# REVIEW Diptford Pupil premium strategy statement 2018-19

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| 1. **Summary information** | | | | | |
| **School** | Diptford Primary School | | | | |
| **Academic Year** | 2018-9 | **Total PP budget** | £6,600 | **Date of most recent PP Review** | September 2018 |
| **Total number of pupils** | 74 | **Number of pupils eligible for PP** | 7 | **Date for next internal review of this strategy** | June/July 2019 |

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| 1. **Attainment 2017-18 (Based on Y6 results)** | | |
| *Diptford’s figures for 0 pupils eligible for PP* | | *Pupils not eligible for PP (national average)* |
| **% achieving expectations in reading** | - | 100% (School), 72% (National) |
| **% achieving expectation in writing** | - | 75% (School), 76% (National) |
| **% achieving expectation in maths** | - | 83% (School), 75% (National) |

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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)* | | | |
|  | | Social/Emotional Issues - particularly pertaining to friendships | |
|  | | Learning behaviours - resilience | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | | Attendance of specific children within the pupil premium cohort. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Increased social and emotional well-being in school; especially pertaining to the friendships the children have with each other. | | Happy cohorts of children who are resilient, solution-focused and kind to one another. |
|  | Through BLP (Building Learning Power) pupils’ learning muscles will be developed and will grow in strength and stamina in turn building resilience. | | Resilient pupils with positive learning behaviours. |
|  | Increased attendance rates for specific PP children with poor historical attendance. | | Targeted focus on increasing attendance for these pupils, with prompt intervention and effective monitoring of this group. |

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| 1. **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. | | | | | | |
| 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?** |
| **Increased social and emotional happiness in school; especially pertaining to the friendships the children have with each other.** | SEAL work in groups  PHSE Association - planning  Resolving conflicts - developing solution focused attitudes to conflict. | The EEF found: “On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months’ additional progress.”  “SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.” | Regular progress meeting between delivery Teacher and HoS to ensure effective monitoring of progress - Pupil Progress Meetings  HoS to implement training with staff in ‘Circle of Friends’ intervention. | **L Lethbridge (Headteacher)** | | **June/July 2019** |
|  | Forest School Sessions | The EEF found that Adventure/outdoor education usually involves [collaborative learning experiences](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/) with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. Outdoor adventure experiences can have positive impacts on self-confidence, self-efficacy and motivation.  Through our own experiences of outdoor/natural learning, we found children to react very positively - with our PP children making significant gains in confidence and self-belief. | Planning and delivery from a trained Level 3 Forest School Practitioner.  HoS to oversee delivery and quality assure. | **L Lethbridge (Headteacher)**  **FS Leader** | | **June/July 2019** |
|  | Subsidised enrichment activities. | Subsidies made for PP pupils for residential trips, enrichment activities and motivational /inspirational speakers (such as athletes). | - | **L Lethbridge**  **(Headteacher)** | | **June/July 2019** |
| **Development of learning behaviours (especially resilience)**  **Through BLP (Building Learning Power) pupils’ learning muscles will be developed and will grow in strength and stamina in turn building resilience.** | Building learning Power implemented across the school. | ‘Term on term, year on year, a BLP school breeds young people who are  more curious, more willing to take a risk and give it a go, more imaginative, more creative, more thoughtful, more ready, willing and  able to learn with and through others. It’s developing this adventurous spirit that counts’.  Professor Guy Claxton, originator of BLP | Regular meetings between HoS and class teachers. Ethos developed across the school, adopted by all staff members. HoS to monitor. | **L Lethbridge**  **(Headteacher)** | | **June/July 2019** |
| **Total budgeted cost** | | | | | | Staffing £2,112.00  Resources £660.00 |
| 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?** |
| **Increased social and emotional happiness in school; especially pertaining to the friendships the children have with each other.** | Access to MAST | Utilise the support offered by Plymouth Excellence Cluster’s MAST – to access a variety of support pertaining to SEMH, such as play therapy, etc. | Inclusion Hub Manager to seek evaluations from SENDCo/Head of School in the summer term to evaluate the service bought in from MAST. | **L Lethbridge (Headteacher)**  **Becky Humphreys (Inclusion Hub Manager)** | | **June/July 2019** |
|  | Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | 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. | Pre-course questionnaires and SDQs sent out to participating children, teachers, and parents (pre and post sessions) to measure impact.  Inclusion Manager and Head of School to monitor the reduction of dysregulation via behaviour records. | **Becky Humphreys (Inclusion Hub Manager)**  **L Lethbridge (Headteacher)** | | **June/July 2019** |
|  | SEAL work in groups  PHSE Association - planning  Resolving conflicts - developing solution focused attitudes to conflict. | The EEF found: “On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months’ additional progress.”  “SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.” | Regular progress meeting between delivery TA and HoS to ensure effective monitoring of progress - Pupil Progress Meetings | **L Lethbridge (Headteacher)** | | **June/July 2019** |
| **Total budgeted cost** | | | | | | IIH £3,828.00 |
| 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?** | |
| **Increased attendance rates for specific PP children with poor historical attendance.** | Closely monitor of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)  Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.  Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport). | Children cannot learn if they are not in school. Increased levels of attendance will ensure that children are in sessions and are consistently in school to learn. | Head of School, alongside inclusion Manager and admin to identify those PP pupils who are in the amber/red range. Actions to be agreed and carried forward promptly. Termly reviewed. | **L Lethbridge (Headteacher)**  **(Admin support)** | **June/July 2019** | |
| **Total budgeted cost** | | | | | - | |

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| 1. **Review of expenditure 2017-18** | | | | |
| **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** |
| **Increased social and emotional happiness in school; especially pertaining to the friendships the children have with each other.** | SEAL work in groups  PHSE Association - planning  Resolving conflicts - developing solution focused attitudes to conflict. | Good impact and no longer difficulties in this area. SEAL work in groups was very successful. | Continue to use SEAL approaches with children to build resilience. |  |
|  | Forest School Sessions | Very successful. Pupils have developed leadership skills and collaboration. Forest School has allowed them to develop skills and talents they are not able to show in the classroom. | Continue |  |
|  | Subsidised enrichment activities. | Working well so will continue | Will offer subsidised places at breakfast club too |  |
| **Development of learning behaviours (especially resilience)**  **Through BLP (Building Learning Power) pupils’ learning muscles will be developed and will grow in strength and stamina in turn building resilience.** | Building learning Power implemented across the school. | Building Learning power has been embedded across the school and children are using the vocabulary. It is visited throughout the year both in class and in assemblies.  This has been monitored through pupil progress meetings and class drop ins by the Academy head.  Moderation across the school and academy. | Continue revisiting throughout year. |  |
| 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** |
| **Increased social and emotional happiness in school; especially pertaining to the friendships the children have with each other.** | Access to MAST | Used where needed. | Continue accessing MAST through the Inclusion Hub |  |
|  | Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Several children have attended courses with good results back in schools | Keep tapping in to the IIH courses. Identify pupils with IIH Manager  Introduce Boxall Profiling to identify children with SEMH needs. |  |
|  | SEAL work in groups  PHSE Association - planning  Resolving conflicts - developing solution focused attitudes to conflict. | Small group SEAL sessions by a trained practitioner for children who need regular and additional support to have their social/emotional needs met. | Sessions take place in school weekly including elements of therapeutic play and Lego therapy following training through the IIH |  |
| 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** |
| **Increased attendance rates for specific PP children with poor historical attendance.** | Closely monitor of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)  Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.  Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport). | Generally improved but one child with Traveller status is still an issue | Work with the family about catch up work when pupil is out of school. |  |

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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 |