

## Pupil premium strategy statement - reviewed:

1. Summary information					
School	Dogsthorpe Academy				
Academic Year	2018/2019	Total PP budget – 2018/2019 Total PP budget – 2019/2020	£137,835	Date of most recent PP Review	Sept 2018
Total number of pupils 2018/2019	349	Number of pupils eligible for PP 2018/2019	117	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
Attainment for: 2018/2019	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	13/37 = 35%	28/50 = 56%
% achieving expected standard or above in reading	18/37 = 49%	31/50 = 62%
% achieving expected standard or above in writing	15/37 = 41%	37/50 = 74%
% achieving expected standard or above in maths	21/37 = 57%	37/50 = 74%

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 Year 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.

## 4. Desired outcomes

	<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.					
<b>i. Quality of teaching for all</b>					
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. 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 pupil premium children are making progress</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 Phase Leaders</p> <p>Pupil Premium lead</p>	<p>Gap between disadvantaged and non has closed significantly this year in reading, although more work will be needed to narrow the gap in other subjects.</p> <p>This year's Year 6 cohort will need to be tracked and assessed carefully to ensure that the correct support is in place for this particular cohort.</p> <p>Pupil Premium lead has tracked progress of Pupil Premium children extensively and created one-page-profiles for each child showing their progress, support given and attendance.</p> <p><b>Attendance data:</b> Interventions into improving attendance for Pupil Premium children has been positive with improving trends since 2017/18 and against National and Greenwood Academies data Pupil Premium attendance for 2018-19 (94.7%) is higher than National Pupil Premium attendance (93.8%) and Greenwood Academies Trust Pupil Premium data.(94.5%). It has improved since 2017-18 (93.9%) Gap to Non Pupil Premium (96.4%) is 2.3% which less than National gap which is 2.4%</p>
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<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>Regular learning walks and pupil interviews have ensured that children are being supported across the school.</p> <p>Staff have been targeted with training modules or training opportunities to enhance expertise.</p> <p>Three members of staff have attended the Developing Teacher Programme training and had impact back in school with this. NQT and RQTs have attended specific training with Greenwood Academies.</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>	<p>Further work is needed on this to narrow the gap between disadvantaged pupils and their peers – the school has embedded 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>This will continue and will be targeted precisely to meet the needs of the cohort.</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	<p>There has been an increase of parental involvement with regular assemblies and open mornings</p> <p>The Webster-Stratton course has been attended successfully by parents.</p>
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>	<p>Self-esteem and behaviour has improved for these children</p> <p>Case studies of individuals are being carried out by the Outdoor Education specialist and by the Pupil Premium lead.</p> <p>Our ELSA trained Teaching Assistant has met regularly with groups and individuals and there has been a decrease in incidents for a specific group of children. 100% of the children who work with this adult have reported to find her support invaluable.</p>
<b>ii. Targeted support</b>					
<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  Deputy to support  Year 6 teachers to lead and other Teachers to be asked to support</p>	<p>Deputy, Assistant principal</p>	<p>Both February and Easter schools were attended well and progress points seen by all of these children.</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  Training for Teachers through targeted CPD.  Effective use of ICT in a classroom.  3 in 3 challenges Fluent in five challenges  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.  When used effectively, ICT can be used to engage groups of children who may be difficult to engage.</p>	<p>Attainment and Progress data  Class Action Plans  TALE reports  Questionnaires</p>	<p>All staff</p>	<p>White Rose resources and training has allowed staff to plan effectively and engage children with suitable challenge. A focus on problem solving, led by the maths lead, has been invaluable to ensuring good progress in maths.</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>This is completely embedded across the school.</p> <p>Further work is needed on this to narrow the gap between disadvantaged pupils and their peers – the school has embedded 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>This will continue and will be targeted precisely to meet the needs of the cohort.</p>
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## 6. Review of expenditure – 2018-2019

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>PiXL has meant therapies have been matched to the needs of the individuals.</p> <p>In year 6 February and Easter school and boosters have had positive impact.</p>	<p>Further work is needed on this to narrow the gap between disadvantaged pupils and their peers – the school has embedded 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>This will continue and will be targeted precisely to meet the needs of the cohort.</p>	<p>£34,276</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 AIP</p> <p>White Rose Maths training has been attended by all staff and methods being put in place in lessons – monitored by the maths lead teacher – using pictorial and concrete apparatus has supported maths learning across the school. Disadvantaged children performing better than non pupil premium children in Year 3 cohort.</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>A list of CPD being offered has been created, and how this links with the AIP Links are made with the Greenwood Alliance for CPD and with the Learning Partnership</p> <p>Staff have been trained on using Pobble and this is ongoing as Pobble itself evolves. Pobble displays are prominent in all classrooms and children enjoy having their work shared. Pobble lead has modelled lessons for more inexperienced staff.</p> <p>Staff have been trained to use Microsoft Teams, Sway and Airhead since our migration to Windows 10. Staff are being encouraged to take Microsoft Educator courses and gain accreditations.</p>	<p>The outcomes and actions as a result of CPD need to be recorded.</p> <p>As White Rose Maths training continues across the year, this will need to be evidenced and monitored to ensure that new strategies are used well to improve maths levels.</p> <p>More work needs to be done on this as Pobble itself evolves and improves</p> <p>The outcomes and actions as a result of CPD need to be recorded.</p> <p>Sessions need to be held with parents to make them more aware of how Pobble will support their children in Reading and Writing and to encourage them to sign up – School Pobble champion will hold parent information sessions</p> <p>More training is needed to fully access our full range of opportunities. Staff are being encouraged to take Microsoft Educator courses during their PE sessions.</p>	<p>£25,669.05</p>
<p>To ensure interventions are well matched to the needs of the individual</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>Introduction of PIXL interventions and analysis of data from QLAs means support is better matched in class</p>	<p>PIXL therapies would be better taught, assessed and evaluated by experienced teachers</p>	<p>£11,834.75</p>

<p>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>• Phonics</li> <li>• Library</li> </ul>	<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>Dyslexia programme to continue – Nessie programme</p> <p>Emotional Literacy – see below</p> <p>Library continues with pupil librarians being trained by AN to help foster a love of reading and choosing books for enjoyment, library open before and after school on specific days</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>Visit Kidzania for all lower school children</p>	<p>Children in Year 6 visited Peterborough University and took part in activities and work on opportunities for the children to study in further education</p> <p>Children all took part in KidZania activities with pre and post-visit activities. Children had access to 60 different careers and follow up surveys show that the children all have reconsidered the opportunities on offer for them.</p>	<p>This will need to continue to assure that all year groups/cohorts have the same opportunities.</p> <p>The Academy recognises that more work needs to be done on careers and aspirations – the careers and aspirations leader is working with leads from across the academies in Peterborough to devise a full programme of careers based education for his academic year.</p>	<p>£183.20</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>Open school mornings and afternoons started to allow parents to take part in sessions with their children. Regular tours of the school for new parents and for prospective parents. Parents have been invited to assemblies and performances and there has been a rise in numbers of parents attending across the year. The evening performance of the year 6 leavers’ performance was well attended by the working parents who couldn’t attend a daytime performance.</p> <p>There has been a dedicated Family Support Worker in school, to work with families of disadvantaged families and to be a ‘port of call’ for families. Impact in attendance data – see below</p>	<p>Further work needs to be done on this to help our working parents have access to school events.</p> <p>The relationship of disadvantaged families and school needs to be fostered and encouraged.</p> <p>This is to continue as the new cohort has families in need of support</p>	<p>£30,000</p>

	Employ a Behaviour Lead Teacher	All children have benefitted from this intervention – there is evidence of better attendance, calmer movement around the school and a change in self-esteem for these children. Impact in attendance data – see below	This will continue as new cohorts of children bring new challenges.	
To increase support for children and their 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>Gardening sessions with specialist from Creative Environment Partnership, focussed on raising self-esteem and building communication</p> <p>1:1 sessions for children with our behaviour support specialist</p>	<p>Children working with the Emotional Literacy Support teaching assistant have been noted to have less disruptions to their learning and a greater ability to communicate their needs to staff and peers. Impact in attendance data – see below</p> <p>100% of children in this programme – Year 5 cohort – have been noted to have raised self-esteem and better communication skills. 50% of these children have raised attendance levels. Impact in attendance data – see below</p> <p>100% of children selected for this programme have had a noted improvement in class with self-esteem, communication and behaviour. Specialist teacher reports back weekly to staff on what has been covered in each session and improvements made. Children are rewarded at the end of each term with certificates, medals and trophies. Specialist worked with 60 children across the year and 15 children continued with this into an after-school Eco-Club. Impact in attendance data – see below</p> <p>All children have benefitted from this intervention – there is evidence of better attendance, calmer movement around the school and a change in self-esteem for these children. Impact in attendance data – see below</p> <p><b>Attendance data:</b> Interventions into improving attendance for Pupil Premium children has been positive with improving</p>	<p>Emotional Literacy support teaching assistant to continue in this role, with allocated time set aside for this.</p> <p>Yellow Mellow day to be held this year and assemblies to be focussed on mental health and well-being using PiXL wellbeing scheme</p> <p>This work needs to continue as it invaluable to the social and emotional needs of the children</p> <p>This programme will continue, and the Pupil Premium lead will meet termly with the specialist teacher to look at gains made by these children selected. Case studies will also be started on these children.</p> <p>This will continue as new cohorts of children bring new challenges.</p>	£35,872

	<p>trends since 2017/18 and against National and Greenwood Academies data</p> <p>Pupil Premium attendance for 2018-19 (94.7%) is higher than National Pupil Premium attendance (93.8%) and Greenwood Academies Trust Pupil Premium data.(94.5%).</p> <p>It has improved since 2017-18 (93.9%)</p> <p>Gap to Non Pupil Premium (96.4%) is 2.3% which less than National gap which is 2.4%</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	