



Pupil premium strategy / evaluation – Great Dalby Primary School

| 1. Summary Information | | | | | |
|------------------------|--------------------|----------------------------------|------------------|---|---------------------|
| School Name | Great Dalby School | | | | |
| Academic Year | 2019/20 | Total PP Budget | £4,940 | Date of most recent PP review (if applicable) | n/a |
| Total number of pupils | 147 | Number of pupils eligible for PP | 3 (2 FSM 1 PLAC) | Date of next internal review of this strategy | December 2019 (LAB) |

| 2. Current attainment and attendance | | |
|--|---------------------------------------|---|
| | Pupils eligible for PP (5) | Pupils not eligible for PP (National average) |
| % achieving expected standard or above in reading writing and maths (KS2 SATs) | 66.66% | 64.8% |
| % making expected progress in reading (as measured in school) | 100% | 73% |
| % making expected progress in writing (as measured in school) | 66.66% | 78% |
| % making expected progress in maths (as measured in school) | 66.66% | 79% |
| % absences | 4.17% (average internal date A/Sp/Su) | pending% |
| % persistent absenteeism | n/a | pending% |

| 3. Review of expenditure for previous year – 2018-2019 | | | | |
|--|---|--|--|-------|
| 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 for staff | Quality first teaching and personalised support. | 100% of PP children ach. EXP in reading. 66.66% EXP+ in Writing and 66.66% EXP+ in maths. | Quality first teaching is key to children's attainment – cont. | £4000 |
| TA support in classrooms. | Personalised support for children. Increased achievement. | Particularly, in Y6 – PP ch' achieved well from their starting points. | Support for children identified to increase attainment – cont. for PLAC | |
| 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 |

| | | | | |
|--|---|--|---|------|
| 1:6 Social and Communication group – 30mins p/wk | Increased confidence and developed communication skills. | Target children were given strategies to increase confidence in social groups and ways to communicate with peers – these seemed to support transition activities. | N/A for children remaining in school. | £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 |
| 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. Cont. | |
| 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 new activities. | Parents aware that financial support is available. Children attend the residential. N/A 2019/20 | |
| 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. Cont. | |
| | | | | |

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|--|-------------------------------|
| 4. Barriers to future attainment (For PP eligible pupils only) | |
| Academic Barriers (Issues to be addressed in school) | |
| A. | Understanding of basic number |
| 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 2019/20 - CPD to ensure quality first teaching | - Children not on track to make exp progress identified at PP meetings. |

| | | |
|----|--|--|
| | <ul style="list-style-type: none"> - TA support in classrooms - HLTA to provide intervention <p>All pupils to meet the expected standard in RWM by the end of the year</p> | <ul style="list-style-type: none"> - Intervention put in place to S children not on track. - Children monitored to assess progress. |
| B. | 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 – brass/strings. - Increased skills. - Opportunity to join with peers. |
| C. | 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. |
| D. | 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 and personalised support. | Quality first teaching is key to children's attainment. | Lesson observations. Learning Walks. | LAN | December 2019 |
| TA support in classrooms. | Personalised support for children. Increased achievement. | Support for children identified to increase attainment. | Lesson observations. Learning Walks | LAN | December 2019 |

Total Budgeted Cost

£ 2000

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? |
|--------------------|----------------------|---|---|-----------------|--|
| Maths intervention | Close the gap to EXP | Working at EOY 2 | Monitor half-termly | AB/WL/SB/LAN/SC | December 2019 |

Total Budgeted Cost

£440

| 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. | LAN/AB | December 2019 May 2020 |
| 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. | LAN/SC/LA | Half-termly |
| Total Budgeted Cost | | | | | £1,500 |

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.