



Pupil premium strategy / evaluation – Great Dalby Primary School

1. Summary Information					
School Name	Great Dalby School				
Academic Year	2020/21	Total PP Budget	£8345	Date of most recent PP review (if applicable)	n/a
Total number of pupils	141	Number of pupils eligible for PP	5 (4 FSM 1 PLAC) 2 Forces	Date of next internal review of this strategy	February 2021- (LAB mtg)

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)	Due to COVID, 2019/20 information has been difficult to show accurate progress. Attainment at December 2020 will be reported on and referred to internally at Pupil Progress Meetings.	Unavailable
% making expected progress in reading (as measured in school)		
% making expected progress in writing (as measured in school)		
% making expected progress in maths (as measured in school)		
% attendance (AUT 2020)	96.8% average	pending%
% persistent absenteeism	n/a	pending%

3. Review of expenditure for previous year – 2019-2020				
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 all	
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.	
n.b. Due to COVID disruption some elements were not able to be fulfilled and pupil premium funding was diverted to adult support as appropriate.				

4. Barriers to future attainment (For PP eligible pupils only)	
Academic Barriers (Issues to be addressed in school)	
A.	Reading, Writing, Maths – confidence and undiagnosed barriers to learning
B.	Social anxiety
Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)	
C.	Lack of support from home
D.	Separation of parents
E.	Wellbeing identified as a barrier – post COVID closure

5. Intended outcomes (specific outcomes and how they will be measured)		Actions
A.	All PP children make progress from their starting points in all R/W/M by end of 2020/21 <ul style="list-style-type: none"> - CPD to ensure quality first teaching - TA support in classrooms - TA to provide intervention Pupils in Year 6 to meet the expected standard in RWM by the end of the year	<ul style="list-style-type: none"> - Children not on track to make exp progress will be identified at PP meetings. - Intervention put in place to support 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 begin brass tuition (Y4) entire cost covered - Children offered other peripatetic lessons (guitar/ukulele/piano) - Increased confidence/skills. - Opportunity to join with peers.
C.	Children will be able to participate fully in homework tasks	<ul style="list-style-type: none"> - Create homework packs for each individual
D.	Support with additional school activities. <ul style="list-style-type: none"> - Forest School, Swimming, School visits, residential visits 	<ul style="list-style-type: none"> - Increased well-being - Taking part in activities with peers and whole-school.
E.	Children will participate in a mindfulness based well-being programme (Y4/6)	<ul style="list-style-type: none"> - Children will attend 6-12 sessions with trained PawsB teacher

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	Jan 2020
TA support in classrooms.	Personalised support for children. Increased achievement.	Support for children identified to increase attainment.	Lesson observations. Learning Walks	LAn	Jan 2020
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?
Maths intervention sessions	Close the attainment gap (Y1 Y3 Y4)	Working below ARE	Monitor termly at PPMs	AB/WL/LAN/SC	Termly
Total Budgeted Cost					£ inc. above
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	Autumn/Spring/Summer PPMs
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 residential visits, clubs, trips, milk, swimming and uniform	LAN/SC/LA	Half-termly
Homework Packs	The ability to engage with homework tasks/remote learning	Discussions with families post COVID closure	Survey parents Pupil engagement	LAN	Ongoing
Books to promote a Love of Reading	Improved attainment/progress within year group.	To continue to foster a lifelong love of reading. 33% of PP	Pupil survey	SC	Autumn/Spring/Summer PPMs

	Evidence of reading to learn	pupils WT ARE at March 2020			
Pastoral/friendship/clubs – Forces children only	Increased confidence and friendships	Linked to forces contribution guidelines		SC	Ongoing
Total Budgeted Cost					£4345

7. Additional detail

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