

1. Doxey Primary School : Pupil Premium Action Plan 2017/18 Summary information

School	Doxey Primary School				
Academic Year	17-18	Total PP budget	£114,400	Date of most recent PP Review	5.3.18
Total number of pupils	179	Number of pupils eligible for PP	82	Date for next internal review of this strategy	September 18

2. Current attainment of disadvantaged pupils in Key Stage 2

	<i>SCHOOL RESULTS 2017</i>	<i>NATIONAL RESULTS FOR ALL PUPILS 2017</i>
% of pupils achieving the expected standard in reading, writing and maths	15%	67%
% of pupils achieving the expected standard in reading	15%	77%
% of pupils achieving the expected standard in writing	77%	81%
% of pupils achieving the expected standard in maths	46%	80%
Reading at greater depth	0%	29%
writing at greater depth	23%	21%
maths at greater depth	8%	27%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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| A. | Attainment data for eligible PP pupils in years 2 and 4 is significantly behind their peers in all areas. |
| B. | Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. |
| C. | A Large proportion of reported behaviour incidents are involving eligible pupils |
| D. | Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| A. | In an overall risk of needs index Doxey is a high level of identified need. (It performs worse than England in 5 indicators) |
| B. | Doxey has 27.9% of children in income deprived families |
| C. | School readiness is 53.8% in Doxey compared to Stafford's 76.8% and England's 70.7% |
| D. | 30.8% of homes are socially rented in Doxey compared to 13.7% in Stafford. 17.7% in England |

Doxey Primary School : Pupil Premium Action Plan 2017/18			
Pupil Premium Allocation 17/18 Based on 86 pupils		£114,400 (estimated cost)	Research:
Small group tuition and Teaching assistant interventions	<p>Targeted focus group teaching – Pupils are grouped according to current levels of attainment or specific needs.</p> <p>0.4 of 3 TA salaries (One in each key stage)</p> <p>Research – Small group tuition</p> <ul style="list-style-type: none"> Intensive tuition in small groups is highly effective. The more flexible choices the teacher has for organising learners combined with an increase in the quality and quantity of feedback accounts for the gains. <p>Research Feedback</p> <ul style="list-style-type: none"> Feedback studies tend to show very high effects on learning. Feedback has effects on all types of learning across all age groups. Feedback should be specific accurate and clear. 	£26,064	<p>The Sutton Trust Teaching and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them bases on a range of evidence in order to identify the high impact approaches alongside the implications.</p> <p>This action plan is based on the some of the higher impact strategies identified by the Sutton Trust and the Ofsted document 'The Pupil Premium How schools are spending the funding successfully to maximise achievement' so that we can be confident that we are using interventions and approaches with a track record of success.</p>
Additional Teaching assistant in EYFS	<p>TA Salary to work across Nursery and Reception Classes</p> <ul style="list-style-type: none"> Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. 	£21,720	
Accelerated Learning Teacher (ALT) in KS2	<p>0.4 of additional experienced teacher's salary, to work in key stage 2</p> <p>Research – Small group tuition (see above)</p> <ul style="list-style-type: none"> A qualified teacher is more likely to achieve greater progress and raise attainment <p>Research – Feedback (see above)</p>	£16,930	
Pupil Premium Coordinator	<p>0.2 of Deputy Head Teacher Salary</p> <p>Research- Leadership with direct responsibility provides focused assessment and evaluation of interventions in order to ensure that children get the right support they require.</p>	£10,439	

Targeted Phonics Teaching	<p>0.1 Of 5 TA salaries CPD training costs of RWI Programme Research –</p> <ul style="list-style-type: none"> Teaching assistants are most effective when delivering a specific intervention programme Programmes with greater structure, a strong link to the curriculum, well qualified and well-trained staff are more clearly related to academic benefits In areas like reading one-to-one tuition can enable learners to catch up with their peers. Pupils might make about 4 or 5 months progress during an intensive programme. 	£10,860	<p>“Deprivation does not determine destiny. Many young people from low-income families succeed brilliantly. There are also schools that overcome these barriers for low-income families...they do this because they have the highest expectations of each of them and are relentless in what they do to secure excellent headway in realising these expectations.”</p> <p>Unseen Children: access to achievement 20 years on- OfSTED</p>
Learning Mentor	<p>0.6 Learning Mentor Salary Research - Meta cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects. 	£11,698	
Speech and Language support	<p>Speech and Language Therapist (funded by NHS) 0.4 TA salary CPD for Teachers and TAs Research -</p> <ul style="list-style-type: none"> Teaching assistants are most effective when delivering a specific intervention programme Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. 	£8,688	
Child and Mental Health Services.	<p>Young Minds counsellor works with targeted pupils and their families Research – Social and Emotional Learning.</p> <ul style="list-style-type: none"> On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects. 	£5,388	
Educational Psychology Services	<p>Child Psychologist works with targeted pupils and their families (Buy in to Your Psychology services) Research – Social and Emotional Learning.</p> <ul style="list-style-type: none"> On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). 	£4,104	

Educational visits	<p>Subsidising Educational visits so PP pupils can participate</p> <p>Research – Educational visits</p> <ul style="list-style-type: none"> • Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school. • Approaches to learning can have impact on confidence and relationships in school. 	£2,640	<p><i>“Funding is not always targeted on those who need it, or on interventions with a track record of successfully raising achievement.”</i></p> <p>Unseen children: access to achievement 20 Years on- Ofsted</p>
Instrumental Music lessons	<p>0.2 of Qualified Music Teachers</p> <p>Research -</p> <ul style="list-style-type: none"> • In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. 	£2,097	
Specialist English and Oral Language intervention	<p>Commission “I’ve got something to say” programme. (Oral Poetry intervention/Programme by Qualified Teacher)</p> <p>Research -</p> <ul style="list-style-type: none"> • Overall, studies of oral language interventions consistently show positive benefits on learning, including oral • language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year. 	£1,500	
Access to Out of school Care	<p>Subsidised access to before and after school club</p> <p>Research</p> <ul style="list-style-type: none"> • Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year 	£1,500	
Extra-Curricular Sports	<p>Subsidising access to clubs for PP pupils</p> <p>Research – Sports</p> <ul style="list-style-type: none"> • Being involved in extra-curricular sporting activities may increase attendance and retention. 	£1,000	
Volunteer Reading Provision	<p>Targeted reading provision Key Stage 2</p> <p>Targeted reading provision Key Stage 1</p> <p>Research – one-to-one tuition</p> <ul style="list-style-type: none"> • 1:1 tuition in intensive small groups is very effective in helping learners to catch up • Allows effective feedback. • Short periods of intensive sessions tend to have the most impact. 	£0	
Allocated Costings to date		£124,628	

Doxey Primary School : Pupil Premium Action Plan 2017/18

Priority: To close the attainment gap between pupils who are in receipt of Pupil Premium and those who are not

Objective	Actions	Success Criteria	Monitoring activity: compliance	Resource and cost implications	Evaluation and impact (No of Pupils)
To ensure that all PP pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge to allow progress to be made.	<ul style="list-style-type: none"> SIP is established and actioned Teachers are in place and held accountable for progress and attainment of pupils in their Key stage. Use assessment data to accurately track the progress of PP pupils. Next steps marking to be used effectively to provide appropriate feedback to extend learning. 	<ul style="list-style-type: none"> 100% of teaching for PP pupils is quality first teaching by Class Teacher Teachers and TA's will know who the PP pupils are in their class Pupils are receiving quality feedback to support learning 	<p>Monitoring cycle- targeting PP pupils' books</p> <p>Pupil Progress meetings between Class teacher and member of SLT to take place termly and consider PP pupils</p>	<p>See Focus group costings</p> <p>Dep Head teacher salary</p>	<p>Termly report to Governors on impact of PP work and spending</p> <p>All pupils 86 PP</p>
To accelerate progress in reading, writing and maths for PP Pupils.	<ul style="list-style-type: none"> Deputy Head Teacher to assess data and work with teachers to identify pupils who require intervention. Of all abilities. Booster teachers plan and deliver appropriate work to small groups of identified children both in school time and out. (After school and Easter Holiday sessions) Deputy Head Teacher to monitor effectiveness of provision and measure the impact. One to one tuition is given to targeted children in the spring term. 	<ul style="list-style-type: none"> Progress is evident for PP pupils. Attainment gaps between PP pupils and others decreases over time. Impact of intervention is seen in class. 	<p>Deputy Head Teacher to monitor data of PP pupils.</p> <p>Pupil Progress meetings between Class teacher and member of SLT to take place half termly and consider PP pupils.</p>	<p>See Booster group and learning costings.</p>	<p>Termly report to Governors on impact of PP work and spending.</p>
To give opportunity for individuals to address gaps or misconceptions which arise during main class teaching.	<ul style="list-style-type: none"> Teachers, during marking, to identify misconceptions or common errors in individual's work. HLTA/ Booster teacher to address misconceptions/errors with pupils as soon as possible. 	<ul style="list-style-type: none"> There is a rapid and focussed response to address misconceptions. There is an immediate impact seen in books. Progress is accelerated. 	<p>Class teacher to monitor effectiveness.</p> <p>Book scrutiny will evidence impact of intervention.</p>	<p>See Teaching Assistants and Learning Support HTLS costings.</p>	<p>Termly report to Governors on impact of PP work and spending.</p> <p>All pupils 86 PP</p>
To raise standards in receptive and expressive language of PP pupils	<ul style="list-style-type: none"> Speech and language therapist to assess specific needs of PP pupils and work alongside teaching and support staff to develop an appropriate speech and language programme 	<ul style="list-style-type: none"> Standards of targeted pupils raised both in speaking, listening and comprehension. 	<p>Analysis of data involving PP pupils to be looked at, focusing on the areas targeted</p>	<p>See speech and language costings.</p>	<p>Termly report to Governors on impact of PP work and spending.</p>

Objective	Actions	Success Criteria	Monitoring activity: compliance	Resource and cost implications	Evaluation and impact (No of Pupils)
To provide opportunities for pupils to be successful and confident.	<ul style="list-style-type: none"> Rocket music sessions. Pupils learn to play instruments. Rock band for a small group. Pupils develop skills of coordination and concentration through music. Oral language intervention 'I've got something to say' 	<ul style="list-style-type: none"> Self-esteem and confidence of pupils raised. Performances of from the rock band. Pupils more engaged with school life. 	<p>Successful performances.</p> <p>Class teacher notices impact of intervention in class.</p>	<p>See Rocket Music school costings.</p> <p>See specialist English and oral language costings.</p>	Termly report to Governors on impact of PP work and spending.
To subsidise Educational Visits for PP pupils to take part despite the growing 'real' costs to allow visits to take place.	<ul style="list-style-type: none"> Increase the uptake of PP pupils in the participation of these programmes. No PP pupil will have to miss the opportunity to participate in activities. No PP pupil will have to miss any Educational visit, especially those that will have an impact on future learning and follow up. 	<ul style="list-style-type: none"> Continue to keep participation of PP children in Educational visits high. Increased confidence and enthusiasm for visits from PP pupils. 	<p>Discussion of experiences discussed with child.</p> <p>Improved enthusiasm or increased confidence identified by class teacher.</p>	See Educational visits costings.	Termly report to Governors on impact of PP work and spending.
To continue to use the Volunteer Reading Support Scheme to help reluctant PP readers.	<ul style="list-style-type: none"> KS2 reluctant PP readers to be targeted for support. Pupils should be heard on a one to one basis at least once a week. Pupils will be reading a range of different age related material and playing word games. 	<ul style="list-style-type: none"> Increased confidence in reading is demonstrated by the pupils. Pupils are starting to develop more enthusiasm for reading. Progress in Phonics with targeted PP pupils shows an improvement. 	External monitoring of Volunteers Reading levels improve of targeted pupils.	See Volunteer reader costings.	Termly report to Governors on impact of PP work and spending.
To provide appropriate counselling for PP pupils.	<ul style="list-style-type: none"> Quick access to counselling provision. 	<ul style="list-style-type: none"> Referral system in place. Children identified and receiving support. 	Learning mentor to monitor provision and report to SLT.	See counselling costings	<p>Termly report to Governors on impact of PP work and spending.</p> <p>Currently 4 PP pupils are accessing Young Minds</p>