

Dog Kennel Hill Pupil Premium strategy

| 1. Summary information | | | | | |
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| School | Dog Kennel Hill Primary School | | | | |
| Academic Year | 2018-19 | Total PP budget | £142,560 | Date of most recent PP Review | Autumn 2018 |
| Total number of pupils | 409 | Number of pupils eligible for PP | 108 | Date for next internal review of this strategy | Summer term 2019 |

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS2 in Reading, Writing and Maths.
2. To ensure that the most able disadvantaged pupils are identified and achieve as well as other most able pupils nationally.
3. To ensure that the attendance of pupils in receipt of PPG is above 95.6%, with a further reduction in the % persistently absent.
4. To increase the number of parents attending coffee morning workshops and in school projects with feedback that indicates a high degree of engagement.
5. To support the most vulnerable pupils in receipt of the PGG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.

We have high aspirations and ambitions for our children and we believe there are no limits to what our children can achieve and that no child should be left behind. Our school motto “where children love to learn” reflects our high expectations for all our children .We currently have 26.4% of pupils are currently eligible for Pupil Premium which is slightly higher than national.

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | | |
| % making expected progress in reading (as measured in the school) | | |
| % making expected progress in writing (as measured in the school) | | |
| % making expected progress in mathematics (as measured in the school) | | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | |
| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Pupils eligible for Pupil Premium are not making the same progress in reading , writing and maths at the expected level in all year groups. | |
| B. | Pupils eligible for Pupil Premium who are more able are not progressing at the same rate as pupils who are more able and not eligible for PP, in all areas. | |
| C. | Parents of pupils eligible for pupil premium are less able to contribute and be supportive of activities outside the classroom that enrich learning. | |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Attendance rates of pupils eligible for Pupil Premium are lower than the attendance rates of those who are not eligible and have higher levels of persistent absenteeism. | |
| E. | Social and emotional barriers to learning are more prevalent with pupils eligible for Pupil Premium. | |
| F. | Parental engagement and confidence to support their child is lower with parents eligible for Pupil Premium. | |
| 4. Desired outcomes and how they will be measured | | Success criteria |
| A. | Improve progress and attainment for pupils in reading, writing and maths at expected and to increase the combined attainment of children in receipt of pupil premium. | The gap in combined RWM between PP and non PP is closed. |

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| B. | Improve progress and attainment of more able children eligible for Pupil Premium. | The gap between attainment and progress between PP and non-PP exceeding at the expected level will be below 10% |
| C. | To provide disadvantaged pupils with educational experiences outside the classroom to engage them with their learning. | Increase number of Children in extracurricular activities. |
| D. | Increase attendance rates for pupil's eligible for PP. | Reduce the number of persistent absentees among PP pupils to below 10%. |

| 5. Planned expenditure | | | | |
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| Academic Year | | 2018/2019 | | |
| i. Quality 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? | Cost/ Review |
| All teachers at Dog Kennel Hill to deliver good or outstanding lessons. 100% good 40% Outstanding | Phase leads, x3 Deputies x1 Assistant headx1 | Quality first teaching is the most significant factor in improving progress and raising attainment for PP children according to EEF and Sutton Trust .The phase leads spend a significant % of their time working with teachers within their phase, modelling and planning. The Deputy is now in charge of assessment/ data | The deputy in charge of assessment/ data works closely with the phase leaders to ensure robust support and oversight. Coaching model will be developed and adopted to ensure improved outcomes for pupils.(Interim Assistant Head) | Reviewed on a termly basis, in line with the coaching cycle. |
| PP children to make the same progress and attainment as non PP children. | CPD: Nina Birch DPiL | The evidence indicates that teaching Literacy through this model has been effective for lower achieving PP pupils. As such Dog Kennel Hill has reintroduced the DPiL programme in September 2018. Nina Birch is providing targeted support for new teachers and year groups. | The Interim Assistant Head has been appointed the English lead to ensure that the CPD the staff receive is being implemented across the school to ensure consistency. Lesson observations and monitoring of the progress of PP children completed within the annual cycle of the school. | Through performance management |

| ii. Targeted support | | | | |
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| Desired outcome | Chosen action/ approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Cost/ Review |
| PP children to make the same progress and attainment as non PP children. | Small group and 121 provision. | Some of our students need targeted support to catch up. Research from EEF/Sutton Trust shows that targeted smaller group tuition is most likely to be effective if it is targeted at pupil's specific needs. All our intervention groups are carefully selected and led by trained staff. | Regular monitoring of planning, lessons and books plus data scrutiny. Target Tracker has been purchased and training given. Data is analysed in order to create focussed target groups. | Termly, Pupil Progress meetings |
| Ensure that PP children are receiving a rich educational experience. They are therefore more engaged with school | To increase the number of parents attending coffee morning workshops and in school projects with feedback that indicates a high degree of engagement. | Evidence from EEF/ Sutton Trust shows that increased parental engagement is effective in diminishing barriers to learning. Targeted parental involvement through the Safeguarding Lead to support extending the provision for PP children. | Safeguarding Lead to monitor attendance and target parents for support. | Termly, Pupil Progress meetings |

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| PP children make the same progress and attainment as non PP children. | CPD programme over the next year that will focus on methods of effective feedback and marking | Feedback and marking has effects on all types of learning across all key stages. Research in schools has focussed particularly on English and Mathematics. We aim to review the marking and feedback policy in order to ensure that children experience consistency and that marking closes the gap between groups. | Phase Leaders and SLT through phase meetings will have responsibility for supporting classroom pedagogy and practice. | Phase meetings |
| Social and emotional barriers to learning are addressed for PP children | Learning Mentor support. | The use of programmes which are targeted at students with particular social and emotional barriers to learning have been found to be particularly successful with disadvantaged pupils. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and progress. | Learning mentors to be supported by the safeguarding Lead to ensure that children are identified and interventions are put in place in a timely manner. | Soft data to focus on attitudes to learning, behaviour. |

iii. Other approaches

| Desired outcome | Chosen action/ approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Cost/ Review |
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| Increased attendance rates | Safeguarding Lead to monitor pupils and follow up quickly on absences. First | NfER briefing for school leaders identifies addressing attendance as a key step. | PPI ead, Safeguarding Lead will collaborate to ensure standard school processes work smoothly. | Termly |

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| Improved attendance of PP persistent absentees | Safeguarding Lead to monitor pupils and follow up quickly | NFER briefing for school leaders identifies addressing attendance as a key step. | PPI ead, Safeguarding Lead will collaborate to ensure standard school processes work smoothly. | |
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| 1. Additional detail |
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