**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Diptford | | | | |
| **Academic Year** | 2019 - 20 | **Total PP budget** | £5,280 | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils** | 74 | **Number of pupils eligible for PP** | 7 | **Date for next internal review of this strategy** | July 2020 |

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| 1. **Attainment 2018-19 (Based on Y6 results)** | | |
| *Diptford’s figures for pupils eligible for PP* | | *Pupils not eligible for PP (national average)* |
| **% achieving expectations in reading** | No Year 6 PP pupils | 91% |
| **% achieving expectation in writing** | No Year 6 PP pupils | 73% |
| **% achieving expectation in maths** | No Year 6 PP pupils | 73% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Some pupil premium children are achieving below the national average in writing | |
|  | | Some pupil premium children are not on track to achieve GDS in Maths | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | | Some pupil premium pupils have SEMH needs which can impact on their progress | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils eligible for PP to be achieving in line with national average in  Writing | | ● Pupils eligible for PP to attain EXS in line with non-eligible peers in maths across the school  ● The progress of eligible pupils in maths is at least in line with National at the end of KS2  ● Pupils identified as prior higher attaining are identified and targeted for GDS  ● Eligible pupils to achieve RWM combined at least in line with Nationals  ● Lead indicators are monitored and acted upon weekly |
|  | Pupils eligible for PP to be achieving GDS bat end of KS2 in maths as predicted at end of KS1 | | ● Pupils eligible for PP to attain GDS in line with non-eligible peers in maths across the school  ● The progress of some eligible pupils in Maths is above National at the end of KS2  ● Pupils identified as prior higher attaining are identified and targeted for GDS  ● Eligible pupils to achieve RWM combined at least in line with Nationals  ● Lead indicators are monitored and acted upon weekly |
|  | Pupils eligible for PP have access to SEMH support through the Inclusion Hub | | * Pupils will be identified through Boxall profiling who need SEMH support. * Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc |

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| 1. **Planned expenditure** | | | | | |
| 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. | | | | | |
| 1. **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?** |
| **Improved attainment in writing at the end of KS2** | **Hubs;**Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.  All staff to focus on ‘Implement/Intent and Impact’. | Ofsted’s new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.  The inspectorate has said that it will assess curriculum through intent, implementation and impact.  Ms Fearn - Ofsted said: “Intent is about what leaders intend pupils to learn. It’s as simple as that. Intent is everything up to the point at which teaching happens.”  She said that, according to Ofsted’s new framework, “good intent" has the following four features:  a curriculum that is ambitious for all pupils;  a curriculum that is coherently planned and sequenced;  a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;  a curriculum that is broad and balanced for all pupils.    Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders".  . | All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.    All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).  Lesson observations to look at **challenge/impact.**  Pupil progress meetings identify target children forensically.    Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been ie- has it improved the child’s progress? | **Teaching staff and senior leadership**  **Subject Leaders** | **Termly** |
| **Pupils identified as prior higher attaining are identified and targeted for GDS in Maths** | **Hubs;**Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.  All staff to focus on ‘Implement/Intent and Impact’. | Ofsted’s new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.  The inspectorate has said that it will assess curriculum through intent, implementation and impact.  Ms Fearn - Ofsted said: “Intent is about what leaders intend pupils to learn. It’s as simple as that. Intent is everything up to the point at which teaching happens.”  She said that, according to Ofsted’s new framework, “good intent" has the following four features:  a curriculum that is ambitious for all pupils;  a curriculum that is coherently planned and sequenced;  a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;  a curriculum that is broad and balanced for all pupils.    Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders". | All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.    All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).  Lesson observations to look at **challenge/impact.**  Pupil progress meetings identify target children forensically.    Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been ie- has it improved the child’s progress? | **Teaching staff and senior leadership**  **Subject Leaders** | **Termly** |
| 1. **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?** |
| **Improved attainment in writing at the end of KS2** | Precision Teaching  1:1 sessions. 1:1 comprehension/understand ing support  Pre-Teaching and same day conferencing  SATs Booster Club  QFT CPD  Magenta Principles | Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)  The National Strategies suggest that the key to success with all learners is **quality first teaching** (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015  Extract from The **Magenta Principles**™ book  “In a nutshell, the **Magenta Principles**™ is an umbrella phrase that refers to a philosophy and an approach to teaching based upon the premise that learning should be both exciting and engaging. ... learning is the consequence of thinking… therefore our job is to get them to think. | All staff to have a greater understanding of the position of each subject’s current focus, good practice and shared resources.    All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).  Lesson observations to look at **challenge/impact.**  Pupil progress meetings identify target children forensically.  Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been i.e.- has it improved the child’s progress? | **Teaching staff and senior leadership**  **Subject Leaders** | Termly |
| **Pupils identified as prior higher attaining are identified and targeted for GDS in Maths** | Precision Teaching  1:1 sessions. 1:1 comprehension/understand ing support  Pre-Teaching and same day conferencing  SATs Booster Club  QFT CPD  Magenta Principles  Building Learning Power | Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)  The National Strategies suggest that the key to success with all learners is **quality first teaching** (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015  Extract from The **Magenta Principles**™ book  “In a nutshell, the **Magenta Principles**™ is an umbrella phrase that refers to a philosophy and an approach to teaching based upon the premise that learning should be both exciting and engaging. ... learning is the consequence of thinking… therefore our job is to get them to think.  Buildinglearningpower.com say: Real learning, rather than performance, is invisible, it takes place in pupil’s heads. But this way of teaching has made it possible for teachers to have a much closer understanding of pupils’ learning gains. By nudging, questioning and enabling pupils to use meta-cognitive strategies, teachers and pupils have got much closer to the real action of learning itself and are shaping it more profitably. | All staff to have a greater understanding of the position of each subject’s current focus, good practice and shared resources.    All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).  Lesson observations to look at **challenge/impact.**  Pupil progress meetings identify target children forensically.  Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been i.e.- has it improved the child’s progress? | **Teaching staff and senior leadership**  **Subject Leaders** | Termly |
| **Total budgeted cost** | | | | | **Staffing: £2,112**  **Resources: £528** |
| 1. **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?** |
| **Pupils eligible for PP will have access to SEMH support through the Inclusion Hub** | Pupils will be identified through Boxall profiling who need SEMH support.  Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc  Access to MAST  Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK  Feedback from previously participating schools report a positive change in a child’s ability to self-regulate, which has enabled them to access curricular learning more effectively.  Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions | Boxall Profile reviews termly  Pre-course questionnaires sent out to participating children, teachers, and parents (pre and post sessions) to measure impact. | IIH Manager  Academy Head | Termly |
| **Inclusion Hub Manager to challenge and support how the PP Grant is spent and monitor progress and attendance**  **IIH Budget**  **Total budgeted cost** | | | | | **£2,640**  **£5,280** |

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| 1. **Review of expenditure 2019-20** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
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| 1. **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** |
|  |  |  |  |  |
| 1. **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** |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |