support children with early SEMH barriers. Early intervention is key in order to close barriers and ensure children can access learning.	Thrive assessments will show progress for eligible pupils.	Class teacher SENDCo	termly £1500
Increased reading, confidence with reading and enjoyment of reading. Greater reading comprehension.	1:1 Daily reading with TA, community volunteer or trained Y6 peer. Introduction of Accelerated Reader in the school.	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. (EEF)	Regular reviews – pupil conferences. Scrutiny of Accelerated Reader data. Scrutiny of termly progress data.	Teachers Head of Academy	£2500
Increased manual dexterity (so improved handwriting, leading to higher self-esteem and enhanced pride in written work	Fine motor skills group – Funfit / Funfingers / dough gym	Funfit programme supported by DCC and Devon OT service. Prerequisite intervention before further specialist intervention.	Regular reviews. Staff training needs updating.	TAs SENDCo	termly £1300

Increased rate of progress in writing development	increased attention from class teacher in guided work: writing	Eligible pupils prioritised in guided writing sessions (eg PP children supported first to ensure are on task, know what to do. No remote marking – all done face to face with child).	Regular review	teachers Head of Academy	termly £0
Total budgeted cost					£5300
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?
More talk at home more positive relationships	Parenting support	limited vocabulary and simple sentence construction. Limited conversational skills.	concerted effort to engage with these families. Little and often approach. Lots of targeted praise.	Head of Academy teachers	termly
team around the family to provide support eg financial, housing	DAF process	reduced stresses at home to allow more positive atmosphere and positive focus on the children	regular reviews and open dialogue	Head of Academy teachers	termly
Learning supported at home	Home-school liaison	regular practise and shared, common approach to provide consistent support for the children	regular dialogue, initiated by school staff (as it might not happen otherwise)	Head of Academy teachers	termly
Total budgeted cost					0

END OF YEAR REVIEW – July 2018

6. Pupil outcomes 2017 - 2018		Success Criteria
KS1 child	17-18: progress to EXS in Writing. Progress to EXS+ in Reading and Maths.	July 2018: Pupil is now EXS in Writing and passed the Phonics check in Y2. Pupil is securing attainment at EXS in Reading and Maths.

KS2 child A	17-18: Progress to GDS in Reading and Maths. Consolidate EXS in Writing.	July 2018: Pupil is very close to GDS in Reading (111 standardised score in PIRA test). Pupil has consolidated EXS in Maths and Writing.
KS2 child B	17-18: Progress to GDS in Reading and Maths. Consolidate EXS in Writing.	July 2018: Pupil is close to GDS in Reading (108 standardised score in PIRA test). Pupils has consolidated EXS in Maths and Writing.

7. Review of expenditure 2017 - 2018			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	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 in 18-19)
pupils encouraged to think about their thinking, reflect on their learning and evaluate themselves as learners	use of purple pen comments and importance placed on that. Talk partners to rehearse ideas. Time in lessons given to this. Quality examples shared and	Encouraging more meta-cognition for all pupils was on the Academy Development Plan but needs further embedding for all pupils in 18-19, including PP children.	Yes will continue and strengthen across the school in 18-19, esp in writing.
teachers give pupils specific feedback relative to the learning goals, their management of the learning process	effective feedback encouraging more insightful metacognitive and self-regulation strategies	Increasing impact of feedback on learning has had some impact but needs to remain an action on the ADP next year for all, esp PP children.	Yes will continue in 18-19 esp in guided writing sessions
pupils work more effectively together to support and challenge each other	pupils work with response partners, 'reciprocal peer tutoring' etc - some cross-age (eg in a mixed-age class) but mainly with peer from same year group	This strategy has had impact and will become further embedded for all pupils in 18-19.	Yes will continue and focus on writing
ii. Targeted support			
Desired outcome	Chosen action / approach	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)

increased emotional wellbeing, resilience	Thrive attachment-based mentoring	Thrive programme had a massive impact on the PP child – vastly improved perception of self as a learner and also improved social relationships	yes anecdotal evidence is strong as well as gains in scores on the Thrive scales
iii. Other approaches			
Desired outcome	Chosen action / approach	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)
More talk at home more positive relationships	Parenting support	Staff members made consistent efforts to engage and were partly successful. However, families engaged more with whole school activities (eg the summer KS2 Campout) and children attended after school clubs.	Positive working relationships are key – we need to continue to aim to develop close working relationships with all families
team around the family to provide support eg financial, housing	DAF process	Regular support meetings for 1 family were held throughout the year with multi-agency response to support the family	Continue with TAF meetings and other support meetings
Learning supported at home	Home-school liaison	Homework tasks completed for all PP children. Additional support with daily reading did not happen most of the time in spite of encouragement.	introduction of weekly class newsletters to inform and engage parents. Also use of facebook to communicate with parents.

RA
Head of Academy
July 2018