



Pupil Premium Strategy Statement:

1. Summary information					
School	Dalton St Mary's C of E Primary School				
Academic Year	2017/18	Total PP budget	£29,940	Date of most recent PP Review	Sep 2017
Total number of pupils	218	Number of pupils eligible for PP	29 (22 funded- 7 transitional pupils funded from April 2018)	Date for next internal review of this strategy	Sep 2018

2. Current attainment		
2017 KS2 SAT results (5 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	20%	61%
% achieving in reading	40%	77%
% achieving in writing	60%	81%
% achieving in maths	40%	80%

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.	Communication and language skills in Reception/KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	Incidence of Pupil Premium Children with an identified Special Educational Need
C.	Low self-esteem has an impact on pupils motivation to learn
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Absence rates for pupils eligible for PP 5.20% (sessions missed) compared to others 2.60. This reduces their school hours and causes them to fall behind on average.
E.	Lack of positive role models for learning; particularly speech and language
F.	Lack of family resources which impact upon life experiences



Dalton St Mary's Pupil Premium Strategy Statement

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception/KS1 classes.	Pupils eligible for PP in Reception/KS1 classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Ensure Pupil Premium/SEN children have focussed support for learning	Pupils eligible for PP make as much progress as 'other' pupils in their year group in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the FPC.
C.	Low self-esteem has an impact on pupils motivation to learn	Ensure PP pupils have access to high quality SERIS support, this can be accessed through class teacher/support staff/ parent/ pupil referral PP pupils will be motivated and supported in their learning ensuring they make good or better than good progress
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Pupils eligible for PP across the cluster will illustrate a year on year improved attendance through work with the EWO
E.	Raising children's' aspirations; leading to motivation and positive attitude to learning	Pupil premium children will make at least good progress
F.	Extra-curricular opportunities: To give all disadvantaged pupils access to : sports clubs, music tuition, educational visits including residential trips, support for pursuit of out of school interests and activities through subsidised/free places	Pupils who accessed this support will have improved relationships with their peers developing confidence and self-esteem in school.



5. Planned expenditure

Academic year	2017/18
----------------------	----------------

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/ targeted support and other approaches 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 oral language skills in Reception	Staff training on Speech and Language identification and support	We want to invest some of the PP in longer term change which will help all pupils. Early language has a profound impact on children's ability and progress in all areas of the curriculum particularly early reading/writing	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning	SENCO/ Deputy Head	Check progress at each Check Point
B. Improved progress and attainment for PP pupils	Focussed support groups in Phonics/ Reading/ Writing/ Maths as appropriate	To increase percentage of pupils attaining at or above age-related expectations (ARE) and narrow gaps with peers; focussed work to identify gaps and personalise teaching. Children engaging in pre-teaching sessions develop confidence in their abilities and experience more success during whole class sessions.	Monitor teaching, learning, assessment and progress of pupils receiving support	SENCO/ Head/ Class teachers	Check progress at each Check Point
C. Low self-esteem has an impact on pupils motivation to learn	Ensure PP pupils have access to high quality SERIS support, this can be accessed through class teacher/support staff/ parent/ pupil referral PP pupils will be motivated and supported in their learning ensuring they make good or better than good progress	Children who have accessed SERIS support in school have made good progress. Feedback from parents is positive regarding the impact of SERIS support in school.	SERIS staff are included in Performance Management cycles which include observations/training. Members of the SLT work closely with the SERIS staff and have developed a format for the plan / do / review process including the regular evaluation of impact.	SENCO/ Head/ Class teachers	Check progress at the end of each term.



Dalton St Mary's Pupil Premium Strategy Statement

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?
D. Increased attendance rates for pupils eligible for PP.	DSM will buy into the time of Beth Todd (EWO) from a local secondary school to monitor and promote good attendance. DSM will work with cluster schools to monitor attendance of PP children.	Low attendance has previously caused gaps in children's understanding. Improving attendance has improved progress.	Attendance and progress of PP children will be closely monitored by the HT and EWO and also across schools in the collaborative to give more reliable data results.	Headteacher	May 2018
E. Children will have positive attitudes to learning ensuring they make good progress from their individual starting points	DSM will secure the services of positive role models particularly targeting positive male role models in our predominantly female staff.	Case studies of improved engagement, progress and attainment following involvement in an intervention group led by identified positive role model.	School will ensure that all role models are carefully selected and monitored. School will monitor closely the attitudes and progress of pupils in any intervention groups led by identified role models through case studies. Pupil interviews will be undertaken to measure holistic impact.	Headteacher and SENCO	July 2018
F. To give all disadvantaged pupils access to : sports clubs, music tuition, educational visits including residential trips, support for pursuit of out of school interests and activities through subsidised/free places	School liaise with parents of pupils entitled to PP to ensure that finance is not a barrier to accessing extra-curricular activities in line with our Charging and Remissions Policy	Previous and current experience informs school that children who are eligible for PP are not always able to access extra-curricular activities. Meetings with parents to discuss opportunities and support with funding have had positive outcomes ensuring children can access opportunities and pursue their interests.	All staff are informed regarding children in their care who are eligible for PP. All staff monitor carefully the uptake for these pupils ensuring that finance is not a barrier.	All staff Office Staff responsible for finance	July 2018