



Pupil premium strategy statement:

1. Summary information					
School	Dogsthorpe Academy				
Academic Year	2016/17	Total PP budget	£200,000	Date of most recent PP Review	Sept 2016
Total number of pupils	349	Number of pupils eligible for PP	121	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
Attainment for: 2015/16	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	20%	24%/ 54%
% achieving expected standard or above in reading	24%	33% / 66%
% achieving expected standard or above in writing	73%	76%/ 74%
% achieving expected standard or above in maths	32%	34% / 70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional intelligence
B.	Pupils eligible for PP are not achieving in line with National.
C.	Poor reading skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance
E.	Lack of routine (sleep, food, homework, family circumstance)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children can talk about their life goals and career aspirations and have self -belief and self -confidence in what they can achieve.	Children talk about their future with enthusiasm Children speak ambitiously about heir future at Secondary school and work. Children have access to experiences of life beyond the classroom. Careers and Employability Strategy includes the Pupil Premium children at its heart. Children access Forest School provision. PP children access outdoor learning opportunites.
B.	All Senior Leadership Team support the strategic development of the PP agenda and training supports them to feel confident with how they can lead change for these children within their given areas of expertise.	TALE reports include PP as an identified group. Senior Leaders have access to data about individual children who are falling behind who are PP and these are planned for on action plans. Senior Leaders act as role models for others when planning to meet the needs of PP children. Senior Leaders attend training to understand the importance of meeting the needs of PP children.
C.	PP children's Reading, Writing and Mathematics improves and the gap is diminished between them and all pupils nationally	Children talk about academic targets with excitement Children set/attempt challenging targets PP children to be targeted for Library club. All PP children underachieving are included on action plans. Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%
D.	Teachers and TAs plan Quality First Teaching and other provision to meet the needs of the individual child.	Ensure adults in school are used effectively to meet the needs of PP children. Teachers to be aware and plan for the differing needs of their PP children. Interventions are well tailored and closely monitored to ensure best use of resources and Time.

5. Planned expenditure					
Academic year	2016/17				
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?
Children can talk about their life goals and career aspirations and have self-belief and self-confidence in what they can achieve.	There will be a newly created Careers and Employability Strategy which will include action planning for where we are now as a school and where we want to get to.	Raising Aspirations is a vital part of the barriers we have as a school, when children have a tangible goal and when they meet inspiring people in all sorts of jobs, the evidence shows that they are more likely to work hard to achieve their end goal.	TA assigned to run the initiative. Each year group will choose a specific action related to aspirations to lead. There will be at least one project per year per year group related to aspirations. There will be an increased amount of visits and visitors that will inspire and motivate children. There will be an SLT leading this. PP children will make up the body of pupil voice and parents of PP children will help to evaluate the strategy alongside school stakeholders.	LH KB SLT	Sept 17
All Senior Leadership Team support the strategic development of the PP agenda and training supports them to feel confident with how they can lead change for these children within their given areas of expertise.	Pupil Premium Lead will support middle leaders to increase the understanding of the PP strategy and agenda. All SLT monitoring and evaluating will have a focus on the needs of PP children being met.	It is important for there to be a cascade of support from the PP lead attending training, this can then be disseminated down to middle leaders, who are experts in their subject areas. This will then be disseminated again to Teachers and to TAs. This approach means a collective and shared understanding of the needs of PP children, as well as a shared and collective responsibility for meeting their needs.	Teaching and Learning Reports from subject leaders. Monitoring of lessons/ books/ pupil voice through using Lessons Learned IT programme. Action plans evaluated by subject leaders. CPD needs identified by SLT through PDR. WASP for PP to be referred to by subject leaders when planning next steps for PP children who are underachieving in their given subject area.	HT DHT SLT	September 2017

<p>PP children's Reading, Writing and Mathematics improves and the gap is diminished between them and all pupils nationally</p>	<p>Pupil Progress meetings used as a platform for effective rigour and up to date analysis of every PP child in the school.</p> <p>Ensure effective use of initiatives throughout school- including Project X, Busy ants and Power of Reading and smaller Year 6 set sizes</p> <p>Assessment outcomes will be accurate and swiftly addressed and academic targets set and monitored. targets to be set</p>	<p>Diminishing the gap is vital to ensuring PP children attain in line with their peers.</p> <p>EEF states that when initiatives are well matched to need there can be vital gains in pupil's attainment.</p> <p>EEF also states that smaller class sizes can positively impact on the attainment of all groups of learners.</p>	<p>SLT to monitor initiatives within their subject areas.</p> <p>Regular observations across school will ensure initiatives are having the desired outcome.</p> <p>DHT and PP lead to create case studies to ensure PP children are fully immersed in the initiatives.</p>	<p>DHT</p> <p>SLT</p>	<p>September 2017</p>
<p>Teachers and TAs plan Quality First Teaching and other provision to meet the needs of the individual child.</p>	<p>Topics will interest all children and especially PP children. They will include WOW days and Forest school, Art/dt work and exciting activities throughout the term.</p> <p>There will be a variety of visits and visitors each term</p>	<p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school.</p> <p>WOW days and exciting activities throughout the term will be fun and the children will want to be part of them.</p> <p>Our PP children enjoy hands on activities and outdoor learning.</p>	<p>Topic webs will be shared with parents and be interesting.</p> <p>Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website.</p> <p>Forest school, DT and outdoor learning will be regular.</p>	<p>SLT</p> <p>Curriculum Lead</p> <p>Phase Leaders.</p>	<p>September 2017</p>

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?
<p>Children can talk about their life goals and career aspirations and have self -belief and self -confidence in what they can achieve.</p>	<p>Selected PP children will attend Breakfast Club</p> <p>Selected PP children will attend Forest School</p> <p>Selected PP children will work with Learning Mentor 1: 1 or small group.</p> <p>Selected PP children to work with Pastoral Leader.</p>	<p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.</p> <p>Having a breakfast club will ensure children have eaten and are ready to learn.</p> <p>Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.</p>	<p>All intervention leaders to keep records of their work with children and create case files for PP children.</p> <p>Pupil voice to be carried out and parent questionnaires.</p> <p>These to be monitored for impact analysis by Maggie Snowball, cross referencing with PP data collection sheet</p>	<p>Maggie Snowball</p> <p>DHT</p>	<p>Sept 2017</p>

<p>All Senior Leadership Team support the strategic development of the PP agenda and training supports them to feel confident with how they can lead change for these children within their given areas of expertise.</p>	<p>Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength.</p> <p>CPD for Senior Leadership team.</p> <p>Release for Senior leaders to complete work related to achievement for PP children.</p>	<p>Having regular meetings with Teachers to ensure they know the make -up of their class and the next steps for all children will ensure that any PP children making slow progress or not reaching targets are identified quickly and actions can be put in place.</p> <p>CPD is a good way of ensuring that all staff have the up to date knowledge and understanding they need to do the job to the best of their ability.</p>	<p>CPD reflection logs</p> <p>Actions stated on Pupil Progress documentation</p> <p>Class action plans based on issues raised at Pupil Progress meetings.</p>	<p>HT</p> <p>DHT</p> <p>Phase Leaders</p>	<p>September 2017</p>
<p>PP children's Reading, Writing and Mathematics improves and the gap is diminished between them and all pupils nationally</p>	<p>A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way.</p> <p>Subscription to reading app 'Bug Club'</p> <p>New books purchased for library based on recommendations from PP children.</p> <p>Library club and Homework club 'invites' for PP children underachieving.</p> <p>Interventions target PP children underachieving.</p>	<p>Early reading intervention will mean that children will not fall as behind as previous years, when reading skills are in line with National then pupils will find it easier to access all other avenues of their learning.</p> <p>Giving pupils a voice in to what books to read will encourage ownership and children will want to read because of this.</p> <p>The use of ICT and APPs that can be used in school and at home will support children with an enjoyment of homework and will help parents to understand the level the children should be working at as work is set to meet the needs of the individual.</p>	<p>SMT leads in subject ares must ensure that teachers are setting work that is appropriate for PP children and that PP children are accessing this and completing it.</p> <p>Library TA leads must ensure PP children are being invited to the Library club.</p> <p>Reading lead in upper and lower phase must ensure that reading volunteers have the list of PP children who need extra support with their reading.</p>	<p>Phase Leaders</p> <p>Reading Leads</p> <p>Library Leads</p> <p>DHT</p>	
<p>Teachers and TAs plan Quality First Teaching and other provision to meet the needs of the individual child.</p>	<p>Resources bought to meet the needs of PP children in class</p> <p>Support for Learning Assessments (Dyslexia and Memory and Processing issues) helps to remove barriers for PP children in class.</p> <p>TAs have set interventions to support PP children underachieving</p> <p>CPD for staff on meeting the needs of PP children in their class.</p>	<p>If a specific Learning difficulty is identified early then measures and resources can be put into place to help children to overcome the issues related to it.</p> <p>Interventions that are well matched to the needs of the child are shown to have a positive impact on academic achievement.</p> <p>Leading CPD for all staff on the specific needs of different cohorts of children will ensure training is well matched to the needs of the year groups and the children within it.</p>	<p>Phase Leaders will ensure interventions are well matched to the needs of the PP children.</p> <p>SENCO will ensure that PP children have the support they need to access outside agency or SEN support.</p> <p>Analysis of this will take place each half term.</p>	<p>Phase Leaders</p> <p>SENCO</p> <p>DHT</p>	<p>September 2017</p>

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6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	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

7. Additional detail

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