

# Digby Church of England Primary School

## Pupil Premium Strategy Statement 2017.18

1. Summary information					
School	Digby Church of England Primary School				
Academic Year	2017-2018	Total PP budget	£14,520	Date of most recent PP Review	
Total number of pupils	75	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Term 3 2018

2. Current attainment		
	Pupils eligible for PP at Digby	All pupils (national average)
<b>Year 6 (End of key Stage 2): Total number of pupils in the cohort: 15</b> The data below is for 6 pupils.		
% achieving at or above expected level in reading	50%	71%
Progress in reading	-1.44	-
% achieving at or above expected level in writing	17%	76%
Progress in writing	-7.59	-
% achieving at or above expected level in maths	17%	75%
Progress in maths	-4.44	-
<b>Year 2 (End of Key Stage 1) Total number of pupils in the cohort: 12</b> <b><u>(N.B. the data below is based on TWO pupils only)</u></b>		
% achieving at or above expected level in reading	100%	76%
% achieving at or above expected level in writing	50%	68%
% achieving at or above expected level in maths	50%	75%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	For some pupils, their emotional readiness for learning is a barrier to their progress (often due to personal trauma/poor home learning environment).				
<b>B.</b>	For some pupils, speech and language difficulties on entry to school impact on their confidence levels and their phonic, reading and writing skills as they progress through school.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>C.</b>	For some pupils, successful involvement with external agencies is key to developing their emotional readiness for learning.				
<b>D.</b>	There are a small number of Pupil Premium pupils whose attendance is below the school's target of 96%.				
<b>4. Desired outcomes</b>					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	The emotional issues of some pupils are addressed through support in school and with external agencies.			These pupils are able to access their learning more successfully and as a result make progress in line with non Pupil Premium pupils.	
<b>B.</b>	Higher rates of progress in writing across the school.			Pupil Premium pupils make as much progress as non Pupil Premium pupils.	
<b>C.</b>	Increase attendance rates for Pupil Premium pupils overall.			Reduce the number of persistent absentees and improve attendance to 96% in line with the school target.	
<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-18</b>				
<b>Quality of teaching for all</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. Address the emotional issues for some pupils (which are barriers to their learning)	A variety of approaches including Time To Talk, Social Stories, meeting time with parents to develop positive relationships and develop successful partnerships with outside agencies	These strategies have been successful in the past. The school encourages regular and close contact with parents, in particular those who are most in need of support.	The Deputy Headteacher and SENDCo monitor the implementation and success of these approaches, including monitoring progress using the School Pupil Tracker.	DW and RM	Term 3 2018

<p>b. Raise attainment and progress in writing</p>	<p>Through the Power of Reading project and guided reading, ensure that the children have access to high quality books. Ensure that there is sufficient TA support available for guided reading sessions so that all groups have adult support, Ensure that Grammar teaching leads directly into the daily writing sessions. Target TA support during writing sessions to those children who need interventions.</p>	<p>CLPE research (“The Reader in the Writer”) demonstrated clearly how children’s reading experiences are linked to their progress in writing. The revised list of reading and writing “non-negotiables” that has been drawn up is based upon successful practice across the Spires Federation.</p>	<p>Regular monitoring by the English SL and Deputy Headteacher followed by feedback to staff and follow up on agreed actions.</p>	<p>FH and DW</p>	<p>Regular monitoring by the English SL and Deputy Headteacher</p>
<p>c. Improve attendance levels for all Pupil Premium children.</p>	<p>Early meetings with parents once attendance drops below the NA. Regularly send out latest attendance figures for all pupils. Discuss attendance with all parents at parents’ consultation evenings. Devise new rewards to supplement current weekly attendance trophy. Headteacher to attend attendance briefing (October 2017) to get latest updates.</p>	<p>Recent experience at Digby has shown that early meetings with parents are effective. Praising small steps towards improving attendance has a high impact.</p>	<p>Monthly monitoring of attendance figures by the Headteacher. Deputy Headteacher and class teacher to hold the initial meetings with parents. This is to be escalated to include the Headteacher and then a governor if necessary.</p>	<p>GB and DW</p>	<p>Regular monitoring by the HT and DHT.</p>