



Pupil Premium Strategy Statement – Dosthill Primary Academy

Summary Information					
School	Dosthill Primary Academy				
Academic Year	2019/20	Total PP budget (October'18-July '19)	£84,360.00	Date of most recent PP Review	June 2019
Total number of pupils	596	Number of pupils eligible for PP	63 (10.5%)	Date for next internal review of this strategy	November 2020

Current attainment	KS1		KS2	
	Pupils eligible for PP (6)	Whole cohort	Pupils eligible for PP (8)	Whole cohort
% achieving the Expected Standard in Reading, Writing and Maths	50% (including 16.6% GD)		37.5%	
% achieving the Expected Standard in Reading	50% (including 33.3% GD)		62.5% (including 25% GD)	
% achieving the Expected Standard in Grammar, Punctuation and Spelling			62.5% (including 12.5% GD)	
% achieving the Expected Standard in Writing	50%		62.5%	
% achieving the Expected Standard in Maths	50% (including 16.6% GD)		50%	

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school)	
1	Social and emotional needs, including attachment issues, have an impact on a number of pupils eligible for PP
2	Specific Learning Needs i.e. Dyslexia and Dyscalculia (including those being supported as SEND)

3	Speech and Language skills are lower when pupils start school and needs continue into KS2. External services have been reduced so support in school has to be a priority.
External barriers (issues which also require action outside the school)	
4	Average attendance rates for some pupils eligible for PP are a concern (persistent absence). Punctuality is also a concern for some learners.
5	Less external support is available putting greater expectation on school to provide services and support required.
6	Fully engaging parents in school processes

Review of expenditure (October 2018-July 2019)	
2018/19	Budget £84,360.00
Provision	Amount
Staffing	£84,116.00
Educational subscriptions	£553.00
Training and resources -HOPE Project (JH)	£375.00
Training and resources - Relax Kids (Y5)	£1,050.00
Attendance Support Officer WMBC	£5,598.00
Educational Visit Support	£108.75
Learning Resources –Resources for Relax Kids	£126.77
Beanstalk Reading Programme	£220.00
Educational Psychology Services	£1,800.00
Passport for Learning meeting – supply cover	£586.00
After school care - Footsteps	£170.00
Carry Forward	-£10,343.52

Desired outcomes 2019/20		Success Criteria
1	Social and emotional support in place to meet learners' needs.	<p>Fierte Mental Health Lead to work with learners to offer support (1 day per week – targeting 5/6 children per week/half term)</p> <p>The Assistant SENDCo to continue to engage with the Hope Project (wellbeing training and support) and work alongside the Inclusion Leader and Fierte Mental Health Lead to regularly review/amend provision to best meet learners needs.</p> <p>Introduction of a social skills lunch group for KS2 led by the Assistant SENDCo (30mins per day).</p> <p>Social and emotional support will be monitored closely, using tracking tools (CORs questionnaires/ratings). All Provision Tracked and recoded on the newly introduced EduKey Provision Mapping System.</p> <p>Appropriate referrals will be made to external agencies to offer further support, including Malachi 6-week emotional support programme and CAMHS.</p>
2	Increased intervention/provision for learners with Specific Learning Difficulties (including Dyslexic and Dyscalculic tendencies)	<p>Continue to utilise and develop Nessy Club (Dyslexia Screener and Intervention)</p> <p>Purchase and utilise Dynamo Maths (Dyscalculia Assessment and Intervention) to target</p> <p>The Inclusion Leader is to lead the termly Fierte SENDCo Cluster meetings and attend the Two River Network Meeting to discuss resources/provisions used across other settings.</p> <p>Embed new Provision Mapping system to carefully track the impact of interventions and the associated costs.</p>
3	Provide targeted intervention for speech and language skills across the school.	Speech and Language needs are identified in the EYs. Appropriate referrals are made.

		<p>Develop a Lead Teaching Assistant to lead on SALT across the school. Following SALT programmes and developing own provision.</p> <p>Imbed Talk for Writing across the school which places a significant emphasis on Vocabulary.</p> <p>Explore further resources to support the delivery of SALT i.e. Universal Speaking Checklist, WelComm programme, as well as opportunities for staff training.</p>
4	Increased attendance for pupils eligible for PP as well as other Vulnerable Groupings	<p>Attendance for PP learners to improve and be in line with non-PP peers</p> <p>Support is offered to parents with regards attendance and punctuality</p> <p>Attendance initiatives are in place.</p> <p>Support from Walsall Education Welfare is utilised and target children/families are tracked.</p>
5	Develop support systems across Fierte Multi-Academy Trust to utilise skills, resources and expertise to target learners of concern.	<p>The Inclusion Leader to lead the Fierte SENCO Cluster Meetings alongside Glascoate SENDCo – the group to have clear aims, outcomes and a planned agenda for each termly meeting. DELT to attend regularly to provide external moderation of provision with a particular focus on the EduKey Provision Mapping system.</p> <p>Work as a Trust to moderate provisions and impact; leading to refinements to the support in place.</p> <p>Share resources, advice and expertise with regards cases where previously advice may have been sought from external agencies.</p>
6	Increased parental engagement in school process for Vulnerable Groups of learners.	<p>Parents of SEN learners to be invited to attend termly target setting meetings alongside the class teacher and Inclusion Leader or Assistant SENDCo. Follow up</p> <p>Utilise the Parental Communication tool within the EduKey Provision Mapping system to support engagement and understanding of targets and provision in place.</p>

		The Inclusion Leader to join parents evenings for identified learners alongside the class teacher to ensure all communication is joint.
--	--	---

Planned expenditure					
Academic year		2019/20			
i. Quality of teaching for all					
Desired outcomes	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?
Raise expectations of pupils' progress for disadvantaged and SEND learners to narrow the gap with their non-PP/SEN peers.	<p>Quality First Teaching support to all staff, including TAs, through the planned professional learning sessions and the targeted support from Senior leaders, as part of the School Development Plan.</p> <p>Continue to embed the Intense TA Support system (introduced during 2018/19).</p> <p>Assessment leading to more precise targeting of focus learners via fortnightly Professional Dialogue Meetings.</p>	QFT is key to success. All adults being responsive to learners needs and addressing gaps/misconceptions as they arise.	<p>Rigorous support to staff.</p> <p>Rigorous monitoring of interventions using the EduKey Provision Mapping System.</p> <p>Tracking of data – against FFT targets utilising new assessment system.</p> <p>Monitoring of Senior Leaders, including the Fiete Executive Leadership Team, of Teaching and Learning.</p>	<p>Nikki Roadway</p> <p>Cerian McCabe (AHT Assessment)</p> <p>SLT</p>	Half-termly
Quality first teaching for all children linked to Social, emotional and behavioural development promoted through the curriculum and through School life.	<p>Support from SENDCO for class teachers and TAs.</p> <p>Outdoor Learning Provision (Lunch)</p> <p>SEMH Lunch Club for KS2</p>	Raised awareness of barriers faced by children. Providing children with stimulating experiences, broadening their opportunities of the wider world. Allowing experiential	<p>Pupil conferencing</p> <p>Behaviour system report</p> <p>More children accessing the curriculum and making progress.</p>	<p>All staff (teachers, TAs, Outdoor Leader)</p> <p>SLT</p> <p>Inclusion Leader</p>	Termly

	House point/behaviour system. Outdoor visits and visitors/ Sarah Kimber - Whole school music provision.	learning and encouraging and maintaining aspirations.			
Improvement in writing skills	Implementation of Talk for Writing across the school from YR-6.	Raise children's academic ability with QFT and a clear structure for the writing process.	Pupils assessed at each assessment point across the year. Trust moderation. Fortnightly Professional Dialogue Meetings	Inclusion Leader English leader WLT/SLT	Half-termly Team Around the School meetings.
Improvement in reading skills	Targeted 1:1 reading provision for disadvantaged learners. Phonics input for children in KS2 that did not meeting the expected standard. Nessy Screener and Intervention	Raise children's academic ability with specific key interventions for reading.	Pupils assessed at each assessment point across the year including Standardised Tests.	TAs Inclusion Leader English leader	Autumn, Spring, Summer Terms
Improvement in Maths skills	Implementation of Dynamo Maths (Dyscalculia Assessment and Intervention), Rock stars Times Tables and advice from the Educational Psychologist in relation to key learners/year groups.	Raise children's academic ability with specific key interventions.	Pupils assessed at each assessment point across the year including Standardised Tests	Inclusion Leader/Assistant SENDCo Maths Leader	Autumn, Spring, Summer Terms
Improvement in reading comprehension skills	implementation of Vipers within new Guided Reading Structure. Use of Cracking Comprehension resources and 60-second comprehensions.	Raise children's academic ability through QFT - guided reading focused skills	Pupils assessed at each assessment point across the year including Standardised Tests	Inclusion Leader English leader	Autumn, Spring, Summer Terms
ii. Targeted support					

Desired outcomes	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?
Learners with social, emotional needs receive high quality wave 1, 2 and 3 support from school	<p>Support from the Fierte Mental Health Lead – Sam Lewis</p> <p>Assistant SENCO to engage with the second year of the HOPE project and Malachi training</p> <p>School to work closely with Malachi to offer support to families and individual children.</p>	<p>There are an increasing number of learners with social, emotional and mental health needs.</p> <p>Early intervention and supported is used to promote self-health and resilience skills and prevent referrals to other services</p>	<p>Engagement with the second year of the HOPE Project and ongoing half termly updates, including utilising the new tracking tools</p> <p>Half-termly meetings with Mental Health Lead to review/amend provision in place. Tracking this closely on the EduKey Provision Mapping system.</p>	<p>Nikki Roadway</p> <p>Sam Lewis</p> <p>Julia Hale</p>	Half-termly
The gap in attainment between PP and non-PP learners will narrow as a result of accelerated progress	<p>Inclusion Leader to support staff with QFT.</p> <p>The needs of learners are accurately identified and targeted support is in place.</p> <p>Interventions that are proven to have impact will be utilised e.g. phonic 1:1, SALT programmes, precision teaching.</p> <p>Inclusion Leader to work alongside the other SENDCo's in the Trust as well as the Fierte Executive Leadership Team.</p> <p>Joint monitoring with the English and Maths leaders i.e.</p>	<p>PP learners are not achieving as well as their non-PP peers.</p> <p>EEF research</p> <p>Evidence from impact during the previous academic year</p>	<p>Rigorous monitoring;</p> <ul style="list-style-type: none"> *interventions *books *planning *learning walks *drop ins <p>Tracking of data</p>	<p>Nikki Roadway</p> <p>Joanne Lewis</p> <p>Sonia Burker</p>	Half-termly

	book looks with a focus on PP/SEN learners.				
Timely intervention within children's learning to prevent gaps widening	Targeted Intervention with children through initiatives such as Nessy Club (Subscription) and Dynamo Maths, 1:1 reading programme.	Early intervention and preventing gaps will support progress.	Pupils assessed at each assessment point across the year including Standardised Tests Tracking within programmes.	TAs Inclusion Leader/Assistant SENDCo	Autumn, Spring, Summer Terms
iii. Other approaches					
Desired outcomes	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?
Attendance of Pupil Premium learners increases so that it is in line with non-PP peers.	Attendance Incentive Scheme and weekly tracking of attendance data. Employment of services from Walsall Education Welfare. Introduce a key person/mentor to PP learners for whom attendance is a concern. Positive points and rewards for 100% attendance linked to new Behaviour system.	Evidence from impact during the previous academic year	Weekly monitoring of attendance. Follow up to support individual learners and/or families e.g. Outcome Star, Attendance mentor	Inclusion Leader EWO (Tracey Ward)	Termly
Improved lunch provision	Implementation of Outdoor Learning opportunities for children at lunchtime. TA rota for lunch duty on the playground. Introduction of SEMH Lunch Club group for KS2 to provide a	Improved lunch time activities and enjoyment of free time.	Observations and discussions	Inclusion Leader Outdoor Lead Assistant SENDCo	Termly

	structured lunch provision for vulnerable learners.				
Total budgeted cost (approximately)					£76,560.

Additional detail