



Dove CE (VC) First School - Pupil premium strategy statement 2018-19

1. Summary information					
School	Dove CE (VC) First School				
Academic Year	2018-19	Total PP budget	£30,360	Date of most recent PP Review	July 2018
Total number of pupils	96	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Dec 2018
2017-8			<i>Pupils eligible for PP (33% SEN)</i>		
% making expected and above expected progress in reading			65%		
% making expected and above expected progress in writing			67%		
% making expected and above expected progress in maths			57%		
2. 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.	Low baseline on entry to reception. This has an impact on attainment as children move through the school.				
B.	Opportunities to challenge/engage more able PP pupils – increase number of pupils reaching higher standard Particularly in years 2,3 and 4)				
C.	Low attainment in maths.				
D.	Specific additional needs, including those being supported as SEND.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Circumstances in the home have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress				

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good or better progress for all children from their starting point.	Pupil premium children make at least expected progress and many make better than expected progress.
B.	Higher rates of progress for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, in maths, reading and writing.
C.	Improve maths attainment for PP children.	Use of maths mastery approach used to support teaching of maths leads to an increase in % of children achieving ARE in maths.
D.	Children with additional needs supported effectively.	Children make progress from their starting points achieving targets on termly plans.

4. Planned expenditure					
Academic year		2018/19			
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 ?
The quality of teaching and learning is at least good and often better securing good progress for all. More able pupils are challenged and extended to enable them to make rapid progress. Maths mastery approach used to support teaching of maths.	Ongoing CPD Classroom monitoring Book scrutinies Sharing good practice Subject leader time	Evidence from school self –review and evaluation, a programme for future development is actioned through the SDP	Targets for Appraisal and Performance management will be set and monitored regularly	Headteacher	Termly

Total budgeted cost					£5,000
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 ?
Children receive effective support tailored to their individual needs in the classroom to secure good progress.	Targeted TA / T support in classrooms.	Evidence from school self-review, data analysis, staff meeting discussions, pupil progress meetings.	Regular review of the provision map Targets for Appraisal and Performance management will be set and monitored regularly Data analysis Pupils progress meetings termly School ongoing monitoring and review	Headteacher	Termly
Children receive effective support during individual or small group interventions to secure good progress.	Targeted TA support to lead interventions.	Evidence from school self-review, data analysis, staff meeting discussions, pupil progress meetings.	Regular review of the provision map Targets for Appraisal and Performance management will be set and monitored regularly Data analysis Pupils progress meetings termly School ongoing monitoring and review	Headteacher	Termly
MA children are challenged to ensure rapid progress.	Targeted TA / T support in classrooms.	Evidence from school self-review, data analysis, staff meeting discussions, pupil progress meetings.	Regular review of the provision map Targets for Appraisal and Performance management will be set and monitored regularly Data analysis Pupils progress meetings termly School ongoing monitoring and review	Headteacher	Termly

SEN pupil premium children achieve termly plan targets.	Targeted TA / T support for specific needs.	Evidence from school self-review, staff meeting discussions, plan reviews, pupil progress meetings, termly plan reviews.	Regular review of the provision map Termly plan reviews Pupils progress meetings termly School ongoing monitoring and review	SENCo	Termly
Social, emotional and behavioural skills are developing ensuring improved engagement and motivation.	Restorative approach training Emotional wellbeing sessions.	Behaviour logs Personalised approach to social and emotional development	Tracking in behaviour logs School ongoing monitoring and review Pupil voice	SENCo	Termly
Total budgeted cost					£18,000
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?	Staff lead	When will you review implementation ?
Increased self-confidence, self-esteem and enrichment opportunities.	Contribute to music/violin lessons Well being and mindfulness sessions introduced.	Most pupil premium children do not have access to these additional experiences outside of school. Research shows that learning to play instruments/music increases self-confidence through performance, concentration and memory. Research shows that swimming can improve self-confidence, goal setting and perseverance.	Specialist music teacher employed. Trained swimming teacher employed.	Headteacher	Termly
Relevant and timely support for parents, carers and families. Emotional support offered for families at time of need.	Family Learning activities Early Help Assessments meetings Local Support Team involvement	Parent support for learning at home – informed of expectations Family learning sessions provide additional information and strategies to support home learning – positive feedback from previous events	Planning and evaluation of family learning events Review meetings	Headteacher	Ongoing

		Professional agency partnerships improve parental engagement and therefore outcomes for children.			
Total budgeted cost					£7, 360

5. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The quality of teaching and learning is at least good and often better securing good progress for all.	<p>Ongoing CPD Classroom monitoring Book scrutinies Sharing good practice Subject leader time</p> <p>The continued use of TAs in classrooms to support target children.</p> <p>The use of TAs for individual needs – FFT, precision teaching, termly plan work.</p>	See data on page 1.	<p>The impact of provision was reviewed at least termly. The provision map was changed according to the needs of the children, each half-term or term. Termly pupil progress meetings continued to provide all staff with opportunities to review teaching and learning.</p> <p>Continue</p>	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Children receive effective support in the classroom to secure good progress.</p> <p>Children receive effective support during individual or small group interventions to secure good progress.</p> <p>SEN pupil premium children achieve termly plan targets.</p> <p>Social, emotional and behavioural skills are developing ensuring improved engagement and motivation.</p>	<p>Targeted TA support in classrooms.</p> <p>Targeted TA support to lead interventions.</p> <p>Targeted TA support for specific needs.</p> <p>Restorative approach training YESS counselling and supervision</p> <p>Pupil voice</p>	<p>As above</p> <p>Regular review of the provision map, data analysis, pupils progress meetings, staff meetings and school ongoing monitoring and review shows that PP and non-PP children benefitted from additional adult support in the classroom.</p> <p>Reviews for specific children show that they made progress from their starting points and against their termly plan targets.</p> <p>Pupil voice shows that children's self-esteem and confidence has improved.</p> <p>YESS provision supported a small number of children.</p>	<p>As above</p> <p>Following review, the use of TAs deployed in classrooms more often did facilitate application of skills and learning in all work. This also included progress in learning and in achieving termly plan targets.</p> <p>Further ASD training for a PP/SEN child for 2 staff enabled them to provide more enhanced support.</p> <p>The investigation of nurture training and provision was not undertaken due to a lack of time.</p> <p>Continue</p>	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increased self-confidence, self-esteem and enrichment opportunities.</p> <p>Relevant and timely support for parents, carers and families.</p>	<p>Contribute to music/violin lessons Contribute to additional swimming lessons.</p> <p>Family Learning activities Early Help Assessments meetings Local Support Team involvement</p>	<p>All KS1 and KS2 children had access to specialist music tuition which provided enrichment at no cost to parents. All year 2, 3 and 4 children had access to specialist swimming tuition which provided enrichment at no cost to parents.</p> <p>Parent support for learning at home – informed of expectations Family learning sessions provide additional information and strategies to support home learning – positive feedback from events Professional agency partnerships improve parental engagement and therefore outcomes for children.</p>	<p>Enrichment and enjoyment for the majority of our children.</p> <p>Important safety and health benefits for the majority of our children.</p> <p>We will continue 2018-9 and review for the next financial year.</p>	

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.