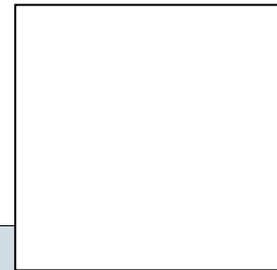


Pupil premium strategy statement:



1. Summary information					
School	Dogsthorpe Academy				
Academic Year	2017/18	Total PP budget	£178,000	Date of most recent PP Review	Sept 2017
Total number of pupils	349	Number of pupils eligible for PP	114	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
Attainment for: 2017/18	<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	9/37 24%	28/49 47%/
% achieving expected standard or above in reading	14/37 38%	28/49 57%
% achieving expected standard or above in writing	23/37 62%	35/49 71%
% achieving expected standard or above in maths	18/37 49%	34/49 69%

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.	Attainment below National. Gaps remain between disadvantaged pupils and their peers in some year groups and in some subjects.
B.	Provision and intervention for more able pupils
C.	High level of SEN pupil premium children particularly in Year 4 and 5.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	A lack of aspirations.	
E.	There is a historical lack of parental involvement from children from disadvantaged backgrounds.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure we diminish the gap between disadvantaged pupils and their peers in all year groups and in all subjects. SATS at the end of Year 6 show a that we are diminishing the gap to National data.	Data at half termly intervals shows no gaps between Disadvantaged pupils and their peers. SATS results show no gaps between Year 6 Disadvantaged pupils and all pupils nationally.
B.	Increase the Quality First Teaching all classes so it is at least 'good' in all classrooms, and increase the amount of 'Outstanding' teaching.	All children in school, including disadvantaged pupils, receive a good or better education. TAS are deployed effectively to support children within QFT
C.	To ensure interventions are well matched to the needs of the individual child to ensure rapid progress.	Disadvantaged pupils identified and interventions are tracked and monitored successfully every half term . Leaders and Teachers are able to use data effectively to identify the best interventions for the child. PDR targets focused on the Disadvantaged pupils
D.	To ensure all children have high aspirations	To implement the carriers and employability strategy. Evidence of reduction of Behaviour issues Increased attendance Measured improvement using scaled social emotional monitoring sheet.
E.	To increase parental involvement	Parent view shows increase in the positive view of school. Increased . All Leaders to have increased the amount of support they offer to parents.

5. Planned expenditure					
Academic year	2017/18				
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	Impact
Ensure we diminish the gap between disadvantaged pupils and their peers in all year groups and in all subjects. SATS at the end of Year 6 show a that we are diminishing the gap to National data.	Increase the number of Teachers in each phase or year group.	Class sizes are smaller. This will mean that Teachers with QTS are ensuring planning is well matched to the needs of the individual and that feedback is given regular and informs improvements and increases progress.	Where possible, employ Teachers with QTS. When cover is needed this will be done by a Teacher with QTS. Pupil Progress meetings to track TALE reports used to track Class Action plans used to track	Deputy Phase Leaders	See TALE report See action plans Target tracker data
Increase the Quality First Teaching all classes so it is at least 'good' in all classrooms and increase the amount of 'Outstanding' teaching.	Well- chosen Continuous Professional Development for all staff working in school linked to the areas of EEF identified as having the most impact. Leaders encouraged to carry out Action Research linked with a successful area of the EEF	The EEF provides free, independent, evidence based resources helps improve outcomes , especially for disadvantaged pupils.	Have a designated Pupil Premium Lead Teacher Staff to be offered CPD linked to monitoring and evaluation cycle that meets the need of the stakeholder. Ensure that staff meetings and all other CPD is improving standards and linked to SIP/SEF/AIP.	Deputy Phase Leaders	List of CPD being offered, how this links with SIP Next step: outcomes and actions as a result of CPD to be recorded.

<p>To ensure interventions are well matched to the needs of the individual child to ensure rapid progress.</p>	<p>To up -skill Teaching Assistants in leading 'in lesson' interventions during intros and plenaries and other parts of the day with chosen 'Super 6' children..</p>	<p>International research evidence, based on experimental trials, identifies some common classroom strategies that work across different subjects and educational phases:</p> <ul style="list-style-type: none"> ➤ The quality of teaching makes the biggest difference to learning outcomes. Pedagogy matters. ➤ Coaching teachers/teaching assistants in specific teaching strategies significantly raises outcomes for children living in poverty. Evidence-based approaches include cooperative learning (structured groupwork), frequent assessment and 'learning to learn' strategies. 	<p>Ensure CPD and rationale is shared with all staff.</p> <p>Ensure resources are available for TAs to use.</p> <p>Monitor and evaluate through TALE reports and Pupil Progress Meetings.</p> <p>Lesson observations carried out by all adults.</p>	<p>Phase Leaders</p> <p>TAs</p> <p>Deputy</p>	<p>Introduction of PIXEL interventions and analysis of data from QLAs means support is better matched in class.</p> <p>Next steps: Training for TAs on leading these therapies.</p>
<p>To ensure all children have high aspirations</p>	<p>All children in school will be part of the 'careers and employability' strategy. University Trips organised with pre and post work</p>	<p>All young people should be given the opportunity to understand better the world of work, through engagement with employers and meaningful work experience.</p>	<p>Emotional Literacy questionnaires at the start and end of year.</p> <p>Engagement with aspirational activities.</p> <p>Aspirations week, with Kidzainia pre and post work</p> <p>Young enterprise week with pre and post work</p>	<p>All Teachers</p> <p>Deputy</p>	<p>Kidzania trip</p> <p>UCP visit booked</p> <p>Assemblies</p> <p>Next steps: fiver challenge</p> <p>Aspirations week</p>
<p>To increase parental involvement</p>	<p>Open school, café in order to increase the amount of parental involvement in to day to day school life</p>	<p>Café culture in school boosts the mental health of children. It encourages communication between children and parents, which can foster higher self-esteem and confidence. It can also help children interact better with their peers and advance their social skills</p>	<p>Parent questionnaires</p> <p>% of parents at events increases</p> <p>Parents talk positively about their visits into school in the community</p>	<p>Family support work</p>	<p>Possible for Karen Keymer to begin to lead??</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	Impact
Ensure we diminish the gap between disadvantaged pupils and their peers in all year groups and in all subjects. SATS at the end of Year 6 show a that we are diminishing the gap to National data.	Easter and Summer school for Pupil premium children	This strategy has proven effective in the past and ensures that in the long holidays children do not have the chance to forget all the learning, also because it is for Pupil Premium children , the class sizes are smaller allowing for a more individualised programme of support.	Invites for Pupil Premium Children Deputy to support Year 6 teachers to lead and other Teachers to be asked to support	Deputy Year 6 team Other volunteer adults.	In year 6 Easter school and boosters have had positive impact. Pixel has meant therapies have been matched to the needs of the individuals. Next steps. Rest of school not yet in line.
Increase the Quality First Teaching all classes so it is at least 'good' in all classrooms, and increase the amount of 'Outstanding' teaching.	Training for Teachers through targeted CPD. Effective use of ICT in a classroom. Purchasing of 'Cornerstones' to support with Topic planning 20 day challenge – A target 5 mins on target for each child	Investing money in Quality First Teaching is proven to make the most impact on children's attainment. When used effectively, ICT can be used to engage groups of children who may be difficult to engage. Giving Teachers a planning skeleton for Topic means that Teachers can see the progression and activities.	Attainment and Progress data Class Action Plans TALE reports Questionnaires	Subject Leads Class Teachers Senior Leaders	ICT now beginning to be used. Cornerstones and NN document supporting teachers. Next steps: moving trainee teachers to 'good'
To ensure interventions are well matched to the needs of the individual child to ensure rapid progress.	Train TAs as specialists in specific areas of need to support children from Disadvantaged backgrounds, including knowing how to baseline and evidence progress over time. <ul style="list-style-type: none"> Emotional Literacy Course Speech and Language Course Maths Tutoring Pupil Premium Champions. 	There is much evidence through the MITA and DISS projects that effective deployment of TAs , where deployment is well matched to the needs of the individual has far more impact than a TA who is just class based.	PDRs of TAs Intervention analysis Assessment monitoring Class Action plans	SENCO TAs Class Teachers	PIXEL has now overtaken SEN interventions but we still have specialist TAs who have been trained to be experts in their fields GC – SL JL – DYS AT – ELSA TB - Autism

To ensure all children have high aspirations	To make links with local businesses to offer outreach and visits for our pupil premium children.	Using businesses in the local area will encourage children at Dogsthorpe to aim high. Children can be matched with areas of employment that they are interested in and find supportive partners to encourage pupil premium children to achieve.	Records of visits Child questionnaires % of children achieving age expected	Deputy	Need to still make links with local businesses
To ensure that disadvantaged pupils who have external barriers to learning are well supported in school and have the support they need in order to support their children.	Employ a Family Support Worker Employ a Behaviour Lead Teacher	It is proven that if we can work closely with families in need then children's attendance and progress and attainment greatly increases. A Family Support Worker can work to target children and families in crisis and support them where and when it is needed.	Attainment and Progress trackers Half termly meetings Training logs Parent questionnaires.	Family Support Worker Deputy	Next steps: Look at what can be offered by DP and KK to support PP children and families in order to close the gap further.

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Ensure we diminish the gap between disadvantaged pupils and their peers in all year groups and in all subjects. SATS at the end of Year 6 show a that we are diminishing the gap to National data.	Increasing the number of qualified teachers Easter and Summer school	Pixl therapies and ppa cover delivered by a member of the year group team. We now have 13 full time teachers and 2x 3 day teachers and 1x 2 day teacher. This enables high quality intervention and cover for pupil premium children. Impact seen in the results of the pupil premium children selected. (see key stage 2 data)	The gap is still wide between pupil premium and national, although the gap between pupil premium children and all pupils continues to close. See data below. The Pupil Premium lead needs to have a strong focus on Writing outcomes and Year 5 as these areas were weakest areas identified on target tracker (attainment and progress) New PP lead needs to attend training.	

<p>Increase the Quality First Teaching all classes so it is at least 'good' in all classrooms and increase the amount of 'Outstanding' teaching.</p>	<p>Well chosen CPD linked to EEF</p> <p>Purchasing of cornerstones to support topic planning</p> <p>Investing in Teach First training and opportunities for mentoring new staff</p>	<p>Investing money in QFT is seen to have the greatest impact and retention issues are reduced. on attainment. (see data attached)</p> <p>Easing the burden of planning and ensuring consistency across the school and skills development will ensure teachers have more time to bring the learning to life.</p> <p>Support for new staff (Teach first and NQT) means that recruitment.</p>	<p>Ensure P1x1 pupil premium children are identified and tracked if under achieving.</p> <p>Where teaching is not yet good, ensure robust monitoring systems and in place so these teachers make progress in line with expectation.</p> <p>Ensure there are still robust tracking sheets for tracking and monitoring Pupil Premium children.</p>	
<p>To ensure interventions are well matched to the needs of the individual child to ensure rapid progress.</p>	<p>Train TAs as specialists in specific areas of need to support children from Disadvantaged children</p>	<p>The up skilling of TAs has had a positive impact, where needed. Target tracker data shows which TAs have worked with each PP child and the progress they have made.</p> <p>Emotional Literacy TA Speech and Language TA Maths Tutoring Sensory TA team</p> <p>Observations of TA interventions were 'good' with feedback giving for next steps.</p>	<p>With no longer using target tracker – how will the tracking of these groups continue so that we can measure the impact of the interventions? Pupil premium lead needs to use IMMS data package to track and monitor these pupils moving forward.</p> <p>There needs to be the use of 'Take away' cards from interventions so that children know how what they have learned in the intervention will feed in to their work in class.</p>	
<p>To ensure all children have high aspirations</p>	<p>All children in school will be part of the 'careers and employability ' strategy.</p>	<p>Pupil premium year 6 children completed questionnaires as a result of attending the University visit. These also looked at STEM jobs for girls, such as electronics and engineering.</p> <p>We have made a concerted effort to ensure that girls and boys are aware of the wealth of jobs they can take part in and they have joined clubs like lego engineering and STEM challenge days.</p>	<p>New Pupil Premium Lead needs to look closely at the Careers and Employability strategy and ensure the implementation takes place fully so that Pupil Premium children are able to extend their knowledge in this area.</p>	

To ensure that disadvantaged pupils who have external barriers to learning are well supported in school and have the support they need in order to support their children.	Employ Family Support Worker Employ a Behaviour Support Lead	We have invested time and resource into this over the year, we have used early intervention strategies to ensure that we are identifying potential barriers with children and we have assigned these children to a member of the inclusion team. We have worked hard to build relationships with parents and also streamlined to way we access additional assessments and outside agency involvement to ensure children get the help needed as soon as possible and that this has a positive impact on attainment and progress.	This has worked very well this year and the tracking grids set up show the amount of support for specific barriers. Ensure these continue so that children are easily identified and that they have the early intervention needed.	
To increase parental involvement	Open school café in order to increase the amount of	This café did not get off the ground this year but we now have a family support worker in post who hosts regular parent meetings and 'open door' policy for interaction.	More events and more high profile use of Twitter would help to get the message out to the parents we are trying to reach.	

	2018 DA	Greater depth	National 2018	Dis 2018 DA *	DIS Nat	Progress 2018
Reading	56	11	75	50	71	-2.21
Writing	61	1	78	50	74	-2.31
Maths	54	8	76	58	75	-3.35
Combined	38	0	64		61	
GPS	70	17	78		77	