

Pupil premium strategy

1. Summary information					
School	Docking Primary School				
Academic Year	2018-19	Total PP budget	£9,460	Date of most recent PP Review	May 2019
Total number of pupils	101	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP – 9 Yr6 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age appropriate attainment in reading, writing and maths combined	55%	KS1 = 50% KS2 = 51%
% making expected progress in reading	88%	
% making expected progress in writing	100%	
% making expected progress in maths	88%	

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.	Some children have learning needs including processing, comprehension and speech.
B.	Some children have social and emotional barriers.
C.	Lack of engagement for pupils in their learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of parental engagement and involvement especially in isolated communities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	As a result of quality first teaching children throughout the school will make at least expected progress. Monitoring at the end of the academic year will show at all PP children make expected progress in all 3 areas.	Pupils eligible for PP make at least as good progress as non PP children and where possible, accelerated progress to achieve at least age related expectations if not greater depth.
B.	Support staff to be skilled to model, teach and address learning barriers using a range of strategies (social stories, Time-to-talk circle time) to support children's development as independent learners. As a result of the above at all PP children will have made expected progress.	Children will have strategies to recognise and deal with cognitive and emotional issues appropriately and make progress in their learning.

C.	Staff to recognise a whole school focus to engage pupils as learners. Staff have worked to develop a relevant and inspiring curriculum to engage children. The local authority has been involved with school to help develop an enticing learning environment.	A curriculum in place and children engaged in learning. Classroom environments to be clear and enticing.
D.	Increased opportunities to communicate with parents. Parent hub established, newsletters sent regularly, class termly letters and assemblies. Parents involved in a homework survey to develop a new homework policy.	Parents have access to parent hub and newsletter and feel informed.

5. Planned expenditure

Academic year

2018/19

How will Pupil Premium be spent in 2018/19?

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
A.	As a result of quality first teaching throughout the school children will make at least expected progress. Maths mastery to be embedded through school. Monitoring, at the end of the academic year at all PP children will have made expected progress.	Pupils eligible for PP make at least as good progress as non-PP children and where possible accelerated progress to achieve at least age related expectations if not greater depth.	All staff	Termly
B.	All staff will be skilled to model, teach and address learning barriers using a range of strategies to support children's development as independent learners eg LELE. As a result of identified interventions both in and out of the class all children will have made expected progress.	Children will have strategies to recognise and deal with cognitive, speech and emotional issues appropriately and make progress in their learning.	All staff	Termly
C.	Whole school curriculum designed to increase children's aspirations. Trips planned to link with curriculum enrichment.	Staff regularly seek children's voice and act on concerns and ideas day-to-day.	All staff	Termly
D.	Parents are a valued member of the school community and are an integrated part of their child's learning journey in EYFS. All pupil premium children will have a parent/care attend the parent's evening.	All children feel supported and are encouraged to value their education and parents are well informed about their child's learning.	All staff	Termly

Measure of impact for Pupil Premium expenditure in 2018/19:

A. Overall the children in school between Sept and End of [Spring 2 2019](#) made progress in line with their peers.

Attainment

Attainment					
Maths		Reading		Writing	
Expected	Greater Depth	Expected	Greater depth	Expected	Greater depth
67%	0%	44%	22%	44%	0%
62.5%	0%	50%	25%	50%	12.5%

Progress

Progress					
Maths		Reading		Writing	
Expected	Greater Depth	Expected	Greater depth	Expected	Greater depth
100%	0%	89%	0%	78%	11%
88%	0%	88%	0%	100%	12.5%

Attainment is in line with the National averages for 2018 for Pupil Premium pupils, for combined maths, reading and writing. Promoting progress in reading and writing and increasing the number of pupils achieving greater depth is a clear focus for the school. The Pupil Premium spending focuses on the individual educational needs of the pupils in order to maximise progress.

- A. Support staff have worked closely with external providers and teachers to use strategies for individual children. Children who have been supported through intervention and individual strategies, have made significant progress. All children had the confidence to take part in a dance festival and some children volunteered to take part in a singing show. Staff have taken part in the ELKLAN NELI project and are supporting groups in R and KS1.
- B. All children took part in federation days and school trips funded via PP.