

Pupil Premium Strategy and Report for Dean Barwick Primary School 2019-20

Number of Pupils and Pupil Premium Grant (PPG) received 2019-2020	
Total Number of pupils on roll (October 2019)	52 excl Nursery
Percentage of pupils eligible for PPG and/or PLAC	12%
Total Number of pupils eligible for PPG and Post Looked After Children	PPG: 5 PLAC: 2
Amount of PPG per pupil	£1320
Amount of PLAC grant per pupil	£2300
Total Amount of PPG and PLAC received	£11,200

Planned Support offered 2019-20:

At Dean Barwick Primary school, we have high expectations and aspirations for all of our pupils. Each year the school is eligible to receive additional funding in the form of Pupil Premium for all children entitled to free school meals in the past six years; children who are 'looked after' and children of parents in the armed forces. The information below outlines how our school will specifically target this funding to raise the achievement of these pupils and narrow the gaps between them and their peers.

All SEN children will have a fully resourced IEP updated termly with personalised targets.

Focus for Spend	Activities	Intended Impact
Reduce Barriers to Learning	<p>School staff in partnership with SENCo identify needs of PP children.</p> <p>Ensure that children have necessary additional resources and equipment to fully support their learning and emotional/physical needs.</p> <p>Support for additional reading in class.</p> <p>Support available for homework.</p> <p>Workshops for parents/carers: Phonics, Reading, Maths, Mental health and digital well-being</p>	<p>Needs clearly defined and understood by all staff working with pupils.</p> <p>Additional resources support pupils and improve outcomes.</p> <p>PP pupils make increased progress as measured by school's tracking.</p> <p>Parents able to support children appropriately and with greater confidence.</p> <p>Parent support is increased through greater understanding of teaching and learning in school.</p> <p>Parents/carers empowered and confident to provide effective support outside of the classroom.</p>

	<p>Parents/carers of PP children allocated longer sessions and/or additional regular meetings in school and parents evenings.</p> <p>Early intervention in EYFS to support learning and improve long-term outcomes.</p>	<p>Improved outcomes.</p> <p>Improved outcomes – GLD and progress measures</p>	
<p>Raise attainment in Maths, Reading and writing. Reduce the gap for PP children.</p>	<p>1:1 or small group interventions with qualified teacher or suitably trained TA 4-8 times per week.</p> <p>Individual timetables for specific skills support. E.G. group work for basic Maths skills; for Handwriting and SPaG</p> <p>Investment in specific ICT resources such as IDL</p> <p>Teachers demonstrate awareness of PP children in planning/teaching and learning to ensure they receive specific support/challenge as necessary.</p> <p>Targeted 1:1 support with class teachers and support staff in Maths and English. Including developing higher attaining PP children towards greater depth.</p> <p>Professional development in key areas for all staff – including in mental health, phonics and spelling.</p> <p>Monitor attainment gaps against national figures – are the gaps closing?</p> <p>Lesson observations and learning walks to check on</p>	<p>Attainment raised in Maths, Reading and Writing. The gaps between PP and non-PP children decreased.</p> <p>Attainment raised in Maths, Reading and Writing. The gaps between PP and non-PP children decreased.</p> <p>Children make significant improvements to close gaps.</p> <p>Gaps closing between PP and non-PP children.</p> <p>Gaps closing and pupils aiming for greater depth where potential has been identified.</p> <p>Children confident and ready to learn. Standards raised in key areas.</p> <p>Staff aware of gaps between pupils and take steps to continue to close these gaps.</p> <p>HT aware of classroom practice across school and provision for PP pupils.</p>	

	differentiation and challenge for PP children.	
Promote Self-confidence and self-esteem for PP children	<p>Enable access to residential visits and school trips</p> <p>Support provided for effective transition to secondary school</p> <p>Improve participation in after-school/lunchtime clubs</p> <p>Additional lunchtime support/training for midday supervisors</p> <p>Subsidised access to workshops, music tuition, G&T events, performances, and visitors to school</p> <p>Outdoor learning opportunities utilised</p>	<p>All pupils are ensured access to all activities</p> <p>Pupils confident to transition with good self-esteem, skill-set and positive attitude.</p> <p>All pupils are ensured equal access to all clubs – increased participation</p> <p>All lunchtime staff aware of PP children, improvement in lunchtime behaviour and greater participation in activities</p> <p>Pupils have equal challenge and access to wider opportunities</p> <p>Pupils have greater access to their environment and are more confident in outdoor learning, impacting across the curriculum and on self-esteem and well-being</p>

- Small Group work to support working memory, concentration, social skills.
- Computer programmes (IDL) to be embedded in interventions for key pupils.
- Outside agencies used as necessary to support the needs of pupils.
- Additional Phonics.
- Additional Reading + Comprehension.
- Use of support staff in class for key pupils.

Curriculum Focus of PPG Spending 2019-20:

- English Key skills – handwriting, reading and comprehension, phonics
- Maths key skills – understanding number work, using and applying, reasoning
- P.H.S.E. – Social skills, wellbeing and resilience
- Physical Development – fine motor skills and gross motor skills, co-ordination

Measuring the Impact of PPG Spending:

For reasons of anonymity due to low numbers of PPG children year groups are not identified

The school evaluates the impact on the pupils during each term through Pupil Progress Meetings with the all staff. [Teachers, TAs and designated governor]

Trends and next steps are then identified and actioned.

Evaluations focus on academic gains, improvements in learning behaviours and how pupils' self-confidence has developed as a consequence of the intervention.

Progress reports are provided to Governors through the SENs Governor and the Development Committee.

Impact:

PPG children continue to make good or better progress across the year. In 2018-19 PPG pupils are making good progress in Reading, Writing and Maths, where gaps have been identified, interventions are in place and these are monitored for effectiveness. Monitoring and tracking throughout the year indicates that these pupils will be working within expected levels for Maths and Writing and at or above expected levels for SPaG, and Reading. Progress and attainment is in line with that of their peers and in the top 50% for their year groups.