

Pupil premium strategy statement (primary)

1. Summary information					
School	Didsbury CE Primary School				
Academic Year	2019-20	Total PP budget	£22440 FSM/EVER 6 £13800 PLAC = £36240	Date of most recent PP Review	December 2019
Total number of pupils	234	Number of pupils eligible for PP	17 FSM/EVER 6 6 PLAC	Date for next internal review of this strategy	April 2020

2. Current attainment		
KS 2 Attainment at end of 2018-9	<i>Pupils eligible for PP (3 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading	100	78%
% achieving expected standard in writing	100	83%
% achieving expected standard in maths	100	84%
% achieving expected standard in GPS	100	77%
% achieving expected standard in reading, writing and maths	100	71%
% making progress in reading	3.39	N/A
% making progress in writing	1.51	N/A
% making progress in maths	3.34	N/A

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 1 and 2
D.	Low attainment in maths with children in KS1
E.	Unable to access the curriculum without additional 1 to 1 support
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	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 children in KS1 and KS2 children addressed.	Children will have coping strategies to help with SEMH issues in class. Children will complete work and have reduced amount of stress and anxiety.
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	The curriculum can be accessed throughout the day. Child is calm and supported emotionally.	Child engaged and making progress for the whole day.
F	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.
G	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 **2019-20 December 2019 current planned spend £35190**

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 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. Marking code indicates the standard of presentation and shows whether presentation is improving	English lead	April 2020 1 hour CT time per week £42 x 3 x 38 =£4788
Total budgeted cost					£4788

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?
<p>A Improved fine motor skills for some children in KS1 and lower KS2</p> <p>Improved gross motor skills for some children in KS1 and lower KS2</p>	<p>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.</p> <p>Motor skills united programme for children with gross motor skill issues</p>	<p>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.</p> <p>Motor skills united is a proven locally based intervention which children readily engage with.</p>	<p>Ensure that the support groups are on NTG timetables. We will observe the targeted support and measure the improvement via targeted book scrutiny.</p> <p>Implemented by a trained and experienced TA</p>	<p>English/ EYFS lead</p> <p>SENCO</p>	<p>April 2020 45 mins of TA time per week x 4 TAs £19 x .75 x 38 =£2166</p> <p>1 hour of TA time per week £19 x 38 =£722</p>
<p>B Improved rates of progress for children with previously low attainment in maths.</p>	<p>Twice weekly small group sessions with targeted PP children to raise maths attainment. Use of Motivational maths intervention to raise standards</p>	<p>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.</p>	<p>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.</p>	<p>SENCO</p>	<p>April 2020 1/2 hour per day x2 TAs £19 x 2 x 190 = £3610</p>
<p>C SEMH issues of some KS1 and KS2 children addressed.</p>	<p>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.</p> <p>Extra support for children with additional needs in area of SEMH.</p> <p>Extra Ed. Psych. Support for children with SEMH</p> <p>Increased pastoral support for children with SEMH</p>	<p>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.</p> <p>To enable child to access the curriculum in an appropriate way.</p> <p>In order to access needs of children with SEMH needs</p> <p>Time to talk – talk and pastoral activities to give PP children an opportunity to voice concerns/issues they are dealing with.</p>	<p>Monitor behaviour and also monitor improvement in behaviour</p> <p>Ensure continuous discussion with parents and those with SEMH expertise.</p> <p>Monitored by SENCO. SENCO provides input for pastoral sessions and works closely with SEN TA</p>	<p>Head of School/ SENCO</p>	<p>April 2020 1 hours per week CT and 1 hour a week SENCO time £42 x 1 x 38 = £1596</p> <p>£549 x 2 days = £1098</p> <p>£17.50 x 2 x 20 = £840</p>

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 Narrowing the Gap 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.		April 2020 ½ hour x 2 per week x 4 TA s 4 x £38 x 38 = £2888
Improved rates of progress for children with previously low attainment in spelling.	Regular Word Wasp sessions with targeted PP children	This is a proven easy to run spelling intervention designed to give children extra confidence with their spelling.	Ensure that the TA running the intervention feeds back to the class teacher. Monitor spelling scores.		1 hour per week x 3 TAs £19 x 3 x 38 = £2166
Improved rates of progress for children with previously low attainment in reading.	Regular Toe by Toe sessions with targeted PP children Regular LDA comprehension sessions with targeted PP children	This is a proven easy to run spelling intervention designed to give children extra confidence with their decoding. This is an in depth comprehension that concentrates on inference designed to give children extra confidence with their understanding of reading.	Ensure that the TA running the intervention feeds back to the class teacher. Monitor reading scores. Ensure that the TA running the intervention feeds back to the class teacher. Monitor reading scores.		1 hour per week x 3 TAs £17.50 x 3 x 38 = £2166 1 hour per week x 3 TAs £17.50 x 3 x 38 = £2166
E The curriculum can be accessed throughout the day. Child is calm and supported emotionally.	LSA paid for an extra hour a day to ensure that a child is fully supported throughout the working day.	We feel that to be fully supported emotionally for the whole day is vital for the well-being of the child and also for the class to which the child belongs.	LSA meets with SENCO on a regular basis. Class teacher sets high quality appropriate work for the child to complete with appropriate support.	SENCO	2020 LSA time £17 x 1 hour x190 = £3230
Total budgeted cost					£22648
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 staff 1 hour per day £19 x 190 = £3610 Head of School 3 x 3 x £76 = £684
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 Access to before school club to support attendance.	Pupil and parent voice and a review of the procedure.	Head of School	April 2020 School trips including residential £2000 Music £960 EGKC £500
Total budgeted cost					£7754

Total cost of parts I,ii and iii £ 35190

6. Review of expenditure

Previous Academic Year 2018-19

Total spend £37,560

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 £6232
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 continued to perform 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. We will also need to dedicated exclusive time throughout the school again next year..	1 hour CT time per week £41 x 4 x 38 = £6232

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 £28965.50
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. Yes this worked well and is worth continuing.	Feb 2019 1 hour of TA time per week x 4 TAs £17.50 x 38 = £2660
Improved gross motor skills for some children in KS1 and lower KS2	Motor skills united programme for children with gross motor skill issues	Motor skills united is a proven locally based intervention which children readily engage with. This worked well and children have been really motivated by the programme.	Implemented by a trained and experienced TA. We feel that the training is very important and will send someone else on MS utd training course in 2020.	1 ½ hour of TA time per week £17.50 x 38 = £997.50

<p>B Improved rates of progress for children with previously low attainment in maths.</p>	<p>Twice weekly small group sessions with targeted PP children to raise maths attainment. Use of Motivational maths intervention to raise standards</p>	<p>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. This has worked very well indeed. As noted above 100% of PP children reached the expected standard in maths at the end of KS2 and 100% by the end of KS1. Our end of KS2 children considerably out performed national non-disadvantaged children.</p>	<p>This has been used as a specific 10 week intervention and it works well showing excellent post intervention assessment scores. This has been a major success and it will carry on next year spread across three TAs.</p>	<p>1 ½ hour of TA time per week £17.50 x 38 =£997.50</p>
<p>C SEMH issues of some KS1 and KS2 children addressed</p>	<p>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. Extra support for children with additional needs in area of SEMH. Extra Ed. Psych. Support for children with SEMH Increased pastoral support for children with SEMH</p>	<p>Throughout 2018-19 this was a vital use of resources. It was needed to support children with SEMH and attachment difficulties who found it very difficult to regulate their own behaviour and often moved into a heightened state. We employed extra staff to ensure that the children were supported and that the classes could continue to run without interruption.</p> <p>We bought in extra EP time to give support and extra strategies to a particular ongoing situation.</p> <p>The extra support employed to support the child 1 to 1 was vital for the child and also allowed other children to access the full curriculum.</p>	<p>We will continue the intervention support that we have put in place. It is essential that children are in the right place socially and emotionally in order that they can access the full curriculum and make progress with their learning.</p> <p>This was a vital use of the PP money resulting in a successful outcome. Going forward we would respond and intervene earlier to try to give early help before the situation escalates.</p>	<p>Feb 2019 1 hours per week CT and 1 hour a week SENCO time £41 x 2 x 38 = £3116</p> <p>17.5 hours per week x 10 weeks x £17.50 = £3062.50</p> <p>£539 x 3 days = £1617</p>
<p>DD Improved rates of progress for children with previously low attainment in writing.</p>	<p>Twice weekly small group sessions with targeted PP children to raise writing attainment. Use of EY2P training to Narrowing the Gap to raise standards</p>	<p>This has worked very well indeed. As noted above 100% of PP children reached the expected standard in writing at the end of KS2 and 66.7% by the end of KS1. Our end of KS2 children considerably out performed national non-disadvantaged children.</p>	<p>We will keep this in place. PP children who have not achieved expected standard will continue to have specific writing interventions.</p>	<p>£17.50 x 2 x 20 = £840 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</p>
<p>Improved rates of progress for children with previously low attainment in spelling.</p>	<p>Regular Word Wasp sessions with targeted PP children</p>	<p>This has worked very well indeed. As noted above 100% of PP children reached the expected standard in reading at the end of KS2 and 100% by the end of KS1. Our end of KS2 children considerably out performed national non-disadvantaged children.</p>	<p>We will keep this in place. PP children who have not achieved expected standard will continue to have specific writing interventions</p>	
<p>Improved rates of progress for children with previously low attainment in reading.</p>	<p>Regular Toe by Toe sessions with targeted PP children Regular LDA comprehension sessions with</p>			

Targeted 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)	
E The curriculum can be accessed throughout the day. Child is calm and supported emotionally.	LSA paid for an extra hour a day to ensure that a child is fully supported throughout the working day.	This has been a vital use of PP resource money to enable the child to access the curriculum in the afternoon.	This was crucial while the child was at the school. The child has recently left the school and therefore the support will not be needed going forward.	2019 LSA time £16 x 1 hour x 190 = £3040
Other approaches				Cost £
F 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.	There were only 9 children who fell below 90% attendance throughout years 1 -6. The absence figure for PP children was 4.66% as opposed to 2.78% for all children within the school. This gap has closed since last year. 10% PA levels are 4.12% for all children but 12% PP children. This was due to a PP child being on a reduced timetable for approximately a term in order to support her SEMH.	The figures for attendance for PP children is excellent at over 95%. 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.	Termly Admin staff 1 hour per day £17.50 x 190 = £3325 Head of School 3 x 3 x £76 = £684
All PP children have access to the wider curriculum	Subsidise trips, visits, music tuition and EGKC	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.	This has been very positive and we have had good feedback from parents. It has allowed children to enjoy a rich and deep curriculum. Having simplified matters and just taken Year 6 to Condover Hall the costs to support access to a full curriculum were reduced. We will continue to make a rich and wide curriculum available to all children regardless of their ability to pay.	School trips School trips and after school clubs £1900 Music £900 EGKC £450

7. Additional detail

All our PP children are tracked and monitored in all key academic areas very closely with regard to their performance against the all pupils performance in school and national averages at the end of key stages. 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. The Head of School reports academic progress to governors each half term and includes performance of vulnerable groups including PP children.