

Pupil premium strategy statement (primary)

1. Summary information					
School	Didsbury CE Primary School				
Academic Year	2018-19	Total PP budget	£23760	Date of most recent PP Review	September 2018
Total number of pupils	239	Number of pupils eligible for PP	18	Date for next internal review of this strategy	January 2019

2. Current attainment		
KS 2 Attainment at end of 2017-18	Pupils eligible for PP (5 pupils)	Pupils not eligible for PP (national average)
% achieving expected standard in reading	80%	71%
% achieving expected standard in writing	80%	76%
% achieving expected standard in maths	80%	75%
% achieving expected standard in GPS	80%	77%
% achieving expected standard in reading, writing and maths	80%	61%
% making progress in reading	-4.4	
% making progress in writing	-6.6	
% making progress in maths	-3.2	

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.	Fine motor control with children in Lower KS2
B.	Low attainment in maths with children in KS1 and Lower KS2
C.	SEMH issues with some PP children in Key Stage 2
D.	Low attainment in maths with children in KS1
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	10% Persistent absence with some children
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved fine motor skills for some children in KS1 and lower KS2	Children can write for more sustained periods. This leads to improved writing scores. Children achieve at least 50% of their writing key assessment criteria by the end of the school year.
B.	Improved rates of progress for children with previously low attainment in maths.	Children are far more confident with their maths and achieve at least 50% of their maths key assessment criteria by the end of the school year.
C.	SEMH issues of some KS2 children addressed.	Children will have coping strategies to help with SEMH issues in class. Children will complete work and have reduced amount of
D.	Improved rates of progress for children with previously low attainment in writing.	Children are far more confident with their writing and achieve at least 50% of their writing key assessment criteria by the end of the school year.
E	Increase attendance rates for those targeted children who are below 90% attendance.	Children making good progress due to being in school promptly with 90% plus attendance rate and so accessing the full days curriculum. Overall PP attendance rate to be 96% plus.
F	All PP children have access to the wider enriched curriculum	PP children able to enjoy a full enriched curriculum leading to greater holistic learning.

5. Planned expenditure

Academic year **2018 – 19 approx. £23670**

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?
A Improved fine motor skills for some children in KS1 and lower KS2	Regular handwriting practice using Letter join handwriting system.	Neat flowing handwriting benefits all pupils. It gives confidence to pupils, instils greater pride in their work, has a positive link to spelling and increasing writing speed.	Regular book scrutiny of a range of books.	English/ EYFS lead	Jan 2019 1/2 hour of TA time per day £13.75 x 190 =£1306.25
B Improved rates of progress for children with previously low attainment in maths.	Staff Sense of Number training on understanding how children understand maths concepts. The concrete, visual, abstract approach to ensuring that maths ideas are embedded. Use of Motivational maths	This is a highly recommended training programme that blends understanding concepts around key maths understanding and learning for practioners with song and rhyme based repetition of key concepts by the children.	Use performance management observations of TAs, a book scrutiny and pupil voice to ensure that children's learning reflects the recommended practice. Highly experienced TAs will support children in the understanding of key maths concepts. TAs to use a quality intervention – Motivational maths	Head of School	Jan 2019 1 hour of TA time per day £13.75 x 190 =£2612.50 Plus Motivational maths training cost plus cover =£638.75

Total budgeted cost					£4557.50
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?
A Improved fine motor skills for some children in KS1 and lower KS2	Targeted children to have regular small group handwriting practice supplemented by other fine motor activities to promote improved pencil grip and a greater sense of manipulation.	Some of the PP children need targeted support to catch up. An holistic approach to fine motor control has shown to be more beneficial than handwriting practice alone.	Ensure that the support groups are on NTG timetables. We will observe the targeted support and measure the improvement via targeted book scrutiny.	English/ EYFS lead	Jan 2019 ½ hour of TA time per day £13.75 x 190 = =£1306.25
B Improved rates of progress for children with previously low attainment in maths.	Twice weekly small group sessions with targeted PP children to raise maths attainment. Use of Motivational maths intervention to raise standards	We feel that intensive twice-weekly sessions led by a well-trained and highly experience teaching assistant using an evidenced based resource such as Motivational maths is the best way to raise attainment for targeted PP children and close gaps with peers.	Ensure that the small targeted groups are on intervention timetables. We will observe the targeted support and measure the improvement via comparing the baseline assessment and end of intervention assessment.	SENCO	Jan 2019 2 hours per day TA £13.75 x 2 x 190 = £5225
C SEMH issues of some KS2 children addressed.	Identify a targeted behaviour intervention for identified children Work with our Reflect and Respond behavioural system to focus on positive behaviours and how relationships can be restored.	Targeted interventions matched to specific children can help them to develop behavioural coping strategies and develop friendships and relate to others better. This has been kept but very much reduced due to improved behaviour	Monitor behaviour and also monitor improvement in behaviour	Head of School/ SENCO	Jan 2019 1 hours per week CT £29.50 x 2 x 38 = £1121
D Improved rates of progress for children with previously low attainment in writing.	Twice weekly small group sessions with targeted PP children to raise writing attainment. Use of EY2P training to NTG to raise standards	We feel that intensive twice-weekly sessions led by a well-trained and highly experience teaching assistants supported by teachers who have been on EY2P training is the best way to raise attainment for targeted PP children and close gaps with peers.	Ensure that the small targeted groups are on intervention timetables. We will observe the targeted support and measure the improvement via comparing writing assessments pre NTG sessions and after the end of NTG sessions.		Jan 2019 1/2 hour a day x 2 CT 2 x £29.50 x 190 = £5605 2 hours per day TA £13.75 x 3 x 190 = £5225
Total budgeted cost					£18,482.50

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?
E Increase attendance rates for those targeted children who are below 90% attendance.	School administrator prints off weekly attendance figures and highlights PP children who have a less than 90% attendance rate.	We can only improve attainment if children are actually in school. High attendance rates are key to good progress	Parents of PP children whose attendance falls to 90% will be contacted and the need to have their children each day each week will be stressed verbally and in writing.	Head of School	Termly £Admin TA 1 hour per day £13.75 x 190 =£2612.50 Head of School 3 x 3 x £45 = £405
F All PP children have access to the wider enriched curriculum	Subsidise trips, visits, music tuition and EGKC	All of our PP children are able to enjoy and benefit from experiences leading to a more rewarding experience at school	Pupil and parent voice.	Head of School	Jan 2019 School trips £1600 Music £600 EGKC £450
Total budgeted cost					£5667.50
Total cost of parts I,ii and iii					£28707.50

6. Review of expenditure

Previous Academic Year	Total spend £36,700
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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 £5225
Development of whole school sense of number calculation policy and school aims including pupil self-assessment, use of visuals and resources in maths and creating effective learning environments.	Key Stage Learning Teams	Maths results were very high in KS2 Pupil 80% of PP children in KS2 reached expected standard and 80% was also the figure for RWM combined. This is an exceptionally high figure and way above RWM combined for national non-PP children. In KS1 results fell to NA and 50% of PP children achieved the expected standard in maths.	Once again the results were very pleasing and we feel that the Dave Godfrey training has been embedded in classes across the school.	1 hour of TA time per day £13.75 x 190 =£2612.50

A Improved fine motor skills for some children in KS1 and lower KS2	Regular handwriting practice using Letter join handwriting system.	We feel that this is indeed working. Handwriting has improved throughout the school over the course of the last two years. This has led to a recognisable style, neater presentation and improved confidence for the writer. It has also meant that our children have performed well in end of key stage assessment where the standard of handwriting is judged.	Yes, we are pleased with the way that Letter join has been embedded within school and will continue to monitor children who need extra support.	1 hour of TA time per day £13.75 x 190 =£2612.50
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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 £25764
A Improved fine motor skills for some children in KS1 and lower KS2	Targeted children to have regular small group handwriting practice supplemented by other fine motor activities to promote improved pencil grip and a greater sense of manipulation.	We feel that this is indeed working. As well as children have regular practice with handwriting we have also implemented finger gym for targeted individuals. We have more sensory options for children in the Early years and KS1.	We believe that this approach worked well and we would continue to use targeted interventions for all vulnerable children including PP	1 hour of TA time per day £13.75 x 190 =£2612.50
B Improved rates of progress for children with previously low attainment in maths.	Twice weekly small group sessions with targeted PP children to raise maths attainment. Use of Motivational maths intervention to raise standards	Motivational Maths has had a very positive impact. We have trained another TA in MM and now we are delivering MM to children in KS1 as well as KS2	Initially, MM was being overused and used more as ongoing support for PP children with low maths scores. We have now re-focussed this to ensure that ball staff are using MM as a 10 week specific intervention.	5 hours per week class teacher £29.50 x 5 x 38 = £5605 2 hours per day TA £13.75 x 2 x 190 = £5225 March 2018 2 hours per week CT £29.50 x 2 x 38 = £2242
C SEMH issues of some KS2 children addressed.	Identify a targeted behaviour intervention for identified children Work with our Reflect and Respond behavioural system to focus on positive behaviours and how relationships can be restored.	This has worked well in most instances. Some of our PP children, especially those are PLAC and have attachment issues have found self regulation of behaviour difficult. One particular child now has an EHCP and is working on Zones of regulation with his LSA.	We are always flexible with our behavioural system knowing that it works for 95% of children but those with specific needs find it difficult and we make allowances. We will continue with this and we have introduced a simpler set of rules for 2018 -19 to give more clarity around behavioural expectations.	2 hours per week CT £29.50 x 2 x 38 = £2242 3 hours per day TA £13.75 x 3 x 190 = £7837.50
D Improved rates of progress for children with previously low attainment in writing.	Twice weekly small group sessions with targeted PP children to raise writing	This has worked very well indeed. As noted above 80% of PP children reached the expected standard in writing at the end of KS2 and 50% by the end of KS1.	We will keep this in place. PP children who have not achieved expected standard will continue to have specific writing interventions.	

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 £5852.50
<p>E Increase attendance rates for those targeted children who are below 90% attendance.</p> <p>All PP children have access to the wider curriculum</p>	<p>School administrator prints off weekly attendance figures and highlights PP children who have a less than 90% attendance rate. Subsidise trips, visits, music tuition and EGKC</p>	<p>There were only 6 children who fell below 90% attendance throughout years 1 -6. The absence figure PP children was 5.9% as opposed to 3.1% for all children within the school. 10%PA levels are 3.85% for all children but 17% for PP children and 42% for FSM ie 3/7</p> <p>All our disadvantaged children are able to enjoy and benefit from such experiences – this then leads to a greater enjoyment and enthusiasm for all aspects of school life, although this is harder to measure.</p>	<p>The figures were skewed last year with some children who arrived part way through the year and so found it difficult to produce 90% attendance. We will again monitor the figures very carefully for PP children this year encouraging parents to get their children into school as often as possible.</p> <p>This has been very positive and we have had good feedback from parents. It has allowed children to enjoy a rich and deep curriculum. This cost a lot this year due to less than usual amounts of payment for the residential to Ghyll Head. To simplify matters we are going to reduce the residential trip to year 6 visiting Condover Hall yearly.</p>	<p>Admin TA 1 hour per day £13.75 x 190 =£2612.50 Head of School 4 x 3 £45 = £540 School trips £2000 Uniform £100 Music £600 Kids Club £1500</p>

7. Additional detail

All our PP children are tracked and monitored in all key academic areas very closely with regard to their performance against National averages. We test using standardised spelling and tests every 6 months, PIRA reading assessments every term and Abacus maths testing and a variety of other material is used to monitor performance in maths. We also use monitoring through pupil voice very regularly.