

Dog Kennel Hill Pupil Premium strategy/ self - evaluation

1. Summary information					
School	Dog Kennel Hill Primary School				
Academic Year	2019-20	Projected PP budget based on the January School Census.	£125,085	Date of most recent PP Review	Spring 2020
Financial Year	2020-21				
Total number of pupils	403	Number of pupils eligible for PP	93	Date for next internal review of this strategy	Summer term 2019
				Date for next internal review of this strategy	Autumn 2020

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 96%, 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.

The school is following the national trend with fewer pupils being eligible for pupil premium funding. Based on the January census 93 pupils are eligible for pupil premium funding 23% of the schools population.

2. Current attainment		
	<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 closing.
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				
Academic Year		2019/2020		
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	Deputies x1 Assistant head x3 There was a planned restructure of staffing within the school to meet the changing needs of the school.	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 assistant heads 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 assistant heads to ensure robust support and oversight. Coaching model will be developed and adopted to ensure improved outcomes for pupils. The current model of monitoring of teaching and learning is being maintained until the staffing restructure is completed.	Reviewed on a termly basis, in line with the coaching cycle.

<p>PP children to make the same progress and attainment as non PP children.</p>	<p>CPD: Nina Birch DPiL</p>	<p>The evidence indicates that teaching Literacy through this model has been effective for lower achieving PP pupils. As such Dog Kennel Hill was reintroduced the DPiL programme in September 2019 for all year groups. Nina Birch is providing targeted support for new teachers and year groups.</p>	<p>The 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.</p>	<p>Through performance management</p>
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action/ approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Cost/ Review</p>
<p>PP children to make the same progress and attainment as non PP children.</p>	<p>Small group and 121 provision.</p>	<p>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.</p>	<p>Regular monitoring of planning, lessons and books plus data scrutiny.</p> <p><i>There has been regular moderation of writing with a particular focus on Y2/Y6 books. They have been moderated by Nina Birch</i> Target Tracker has been used to track pupil progress . Data is analysed in order to create focussed target groups.</p>	<p>Termly, Pupil Progress meetings</p>

<p>Ensure that PP children are receiving a rich educational experience. They are therefore more engaged with school</p>	<p>To increase the number of parents attending coffee morning workshops and in school projects with feedback that indicates a high degree of engagement.</p>	<p>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.</p>	<p>Safeguarding Lead to monitor attendance and target parents for support.</p> <p>New Safeguarding Lead has been appointed. .</p>	<p>Termly, Pupil Progress meetings</p>
<p>PP children make the same progress and attainment as non PP children.</p>	<p>CPD programme over the next year that will focus on methods of effective feedback and marking</p>	<p>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.</p>	<p>Assistant Heads and SLT through phase meetings will have responsibility for supporting classroom pedagogy and practice.</p> <p>Deputy Head has formed a working party to work on a new marking and feedback policy.</p>	<p>Phase meetings</p>

Social and emotional barriers to learning are addressed for PP children	Learning support. Mentor	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. Learning Mentors roles restructured continue to support targeted pupils in order to improve engagement in school.	Soft data to focus on attitudes to learning, behaviour.
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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
Increased attendance rates	Safeguarding Lead to monitor pupils and follow up quickly on absences. First day response	NFER briefing for school leaders identifies addressing attendance as a key step.	Safeguarding Lead will collaborate to ensure standard school processes work smoothly. New Safeguarding Lead has been appointed.	Termly
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.	Safeguarding Lead will collaborate with Assistant Heads to ensure standard school processes work smoothly.	

1. Additional detail

Year 6: 17 pupils

Year 5: 9 pupils

Year 4: 13 pupils

Year 3: 16 pupils

Year 2: 11 pupils

Year 1: 15 pupils

KS1 : 38 pupils

KS2: 55 pupils

$93 / 403 = 23\%$ PP