



1. Summary information					
School	Dallimore Primary and Nursery School				
Academic Year	17-18	Total PP budget	£159,560	Date of most recent PP Review	n/a
Total number of pupils	309	Number of pupils eligible for PP	117	Date for next internal review of strategy	July 18

2. 2017 end of key stage attainment					
End of Key Stage 2	Dallimore all pupils	Dallimore Pupils eligible for PP	Dallimore Pupils not eligible for PP	In school gap	National Average – all pupils
% achieving the expected standard or above in reading, writing & maths	51%	31%	64%	-33%	61%
% making expected progress in reading		39%	38%	1%	
% making expected progress in writing		45%	46%	-1%	
% making expected progress in maths		39%	77%	-38%	
End of Key Stage 1	Dallimore all pupils	Dallimore Pupils eligible for PP	Dallimore Pupils not eligible for PP	In school gap	National Average – all pupils
% achieving expected standard in reading	72%	70%	73%	-3%	74%
% achieving expected standard in writing	72%	60%	84%	-24%	66%
% achieving expected standard in maths	74%	75%	100%	-25%	73%

<b>3.</b>	<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>		
<b>A.</b>	<b>Speech and Communication:</b> Baseline assessments for nursery show entry levels to be low, <b>communication</b> skills are poor for some children. Assessments show that some children (approx. 23%) enter nursery significantly below age expectations in ‘understanding’ and ‘speaking’. At the end of EYFS there were approx. 11% of the cohort who have not reached the expected level in CLL	
<b>B.</b>	<b>Social and emotional</b> wellbeing and de-regulation prevents children from learning effectively. Some children are emotionally immature and have not developed the skills to regulate their own emotions.	
<b>C.</b>	<b>Phonics knowledge/ Reading:</b> 20% of the current year 1 cohort were admitted to Dallimore after the start of F2. This represents 12 children – 10 of these had very poor phonic knowledge due to poor attendance at nursery settings or, in some cases, non-attendance. 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.	
<b>External barriers</b>		
<b>D.</b>	<b>Multi-agency and social care:</b> 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. 60 (51%) have had involvement from agencies: Social care/ MAT. 26 (22%) are currently having involvement from agencies: Social care/ MAT.	
<b>E.</b>	<b>Attendance/ aspirations:</b> Second and third generation unemployment has created low aspirations for some families –sometimes leading to poor attendance.	
<b>4.</b>	<b>5. Desired outcomes</b>	<b>Success criteria</b>
<b>A.</b>	<p><b>Improved speech/ Communication</b> 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. Children who attend the unit for 2 year olds will show good progress with their speech and language development and be more confident and effective communicators by the time they start in the 3yr unit.</p> <p>Year 1 children who are identified as having delayed language will access effective interventions (eg Talk Boost) in order to close the gap.</p>	<p>CLL assessments for all children, but particularly PP children at the end of F1 will be improved from individual starting points (baseline assessments). Baseline and final assessments for F2 will show improved outcomes. Intervention monitoring throughout school will ensure that these are appropriate and highly effective.</p>

<b>B.</b>	Children with <b>social and emotional difficulties</b> 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 disregulation will reduce and assessments show improvements in areas required thus bringing attainment and progress of PP children more in line with that of other pupils.
<b>C.</b>	A greater % of children will leave EYFS at the appropriate phase in <b>phonics</b> , leading to greater % achieving the expected standard at the end of year 1. Aspirations for improving own outcomes will be reflected through improved outcomes and engagement in <b>reading</b> .	% of pupils achieving expected standard in phonics at the end of year 1 and in reading at the end of key stage 2 will have improved - % will be closer to the national average.
<b>D.</b>	Collaborative working with <b>Social Care, Multi-Agency Team</b> 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.
<b>E.</b>	<b>Attendance:</b> 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. Surveys will show that children's own expectations/ aspirations are improved.

6. Planned expenditure					
Academic year	2017-2018				
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/ how will you review
A Improved <b>speech, language and communication.</b>	Ensure nursery staff are trained in the use of ECAT and the delivery is monitored to ensure that this is highly effective.	Data entry for Nursery 2 yr unit and F1 shows significant % with poor entry levels in CLL.	ECAT trained staff to disseminate training and monitor effective delivery	SH	Termly through pupil progress meetings and data entry points.
	Collaboration with children's centre to host ECAT courses for those families where there is an identified need	Children who do not attend nursery settings are entering F2 with levels of CLL that are below that of other children. Centre staff are using early identification systems to target children who may be at risk of falling behind.	Attendance at meetings with the Children's Centre and other settings locally will provide up to date information about families and programmes available.	SH	Minutes from meetings, attendance at courses and baseline data for F1.
B Improved <b>social and emotional</b> well-being.	All staff use Thrive throughout their daily practice. Circle time is replaced by Thrive time and this includes regular yoga sessions.	Whole class 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. Survey identifies that more children would like to access Thrive in some form.	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. Behaviour logs and feedback from children (surveys/ questionnaires)

	February INSET day to be hold a whole staff training event from a Thrive trainer so that all staff have been refreshed in the use of Thrive.	The impact of Thrive can only be maximised if ALL staff in school use the basic techniques well. Whilst we had a short refresher in Sept 17, there have been quite a number of new staff who did not have the initial input.	Input from Thrive trainer, evaluations from staff.	KS	Feedback from staff, Thrive on-line reviews. Pupil surveys following training.
<b>C</b> A greater % of children will leave EYFS at the appropriate phase in <b>phonics</b> . Improvements in the engagement and outcomes in <b>reading</b> .	Revise the timetable in EYFS to ensure that phonics teaching takes place daily.	Data for phonics shows that 58% of pupils entitled to PP funding reached the expected standard in 2017 (compared to 68% of non PP)	Carry out review of phonics teaching throughout EYFS and KS1	KW	Following review (Autumn 17)
	Purchase fully de-codeable reading books	A review of reading books in EYFS identified a gap	As above	KW	As above
	Buy resources to help with the teaching of phonics – Song of Sound	Resource recommended by schools with results close to, or above national average	Progress through phonics phases will be in line with national expectations	KW/ SH	End of term data shows a greater % at appropriate phase
	Hold parents meetings for parents of EYFS and KS1 to provide strategies to enable support at home through a greater understanding of phonics and early reading and writing skills.	Feedback from parents identifies a lack of understanding of phonic teaching. Previous meetings have been well attended.	Feedback from staff delivering training. Feedback from parents and progress in phonics	SH/ KW	Following meetings and at end of term data points.

	Closely monitor the use of inference techniques throughout school and identify where children's wider experiences are preventing accelerated progress- source experiences (visits and visitors) to provide these.	Feedback from staff and lesson observations/ learning walks have identified that PP children have very few enriching experiences out of school. This is a barrier to understanding more complex texts.	MD/ SW to carry out regular learning walks and book scrutiny to ensure that inference reading techniques are being used and CLPE materials provide effective stimuli for writing. Feedback from visits and visitors.	MD/ SW	In line with M and E timetable – learning walks and book scrutiny.
	Maintain manageable class sizes throughout KS2 to enable targeted support for all children	Class sizes of 38+ are not appropriate to enable targeted support and effective intervention	Data collection and monitoring activities.	SW/ RC	As per monitoring and evaluation timetable –or more frequently as necessary for individual
Release time for ECAT training (6 x half days)					£840
Release time to attend children's centre meetings (3x half days)					£420
THRIVE 1 day whole school training					£1500
Release time for staff to hold meetings and carry out review of phonics ( 4 days + supplies and resources)					£900
Release for MD to carry out learning walks and book scrutiny (6 x half days)					£840
1 x teaching staff on UPS3					£48,507
<b>Total budgeted cost</b>					<b>£53,007</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A Improved <b>speech and communication</b> .	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	SH	Regular review as programmes completed and termly data input.
	Purchase Talk Boost and ensure TA is appropriately trained to deliver effectively. Consider using the resource/ intervention in EYFS	Talk Boost KS1 is a targeted and evidence-based intervention programme, which supports language-delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills.	Using the Classroom Checklist, Online Tracker Tool and Child Attitude Survey to measure and analyse progress.	KW	As intervention is used (runs for 10 weeks)
B Improved <b>social and emotional well-being</b> .	Support for individual pupils identified through behaviour incidents/ on-line assessments (Thrive on-line)	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, children, staff and parents.

	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 development	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
	Use of the GREAT project (dealing with domestic abuse) with targeted year group.	Case studies and working knowledge of children and families identified a need to support a high proportion of children in a particular year group (at least 60% of the cohort have or are experiencing domestic abuse)	This is difficult to measure as the impact of this may be later in life although general attitudes and self esteem will show improvement. Before/ after questionnaires identify success for the provider.	Class teacher	Following delivery of the project Dec 17
<b>C</b> Improving outcomes in <b>phonics</b> and <b>reading</b>	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 curric 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	Sarah Finch	At assessment points throughout the year and as programs finish for individual pupils

	Train more teaching assistants in the use of the BR@P intervention and monitor the use of this to ensure highly effective	Data from PIRA tests have identified areas that require development and this intervention has shown outstanding ratio gains	Learning walks and intervention monitoring will provide evidence	MD/ SW	Termly pupil progress meetings and periodic intervention monitoring
	Purchase of Action Words as a resource for children who are unable to access phonics effectively.	Evidence from teaching of phonics and progress data shows that a small minority of children are unable to access the approach used for the teaching of phonics. 'Action Words' was trialled with a small number of children and this has proved effective	Progress through the action words and progress shown through assessment data.	KW/ SENCO	Half termly through PP and SEND progress meetings.
3 x TAs to deliver THRIVE interventions 58.75hrs Talk Boost- purchase of programme and training for TA THRIVE CPD/ licence TA employed to deliver speech and language programmes (9.5hrs) Great project 3 x teaching assistants totalling 28 hours a week intervention time Reading recovery teacher (0.5FTE) Time to train TAs in the use and assessment of BR@P (6 x half days) Action Words resources 2 sets					£34,268 £1200 £1200 £5629 £900 £17,390 £22180 £840 £500
<b>Total budgeted cost</b>					<b>£84,107</b>

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 <b>social and emotional well-being.</b>	TA hours to run regular Forest School Sessions throughout all phases of school	Outdoor learning is an essential part of our approach to developing confident and collaborative learners. Children develop essential skills through these sessions	Feedback from children regarding their experiences	LH	Following completion of courses and activities
C <b>Phonics</b> knowledge and <b>reading</b>	Use of Tapestry to share learning with parents	Improved parental engagement is proven to improve outcomes. Resources can be shared with parents and successes at home shared with school.	Monitor the use of by parents	SH	Termly assess use by parents to ascertain effectiveness
D & E Collaborative working with <b>Social care/ MAT</b> <u>And</u> Improved rates of <b>attendance</b> and <b>raising aspirations</b>	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	RC	As appropriate
	Funded breakfast club for children who live in chaotic households	Previous free places provided for specific children - 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	RC/ JR	6 weekly at TAF meetings and pupil progress meetings

	Attend Discovery Days at Nottingham University and promote and fund Family Learning events (annually)	Many children live within households where there are low aspirations. In some cases there is second and third generation unemployment and some children see little benefit from learning.	Feedback from children following attendance at events (as and when these are available)	RC	Following events and activities.
Increase the frequency of events that encourage parents to be more involved in children's learning.	Release time for staff to deliver 'behind the screen' sessions for parents of PP children who may not feel confident to support their children with their learning.	Parent feedback at open days suggest that some parents find methods of teaching (eg phonics, inference, mastery in maths) difficult to understand and would like some support with this	Feedback from delivered sessions and rates of completed homework.	Core curr leaders	Following events and activities
Improve community to links to strengthen emotional well-being and resilience	Subsidise parents and grandparents to lunch so that relationships within the community are improved and children (esp vulnerable) are supported with their emotional health.	Community links are vital in ensuring that good relationships are maintained. A collaborative approach will strengthen the cohesion between members of the community and the children/ staff. Improved relationships allow for more challenging/ supportive conversations.	Feedback from parents/ grandparents to ensure that they find this a valuable and supportive experience	RC/ KS/JR	Termly following lunches
Additional TA to support the successful and safe delivery of Forest Schools Tapestry licence Funding for trips etc (Contingency) Breakfast club 8 children per week Transport costs to events (up to 6 events) Behind the screen teaching sessions Subsidised lunches					£1900 £300 £3000 £1560 £2100 £1700 £2000
<b>Total budgeted cost</b>					<b>£12560</b>

## 7. Review of expenditure 2016-2017

**Estimated Budget** £153,120

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved <b>speech and communication</b> .	Use of ECERS report	The ECERS highlighted specific areas within the foundation unit that could be developed in order to promote CLL	This is a periodic assessment tool that is used once every few years as the rating scale is updated. Whilst this is a useful tool for school improvement there are no related costs and will not be detailed on further PP strategies.	No cost
Improved <b>social and emotional</b> 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	The use of the Thrive approach throughout school is pivotal in promoting the whole school ethos. On-line assessments show that emotional wellbeing is improving and behaviour logs for individual pupils show that incidents of disregulation are reducing.	Surveys from children indicate that more children would like to access Thrive. We also feel we could do more Thrive within the curriculum. Circle time is now Thrive time and children have regular Yoga sessions throughout the week.	£1200

<b>Aspirations</b> for improving own outcomes will be reflected through improved outcomes and engagement, especially in <b>reading</b>	Additional teacher in years 5/6 and 3/4 keep class sizes at an appropriate level	Being able to keep class sizes smaller has enabled class teachers to develop their use of inference within guided and whole class reading. Children who receive little support at home with reading have been targeted and this has enabled pupils to progress as expected or better.	Numbers in certain years groups has determined that it is not necessary to employ and additional teacher in year 3/ 4. Whilst the class sizes are above 30 for 2017-18, the teaching techniques being developed (eg Mastery in Maths, whole class guided reading) are more effective for whole class sessions	£97,014
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## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved <b>speech and communication.</b>	Teaching assistant employed in foundation unit to deliver speech programmes and ECAT	The use of the ECAT program has enabled children to begin accessing the CLL curriculum in EYFS. This is being further develop within the 2 year unit and this means that children are entering the 3 year nursery with improved communication skills.	Continued professional development is essential to ensure that all staff involved have a clear understanding of the programme and this is regularly evaluated to show impact. Itrack data	£5629
	Use of Tapestry to share learning with parents	Feedback from parents is that they enjoy seeing the activities and progress of children whilst at school. They share videos of reading activities at home. This promotes discussion both at home and at school about activities, books and reading.	We will continue to use this strategy as it is highly effective in engaging parents in EYFS. We are considering ways to engage parents throughout all phases of school and trialling Class Dojo as a way of communicating more effectively with parents.	£300

Aspirations for improving own outcomes will be reflected through improved outcomes and engagement, especially in <b>reading</b>	Teaching assistants employed to deliver quality interventions	Some interventions being delivered did not result in accelerated learning outcomes for targeted children. However, the interventions that are effective are highly effective and produce high ratio gains.	The monitoring of interventions has been a focus of school improvement and whilst there have been some changes in the process of identifying and delivering interventions, there is still some work to be carried out to ensure these are highly effective in improving outcomes.	£17,390
	Reading recovery teacher employed to deliver targeted programs as identified from assessment data	Children targeted have made steady progress, and in some cases accelerated progress.	Reading recovery will continue as progress made is good, although for some children this is not sustained as support from home is essential in ensuring the improvement is maintained. We are considering ways to further improve parental engagement in reading throughout all areas of school.	£20,180

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved social and emotional well-being.	3 x learning mentors employed to deliver THRIVE program	The use of the Thrive approach throughout school is pivotal in promoting the whole school ethos. On-line assessments show that emotional wellbeing is improving and behaviour logs for individual pupils show that incidents of disregulation are reducing.	Surveys from children indicate that more children would like to access Thrive. We also feel we could do more Thrive within the curriculum. Circle time is now Thrive time and children have regular Yoga sessions throughout the week.	£30,617

Collaborative working with Social care/ MAT	Supporting parents with trips etc to ease financial pressures	By funding trips etc we have been able to provide children with experiences that they would normally have missed out on.	A lack of wider experiences are, in some cases, creating barriers to learning for some children and it is important that we provide these. There were more children than expected who required some additional support/ funding.	£2500
	Funded breakfast club for children who live in chaotic households	Social and emotional well being of funded children has improved, which has enabled them to access their learning more effectively. Attendance and lateness figures has improved for the majority of these children.	More funding was dedicated to this as a new family moved into the area and they required intensive support (have since moved to a neighbouring authority).	£1950
Improved rates of attendance	Regular monitoring of attendance with EWO. Pre-legal procedures and fines if necessary. Rewards for good .attendance. Review of policy	Attendance rates have improved for most children. There are a small number of children whose attendance remains a concern. These children have been targeted through the Education Welfare System and, in some cases, legal action has resulted in a fine. This has had a positive effect on attendance rates so far in 17-18.	This is vital to ensure children can access their learning.  The process can be very long and we have to be persistent (and insistent) to ensure that this is effective in improving attendance for all children, but particularly the most vulnerable.	No cost

## 8. Additional detail

Throughout 16-17 we have had a large number of new admissions. A high % of these were PP children, most were SEND and the majority were attaining at levels that were below, or significantly below age related expectations.