



Pupil premium strategy / evaluation – Great Dalby Primary School

1. Summary Information					
School Name	Great Dalby School				
Academic Year	2018/19	Total PP Budget	£6,600	Date of most recent PP review (if applicable)	
Total number of pupils	145	Number of pupils eligible for PP	5	Date of next internal review of this strategy	

2. Current attainment and attendance		
	Pupils eligible for PP	Pupils not eligible for PP (National average)
% achieving expected standard or above in reading writing and maths (KS2 SATs)		61%
% making expected progress in reading (as measured in school)	80%	NA
% making expected progress in writing (as measured in school)	100%	NA
% making expected progress in maths (as measured in school)	80%	NA
% absences		4.1%
% persistent absenteeism		8.7%

3. Review of expenditure for previous year – 2017-2018				
i. Quality of teaching for all				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
CPD to improve quality first teaching	Quality first teaching provides personalised learning opps for pupils	90% children achieving exp+ in Reading, Maths and GPS at KS2. 50% (1/2) PP children achieving exp+ in Reading, Maths and GPS at KS2.		£1000
Provision of adults in school to provide support	Children able to apply basic Math, Reading and Writing skills independently.	71% PP children making exp progress in reading, writing and maths.		*
Reading Targets	More frequent reading. Increased reading attainment.	71% PP children making exp progress in reading. Children all reading more frequently -		*

		incentives given – points/medals.		
ii. Targeted Support				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Target Readers 1:1	Children encouraged to read who lack support from home.	Children listened to every day.		*
Maths Intervention (HLTA)	Children to meet attainment and progress expectations for year.	71% PP children achieved exp+ in Maths in 2017/18		*
English Intervention (HLTA)	Children to meet attainment and progress expectations for year.	71% PP children achieved exp+ in Reading & Writing in 2017/18		*
1:6 Social and Communication group – 30mins p/wk	Increased confidence and developed communication skills.	Target children given strategies to increase confidence in social groups and ways to communicate with peers.		£96
iii. Other approaches				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Paws B Mindfulness Curriculum taught (6 weeks, Yr 5/6)	Increased well-being. Positive attitudes.	Strategies taught to deal with anxiety. Appropriate for year 6 children dealing with transition.		
Support for additional school activities.	Increased well-being – taking part in activities with peers and whole-school.	Children able to participate with peers.		£415.40
Milk for FSM children	Health benefits			£50
Support to access continuation brass tuition.	Opportunity to learn new skill. Life skills/character skills.	Children able to participate with peers. Children played as part of an ensemble at 3 events throughout the year.		£163.60

* £5975

4. Barriers to future attainment (For PP eligible pupils only)	
Academic Barriers (Issues to be addressed in school)	
A.	Diagnosed Dyslexia
B.	Social anxiety

C.	Communication
Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)	
D.	Lack of support from home
E.	Separation of parents

5. Intended outcomes (specific outcomes and how they will be measured)		Success Criteria
A.	All PP children make expected progress in all subjects by end of 2018/19 <ul style="list-style-type: none"> - CPD to ensure quality first teaching - TA support in classrooms - HLTA to provide intervention 	<ul style="list-style-type: none"> - Children not on track to make exp progress identified at PP meetings. - Intervention put in place to S children not on track. - Children monitored to assess progress.
B.	Children to attend school residential visits.	<ul style="list-style-type: none"> - Children encouraged to attend residential visit - School to contribute to cost of visit. - Children to attend residential. - Increased confidence. - Opportunity to try new activities.
C.	Children to participate in music lessons.	<ul style="list-style-type: none"> - Children offered opportunity to continue brass tuition. - School to pay for tuition for the year. - Increased skills. - Opportunity to join with peers.
D.	Children to be confident communicators and able to deal with social situations. <ul style="list-style-type: none"> - 1:6 group, led by trained TA 	<ul style="list-style-type: none"> - Children to attend Social and Communication group to increase confidence.
E.	Support with additional school activities. <ul style="list-style-type: none"> - Forest School, Swimming, School visits 	<ul style="list-style-type: none"> - Increased well-being - Taking part in activities with peers and whole-school.

6. Planned expenditure					
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 the implementation?
CPD for staff	Quality first teaching	Quality first teaching is	Lesson observations.	SC	December 2018

	and personalised support.	key to children's attainment.	Learning Walks.		
TA support in classrooms.	Personalised support for children. Increased achievement.	Support for children identified to increase attainment.	Lesson observations. Learning Walks	SC	December 2018
Total Budgeted Cost					£ 4000
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 the implementation?
1:6 Social Communication group	Increased confidence. Smooth transition to secondary school. Good communication skills.	Children identified by Class Teacher as needing support with communication and social skills.	Monitoring of sessions.	EH	December 2018
Total Budgeted Cost					£100
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 the implementation?
Support with music lessons.	Children to have opportunity to continue learning a skill. To learn to be part of a team. Increased confidence.	Without financial support the children may be unable to continue to learn this skill which will be with them for life.	Children performing at various events throughout the year.	SC/JW/WL	December 2018 May 2018
Support with residential visits	Increased confidence. Taking part with peers. Opportunity to take part in a variety of activities.	Without financial support the children may be unable to attend the residential visits resulting in them being isolated from their peers and missing opportunities to try	Parents aware that financial support is available. Children attend the residential.	SC/WL/AP	May 2018 June 2018

		new activities.			
Support with additional school activities	Increased confidence. Taking part with peers. Opportunity to take part in a variety of activities.	Without financial support the children may be unable to attend school trips resulting in them being isolated from their peers and missing educational opportunities.	Parents aware that financial support is available. Children attend the trips.	SC/LA	Half-termly
				Total Budgeted Cost	£1,300

7. Additional detail
In this section you can annex or refer to additional information which you have used to support the sections above.

Notes

- Section 2 - You may want to add further data details although these are available on the ASP and IDSR and these docs can be referenced. You may wish to reference specific year group's progress and attainment. If you have very small numbers you may wish to use 3 year averages.
- Section 4 – Data sources that can help you identify barriers to attainment include: ASP; IDSR; EEF families of Schools database; FFT Aspire; Staff and pupil consultation; attendance records and recent school Ofsted reports/guidance.

- Section 5 – It is not essential to identify 4 outcomes. You could have more or less.
- Section 6 – You may have more than 1 action or approach for each section. Some sections may have none. Please amend accordingly.