

# Pupil premium strategy statement:

1. Summary information					
School	Dogsthorpe Academy				
Academic Year	2018/19	Total PP budget	£161,260	Date of most recent PP Review	Sept 2018
Total number of pupils	349	Number of pupils eligible for PP	117	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
Attainment for: 2017/18	Pupils eligible for PP (your school) 35.4% 32 children	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	8/29 28%	23/53 43%
% achieving expected standard or above in reading	13/29 45%	34/53 64%
% achieving expected standard or above in writing	15/29 52%	34/53 64%
% achieving expected standard or above in maths	14/29 48%	31/53 58%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Attainment below National. Gaps remain between disadvantaged pupils and their peers in some year groups and in some subjects.
<b>B.</b>	Provision and intervention for more able pupils
<b>C.</b>	High level of SEN pupil premium children particularly in Years 5 and 6.
<b>D.</b>	Social, emotional and mental health for pupils and their families
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	A lack of aspirations.

<b>F</b>	There is a historical lack of parental involvement from children from disadvantaged backgrounds.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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 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>B.</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. Experienced teachers are deployed effectively to support children within QFT
<b>C.</b>	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
<b>D.</b>	To increase support for children and their families with social, emotional and mental health	Children with a history of social, emotional and/or mental health to have access to in-school support Children who would benefit from this support to be identified and support plans in place
<b>E.</b>	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.
<b>F.</b>	To increase parental involvement	Parent view shows increase in the positive view of school.  All Leaders to have increased the amount of support they offer to parents.

## 5. Planned expenditure

Academic year

2018/2019

The 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
<p>Ensure we diminish the gap between disadvantaged pupils and their peers in all year groups and in all subjects.</p> <p>SATS at the end of Year 6 show that we are diminishing the gap to National data.</p>	<p>Increase the number of Teachers in each phase or year group.</p> <p>Clear and robust tracking every data capture for PP children</p> <p>Pupil Premium champion to monitor the progress of all Pupil Premium children through regular planning scrutiny, lesson observation and books scrutiny to ensure that PP children are identified and supported</p> <p>Children's attendance to be tracked and monitored by the attendance officer, who will call and make contact with parents when a child is absent</p>	<p>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.</p> <p>Clear tracking and scrutiny will ensure that</p> <p>Attendance is invaluable to children's progress in school</p>	<p>Where possible, employ Teachers with QTS.</p> <p>When cover is needed this will be done by a Teacher with QTS.</p> <p>Pupil Progress meetings to track</p> <p>TALE reports used to track</p> <p>Class Action plans used to track</p> <p>Tracking and monitoring by the Pupil Premium lead</p> <p>Meetings between attendance officer and pupil premium lead to help track the attendance of these children</p>	<p>Deputy</p> <p>Phase Leaders</p> <p>Pupil Premium lead</p>	

<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 Continuous Professional Development for all staff working in school linked to the areas of EEF identified as having the most impact.</p> <p>Leaders encouraged to carry out Action Research linked with a successful area of the EEF</p> <p>Teachers to develop the use of the school environment to support Pupil Premium pupils</p>	<p>The EEF provides free, independent, evidence based resources helps improve outcomes, especially for disadvantaged pupils.</p> <p>Monitor the use of working walls, displays, wordbanks, use of apparatus and resources</p>	<p>Have a designated Pupil Premium Lead Teacher</p> <p>Staff to be offered CPD linked to monitoring and evaluation cycle that meets the need of the stakeholder.</p> <p>Ensure that staff meetings and all other CPD is improving standards and linked to SIP/SEF/AIP.</p> <p>Ensure this is monitored in learning walks, lesson observations and discussed with the children in pupil interviews.</p>	<p>Pupil Premium lead</p> <p>Phase Leaders</p> <p>Subject leaders, Phase leaders, Pupil Premium lead</p>	
<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"> <li>➤ The quality of teaching makes the biggest difference to learning outcomes. Pedagogy matters.</li> <li>➤ 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.</li> </ul>	<p>Ensure CPD and rationale is shared with all staff.</p> <p>Ensure resources are available for 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>PiXL teachers</p> <p>Deputy and Pupil Premium lead</p>	

To increase parental involvement	<p>Open school, café in order to increase the amount of parental involvement in to day to day school life</p> <p>Webster-Stratton workshops for parents</p>	<p>Café culture in school boosts the mental health of children. It encourages communication between children and <b>parents</b>, 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>These workshops are shown to have an impact with vulnerable parents</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>Parent questionnaires, feedback from workshops</p>	Family support team	
To support our children and families with Social, Emotional and Mental Health	<p>Emotional Literacy support teaching assistant to be released to work with groups or individuals</p> <p>Forest school sessions to be run to raise esteem in groups of children</p> <p>1:1 sessions for children with our behaviour support specialist</p>	<p>Social, emotional and mental health of children and their parents will have an impact in how well the children learn and engage with school. There will also be an impact into their aspirations for the future.</p>	<p>Children talk positively about their aspirations</p> <p>Children can identify positive things about themselves</p> <p>Feedback from Forest School is positive</p>	<p>Behaviour Specialist/ Forest School lead</p> <p>ELSA trained TA</p> <p>Family support team</p>	

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>
<p>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 that we are diminishing the gap to National data.</p>	<p>Easter school for Pupil premium children</p>	<p>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.</p>	<p>Invites for Pupil Premium Children</p> <p>Deputy to support</p> <p>Year 6 teachers to lead and other Teachers to be asked to support</p>	<p>Deputy, Assistant principal</p>	

<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>Staff to use QLAs and PLCs to target gaps in learning</p> <p>Training for Teachers through targeted CPD.</p> <p>Effective use of ICT in a classroom.</p> <p>3 in 3 challenges Fluent in five challenges</p> <p>Use of White Rose/Classroom Secrets to support the staff in providing suitable challenge</p>	<p>Investing money in Quality First Teaching is proven to make the most impact on children's attainment.</p> <p>When used effectively, ICT can be used to engage groups of children who may be difficult to engage.</p>	<p>Attainment and Progress data</p> <p>Class Action Plans</p> <p>TALE reports</p> <p>Questionnaires</p>	<p>All staff</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 backgrounds, including knowing how to baseline and evidence progress over time.</p> <ul style="list-style-type: none"> <li>• Emotional Literacy Course</li> <li>• Speech and Language Course</li> <li>• Maths Tutoring</li> <li>• Pupil Premium Champions</li> <li>• 1:1 tutoring (Nessie)</li> </ul> <p>Use of PiXL strategies with experienced staff carrying out interventions with B1 children</p> <p>Ensure that QLAs and PLCs are used to direct teaching in interventions to ensure coverage is strategic</p>	<p>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.</p> <p>Experienced teaching staff carrying out targeted PiXL intervention will ensure that these interventions will be effective</p>	<p>PDRs of TAs</p> <p>Intervention analysis</p> <p>Assessment monitoring</p> <p>Class Action plans</p>	<p>Deputy</p> <p>PiXL teachers</p>	
<p><b>6. Review of expenditure</b></p>					
<p><b>i. Quality of teaching for all</b></p>					

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>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 that we are diminishing the gap to National data.</p>	<p>Increase the number of Teachers in each phase or year group.</p> <p>Easter and February school for Pupil premium children</p>	<p>Evidence from TALE reports and actions plans suggests that the gap still exists but is beginning to narrow -</p> <p>In year 6 Easter school and boosters have had positive impact.</p> <p>PiXL has meant therapies have been matched to the needs of the individuals.</p> <p>Revision guides purchased for children</p>	<p>Further work is needed on this to narrow the gap between disadvantaged pupils and their peers – the school has considered using experienced teachers to lead PiXL based intervention groups Teachers will also be using QLAs and PLCs to identify key areas to focus on when teaching to ensure quality first teaching</p>	<p>£65,760</p>
<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 Continuous Professional Development for all staff working in school linked to the areas of EEF identified as having the most impact.</p> <p>Training for Teachers through targeted CPD.</p> <p>Pobble training for staff and Pobble being used for writing lessons</p> <p>Effective use of ICT in a classroom.</p>	<p>A list of CPD being offered has been created, and how this links with the SIP</p> <p>White Rose Maths training</p> <p>Bespoke Maths training for NQT and RQT teachers</p> <p>Pobble – Pobble being used across the school for writing</p> <p>ICT now beginning to be used.</p>	<p>The outcomes and actions as a result of CPD need to be recorded.</p>	<p>£36,000</p>

<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>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.</p> <ul style="list-style-type: none"> <li>• Emotional Literacy Course</li> <li>• Speech and Language Course</li> <li>• Maths Tutoring</li> <li>• Phonics</li> <li>• Library</li> </ul>	<p>Introduction of PIXL interventions and analysis of data from QLAs means support is better matched in class</p> <p>PIXL has now overtaken SEN interventions but we still have specialist TAs who have been trained to be experts in their fields</p> <p>JL – DYS AT – ELSA TB – Autism SA – Phonics AN - Library</p>	<p>PiXL therapies would be better taught, assessed and evaluated by experienced teachers</p> <p>PIXL has now overtaken SEN interventions but we still have specialist TAs who have been trained to be experts in their fields</p> <p>JL – DYS AT – ELSA TB – Autism SA – Phonics AN - Library</p>	<p>£24,000</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>To make links with local businesses to offer outreach and visits for our pupil premium children.</p>	<p>Visits to Kidzania and University College Peterborough taken place</p>	<p>Some more work on careers and employability needs to be undertaken</p>	<p>£500</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>Employ a Family Support Worker</p> <p>Employ a Behaviour Lead Teacher</p>	<p>There has been some uptake with invitations for parents to accompany their children to clubs (especially Science club)</p> <p>There has been a greater number of parents attending celebration assemblies.</p> <p>Dedicated family support worker to work with disadvantaged children and their families</p> <p>Behaviour lead teacher working with groups of children to raise self-esteem and 1:1 work with vulnerable pupil premium children</p>	<p>More work still has to be done to foster even better relationships with parents</p> <p>Webster Stratton workshops to be started with vulnerable parents</p>	<p>£15, 000</p>

<p>To support our children and families with Social, Emotional and Mental Health</p>	<p>Emotional Literacy support teaching assistant to be released to work with groups or individuals</p> <p>Forest school sessions to be run to raise esteem in groups of children</p> <p>1:1 sessions for children with our behaviour support specialist</p>	<p>There is a reduced amount of children with social, emotional and mental health issues</p> <p>Aspirations of the children are high and they can identify how they will work towards these aspirations.</p> <p>Behaviour lead teacher working with groups of children to raise self-esteem and 1:1 work with vulnerable pupil premium children</p>	<p>Feedback from Forest School is positive – this needs to be continued to help foster self-esteem in the children.</p>	<p>£20,000</p>

PUPIL PREMIUM TRACKING

Quantifiable data	2016	2017	2018
<ul style="list-style-type: none"> <li>Overall progress and attainment, compared to national and local figures and to other children in the school</li> </ul>	Disadvantaged 20% All 24% National disadvantaged 60% National all 53%	<b>Reading</b> disadvantaged 33% All 47% National 71% <b>Writing</b> disadvantaged 64% All 67% National 76% <b>Maths</b> disadvantaged 50% All 60% National 75%	
<ul style="list-style-type: none"> <li>Overall progress and attainment, compared to the previous year</li> </ul>		<b>Reading</b> All -4.3 Disadvantaged -5.7 <b>Writing</b> All -1.5 Disadvantaged -2.1 <b>Maths</b> All -3.4 Disadvantaged -4.8 Combined All	