



PUPIL PREMIUM STRATEGY

The level of funding for Dunington CE Primary School for the academic year 2017/18 was **£18,480**

Barriers to educational achievement faced by some eligible pupils

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| <ul style="list-style-type: none"> • Self-confidence and self-awareness • Behaviour for learning e.g. concentration, motivation, asking for support • Specific Special Educational Needs | <ul style="list-style-type: none"> • Gaps due to absence on grounds of ill health • Penmanship; accuracy, legibility • Motivation to read/write across a range of genres |
|---|---|

Spent on

Impact of Spend

Learning Support (TA Budget)

£14,458

Interventions provided for individual pupils at risk of making slow progress. Progress documented. Continuous tracking and evaluation of effectiveness of interventions.

Based on 14 pupils	Reading		Writing		Maths	
% below ARE	3/14	21%	3/14	21%	4/14	29%
% at ARE	7/14	50%	9/14	64%	7/14	50%
% above ARE	4/14	29%	2/14	14%	3/14	21%
% making slow progress	3/14	21%	2/14	14%	3/14	21%
% making expected progress	11/14	79%	12/14	86%	10/14	71%
% making good progress					1/14	7%

In reading, 12/14 made expected in-year progress, 1/14 pupils made good progress. In writing, 12/14 made expected in-year progress, 1/14 pupils made good progress. In maths, 11/14 made expected in-year progress.

Pupil Premium Champion

£1632.00

Provided eligible pupils with weekly 1:1 consultations to consider successes and areas for additional support/reinforcement.

Provided pre-teaching of skills, where applicable to increase confidence.

ELSA provision (2 afternoons per week)

£2390.00

Supported individual pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school, reducing barriers to learning.

Provided additional training for ELSAs on CYC standardised support packages (Emotional Literacy, Emotional Regulation, Anxiety, Low Mood, Resilience, Loss and Change). Rolled these out to relevant pupils to equip them with self-help strategies.

Provided KS2 whole class resilience training through School Well Being Worker. *(Funded through Well-Being Project. ELSA in attendance in order ensure taught strategies can be sustained/revisited, where applicable.)*

Recommendations based on analysis of impact:

Create case studies to evidence small steps of progress of Pupil Premium pupils (*making slower progress than their peers*)

The level of funding for Dunnington CE Primary School for the academic year 2018/19 is expected to be **£16,100**

This money will help to support the following initiatives:

Barriers to educational achievement faced by some eligible pupils		
<ul style="list-style-type: none"> • Self-confidence and self-awareness • Behaviour for learning e.g. concentration, motivation, asking for support • Specific Special Educational Needs 		<ul style="list-style-type: none"> • Gaps due to absence on grounds of ill health • Penmanship; accuracy, legibility • Motivation to read/write across a range of genres
Spent on	Aim/ Actions	Monitoring Impact
Learning Support (TA Budget) £12,078	<p>To provide timely intervention for individual pupils who are or are at risk of making slow progress.</p> <p>To monitor, evaluate and develop the school's approach to differentiation to ensure it impacts positively on rates of pupil progress, particularly for lower performing groups.</p> <p>To monitor the impact of interventions, ensuring they are tightly focussed and effectively delivered to support children in making rapid progress towards expected standards.</p> <p>Provide additional support to specifically increase the rates of progress for 3 pupils in reading, 2 pupils in writing and 3 pupils in mathematics.</p> <p>Clearly document the specific support and interventions packages provided for Pupil Premium children using provision maps, tracking and measuring impact and effectiveness.</p>	Lesson observations Pupil Premium provision maps Case Studies (where applicable) Pupil progress analysis
Pupil Premium Champion £1632.00	<p>Develop a Pupil Premium Profile Booklet which identifies strengths, difficulties, improvements and sources/ evidence of support received for each eligible child.</p> <p>Create a case study to evidence progress made by each pupil premium child who is making slower progress than their peers.</p> <p>Continue to provide eligible pupils with weekly 1:1 consultations to consider successes and areas for additional support/reinforcement.</p> <p>Provide pre-teaching of skills, where applicable to increase confidence.</p>	Pupil progress analysis Pupil Premium Profile Booklets Case Studies
Staff Relax Ed training ELSA provision (2 afternoons per week) £2390.00	<p>To support individual pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school, reducing barriers to learning.</p> <p>Disseminate training from Relax Ed course providing Wave 1 strategies for staff to use in class.</p> <p>Provide additional training for ELSAs on CYC standardised support packages (Emotional Literacy, Emotional Regulation, Anxiety, Low Mood, Resilience, Loss and Change). Roll these out to relevant pupils to equip them with self-help strategies.</p> <p>Provide KS2 whole class resilience training through School Well Being Worker. <i>(Funded through Well-Being Project)</i></p>	Lesson observations Pupil voice Pupil progress analysis

This is a working document that will be reviewed and updated at census points throughout the year and evaluated in September 2019.