



1. Summary information					
School	Dallimore Primary and Nursery School				
Academic Year	16-17	Total PP budget [Planned expenditure	£153,120 £179,481]	Date of most recent PP Review	n/a
Total number of pupils	275	Number of pupils eligible for PP	106	Date for next internal review of strategy	March 17

2. Current attainment					
End of Key Stage 2		<i>Pupils eligible for PP (Dallimore)</i>	<i>Pupils not eligible for PP (Dallimore)</i>	<i>In school gap</i>	<i>National Average – all pupils</i>
% achieving the expected standard or above in reading, writing & maths		31%	71%	-40%	53%
% making expected progress in reading		29%	50%	-21%	
% making expected progress in writing		71%	79%	-8%	
% making expected progress in maths		38%	57%	-19%	
		<i>Pupils eligible for PP (Dallimore)</i>	<i>Pupils not eligible for PP (Dallimore)</i>	<i>In school gap</i>	<i>National Average – all pupils</i>
End of Key Stage 1					
% achieving expected standard in reading		88%	67%	+11%	74%
% achieving expected standard in writing		75%	53%	+25%	65%
% achieving expected standard in maths		75%	67%	+8%	73%

3.	Barriers to future attainment (for pupils eligible for PP)	
In-school barriers		
A.	Speech and Communication: Baseline assessments for nursery show entry levels to be low, communication skills are poor for some children. Assessments show social and emotional development as an additional area of weakness with the vast majority being within the 22-36 month age band (although some children assessed within the 16-26 age band).	
B.	Social and emotional wellbeing and de-regulation prevents children from learning effectively	
C.	Reading: Some children have limited experiences out of school and therefore find it difficult to access reading texts that require a broader knowledge of the wider world. Inference skills are poor amongst a large majority of pupils and the desire to improve this requires development.	
External barriers		
D.	Multi-agency and social care intervention due to interruptions to stable family environments can sometimes prevent children being able to concentrate on their learning and make good (or better) progress.	
E.	Second and third generation unemployment has created low aspirations for some families –sometimes leading to poor attendance .	
4. Desired outcomes		Success criteria
A.	Improved speech/ Communication skills will have improved through stronger partnerships with parents and designated speech and language programmes such as ECAT. More children are ready to start school through access to the nursery curriculum. Staff in the 2 year unit will be using ECAT techniques in order to develop early speech	CLL assessments for all children, but particularly PP children at the end of F1 will be improved from individual starting points (baseline assessments). Baseline assessments for F2 will show improved outcomes.
B.	Children with social and emotional difficulties will have fewer incidents of de-regulation/ will be able to regulate and return to learning as quickly as possible and assessments will show improved attainment and progress.	The % of incidents of de-regulation will reduce and assessments show improvements in areas required thus bringing attainment and progress of PP children in line with that of other pupils.

C.	Aspirations for improving own outcomes will be reflected through improved outcomes and engagement in reading . Use of inference techniques within reading will become fully developed in all year groups, inference interventions will support less confident and able children. Visits and visitors will provide wider experiences for children in order to develop their vocabulary and understanding.	% of pupils achieving expected standard in reading has improved (and esp for PP children). National average reached.
D.	Collaborative working with Social Care, Multi-Agency Team and local organisations provides support for families who are experiencing turbulent times.	Children who live in households where there is some interruption to harmonious lifestyles will feel supported. Parents feel they can talk to staff and agencies to access support. Children with intervention from services will show outcomes in line with other pupils.
E.	Attendance: All parents, but particularly those eligible for PP will ensure their children attend school regularly and on time, leading to improved attendance rates and better outcomes. Children's aspirations will improve.	The % of PP children who are persistent absentees will reduce leading to improved outcomes – to be in line with other pupils.

5. Planned expenditure					
Academic year		2016-2017			
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 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 speech and communication.	Use of ECERS report	The ECERS (Early Childhood Environment Rating Scale) audit will identify areas within the foundation unit that could improve communication skills	Following the publication of the report, specific actions will be identified in order to ensure the environment fully promotes effective communication.	Sue Henshaw	Following the report (March 17) - No costing for this as areas identified through report may require some funding at a later date

B. Improved social and emotional well-being.	Use of Thrive on-line to provide clear assessments and action plans to enable whole class (and individual) activities and strategies to be used	On line Thrive assessments show where children have interruptions in their social and emotional development, preventing effective learning. Evidence from EEF recognises this. Behaviour logs show high incident rate of de-regulation	On-line assessments indicate where whole class approaches can improve outcomes for all children and lead to targeted support for some (see below)	Team leaders/ SENCO	Through termly assessment reviews and feedback from learning mentors
C. Aspirations for improving own outcomes will be reflected through improved outcomes and engagement, especially in reading	Additional teacher in years 5/6 and 3/4 keep class sizes at an appropriate level	Class sizes of 36 are not appropriate and, in the past have risen to 39. This makes targeted support difficult. By reducing to class sizes of 24 (average) this allows for more effective quality first teaching and accurate identification for targeted support (see below). Effective use of inference teaching techniques.	Monitoring and evaluation of teaching, identification of PP children within tracking and pupil progress meetings	Core subject leads	½ termly through pupil progress meetings
				THRIVE CPD/ licence	£1200
				2 x teaching staff on UPS3	£97,014
Total budgeted cost					£98,214

ii. 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?
A. Improved speech and communication.	Teaching assistant employed in foundation unit to deliver speech programmes and ECAT	Many children arrive in nursery (and sometimes reception) with poor speech which inhibits their progress and communication is poor. Due to children's centre closing ECAT not being delivered at home. The EEF Early Years Toolkit recognises this as an effective intervention if delivered by high quality staff.	Speech and Language programme is evaluated regularly and liaison with S and L team ensures appropriate intervention programmes. INSET time will be designated for staff in early years to develop their practice.	Sue Henshaw	Regular review as programmes completed and termly data input.
	Use of Tapestry to share learning with parents	Improved parental engagement is proven to improve outcomes	Monitor the use of by parents	Sue Henshaw	Termly assess use by parents to ascertain effectiveness
C. Aspirations for improving own outcomes will be reflected through improved outcomes and engagement, especially in reading	Teaching assistants employed to deliver quality interventions	Through progress meetings, marking etc....pupils are identified as requiring interventions in order to close the gaps with areas of learning-particularly in reading.	Intervention monitoring sheets and pupils progress meetings identify where pupils are making progress	Team and curriculum leaders	As interventions are run and through ½ termly pupil progress meetings
	Reading recovery teacher employed to deliver targeted programs as identified from assessment data	Data shows that children who access the reading recovery programme make rapid progress with their reading and this is shown in assessment results.	Regular reports from reading recovery teacher with regard to starting and finishing points. Assessment data to establish the longevity of progress.	Sarah Finch	At assessment points throughout the year and as programs finish for individual pupils

	TA employed to deliver speech and language programmes (9.5hrs)	£5629
	Tapestry licence	£300
	3 x teaching assistants totalling 28 hours a week intervention time	£17,390
	Reading recovery teacher (0.5FTE)	£20180

Total budgeted cost		£43,499
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iii. 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?
B. Improved social and emotional well-being.	3 x learning mentors employed to deliver THRIVE program	On-line assessments of children show areas that require development in order for children to be at age with social and emotional development and identify interruptions in this	On-line assessments reviewed each term and any new foci identified. Feedback through behaviour incident forms and concern forms	SENCO	Termly upon review of program and individuals progress
D. Collaborative working with Social care/ MAT	Supporting parents with trips etc to ease financial pressures	Some children miss out on experiences due to financial pressures. A large proportion have agency involvement and often in a time of difficulty.	Attendance at meetings to gather a full picture of need and identify where access to experiences will have a positive effect	Rachel Crowther	As appropriate

	Funded breakfast club for children who live in chaotic households	Previous free places provided for specific children and incidents of extreme behaviour decreased and emotional wellbeing improved	Continue to monitor the uptake of the provision and record behaviour incidents as per policy for good behaviour. Feedback from parents through TAF	Mandy Jowett/ Rachel Crowther	6 weekly at TAF meetings and pupil progress meetings
E. Improved rates of attendance	Regular monitoring of attendance with EWO. Setting of attendance targets for specific pupils and further action as required- pre-legal procedures and fines if necessary. Rewards for good attendance.	A child will not learn and progress effectively if they are not at school.	Monitoring of attendance on a 6 week rotation, attendance panels and reports to governors.	Mandy Jowett/ Rachel Crowther	Every 6 weeks
			3 x TAs to deliver THRIVE interventions 58.75hrs		£34,268
			Funding for trips etc		£2000
			Breakfast club 6 children per week		£1140
Total budgeted cost					£37,768

6. Review of expenditure				
Previous Academic Year		2015-2016	£152,240	
i. 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
Targeted teaching and support	Ensure class sizes are small and manageable in KS2 2 x teachers	Results for end of KS2 show attainment and progress in reading were below national figures.	Whilst results were below national, this was the first year of the revised national curriculum and testing. Results for year 3-5 show comparative levels of attainment and progress for all pupils and PP.	£92,166
ii. 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
Improved rates of progress for communication (speech) for all pupils but particularly PP	Additional teaching assistants in Foundation Unit	Pupil premium children made at least good progress in all areas but particularly within CLL	This should continue as is vital to ensure that children can communicate their needs as well as access the curriculum	£13,610

Children falling behind will receive interventions to close the gap	Teaching assistants in KS1 and 2	Specific interventions were very effective- BR@P and inference intervention had high impact but labour intensive	Narrow down the range of interventions and ensure that most effective are used more extensively	£19,609
iii. 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
The current provision of nurture and positive play will be reviewed and transitioned to THRIVE	3 members of staff to attend THRIVE training and related courses	All staff understand the principles of Thrive. Behaviour has improved- having a positive effect on engagement and fewer incidents of deregulation. Staff beginning to use on-line assessments and will assess impact throughout the year.	Current provision is not being reflected throughout everyday practice in school and the ethos does not promote this- all staff must understand the principles THRIVE training will enable all staff to understand the approach and targeted support delivered to children most at risk	£30,617

7. Additional detail
<p>The impact of pupil premium spending (data outcomes) for 2015-2016 is referenced from Derbyshire County Council databook, Raiseonline and internal data.</p> <p>The impact of social and emotional interventions is measured using Boxall profiles, behaviour incident forms and feedback from relevant staff. The impact of the move to Thrive on line will only be reflected in the</p>