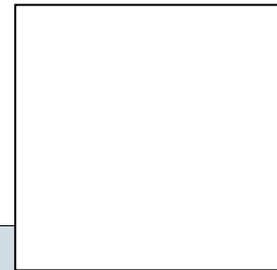


Pupil premium strategy statement:



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	When will you review implementation?
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	Half Termly
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	Half Termly

To ensure interventions are well matched to the needs of the individual child to ensure rapid progress.	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..	International research evidence, based on experimental trials, identifies some common classroom strategies that work across different subjects and educational phases: ➤ 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.	Ensure CPD and rationale is shared with all staff. Ensure resources are available for TAs to use. Monitor and evaluate through TALE reports and Pupil Progress Meetings. Lesson observations carried out by all adults.	Phase Leaders TAs Deputy	Half Termly
To ensure all children have high aspirations	All children in school will be part of the 'careers and employability' strategy. University Trips organised with pre and post work	All young people should be given the opportunity to understand better the world of work, through engagement with employers and meaningful work experience.	Emotional Literacy questionnaires at the start and end of year. Engagement with aspirational activities. Aspirations week, with Kidzainia pre and post work Young enterprise week with pre and post work	All Teachers Deputy	Half termly
To increase parental involvement	Open school, café in order to increase the amount of parental involvement in to day to day school life	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	Parent questionnaires % of parents at events increases Parents talk positively about their visits into school in the community	Family support work	Half Termly

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?
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<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 a that we are diminishing the gap to National data.</p>	<p>Easter and Summer 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 Year 6 team Other volunteer adults.</p>	<p>Half termly</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>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 each day.</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. Giving Teachers a planning skeleton for Topic means that Teachers can see the progression and activities.</p>	<p>Attainment and Progress data Class Action Plans TALE reports Questionnaires</p>	<p>Subject Leads Class Teachers Senior Leaders</p>	<p>Half termly</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"> • Emotional Literacy Course • Speech and Language Course • Maths Tutoring • Pupil Premium Champions. • 1 – 1 tutoring (Nessie) 	<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>PDRs of TAs Intervention analysis Assessment monitoring Class Action plans</p>	<p>SENCO TAs Class Teachers</p>	<p>Half termly</p>
<p>To ensure all children have high aspirations</p>	<p>To make links with local businesses to offer outreach and visits for our pupil premium children.</p>	<p>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.</p>	<p>Records of visits Child questionnaires % of children achieving age expected</p>	<p>Deputy</p>	<p>Half termly</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 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	Half termly
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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

Pupil premium tracking

Quantifiable data	2016	2017	2018	
<ul style="list-style-type: none"> Overall progress and attainment, compared to national and local figures and to other children in the school 				
<ul style="list-style-type: none"> Overall progress and attainment, compared to the previous year 				
<ul style="list-style-type: none"> % reduction in numbers making less than expected progress 				
<ul style="list-style-type: none"> % increase in numbers exceeding expectations 				

<ul style="list-style-type: none">Increases in reading/number age or standardised test scores as a result of the intervention programmes on your provision map				
<ul style="list-style-type: none">% improvement in attendance or punctuality				
<ul style="list-style-type: none">% reduction in recorded behaviour incidents				
<ul style="list-style-type: none">% increase in parental engagement in parents evenings, workshops and courses about supporting their child's learning				