



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2018-19

All GEMS Learning Trust Schools are committed to our core remit of providing and outstanding educational experience. Raising attainment of disadvantaged pupils is part of our commitment to help all pupils achieve their potential.

Summary information					
School	GEMS Didcot Primary Academy				
Academic Year	2018-19	Number of Pupils eligible	37	Percentage of pupils	15.3%
Total number of pupils	205 (including nursery)	Amount of PPG due to be received	£51, 780	Date for next strategy review	Sept 18
Current Attainment (KS2- 2017-18)					
	Pupils eligible for PP		National Average other pupils		
% of pupils meeting expected standard in reading, writing, and mathematics	N/A no Year 6 pupils				
% making at least expected progress in reading	N/A no Year 6 pupils				
% making at least expected progress in writing	N/A no Year 6 pupils				
% making at least expected progress in mathematics	N/A no Year 6 pupils				
Current Attainment KS1 17-18					
% meeting expected standard in reading	71% (5/7)		76		
% meeting expected standard in writing	71% (5/7)		68		
% meeting expected standard in mathematics	57% (4/7)		75		



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2018-19

<b>Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)</b>		
A	Speaking, listening and understanding skills in Reception and nursery are lower for pupils eligible for PP than other pupils. This slows reading and writing.	
B	High ability pupils who are eligible for PP or those we believe could attain higher academic results are making less progress than expected. This prevents sustained high achievement end of Key stage 1 into key stage 2.	
C	Well being issues for pupils (mostly eligible for PP) and low aspirations are having detrimental effects on their academic progress and that of their peers.	
D	PP Pupils in Year 1 are making less progress at end of Year 1 across all areas than any other year group. This means they are not well prepared for Year 2.	
<b>Desired Outcomes for next academic Year</b>		<b>Success criteria</b>
A	Improve speaking, listening and understanding skills for pupils eligible for PP I Reception and nursery	Pupils eligible for PP in nursery and reception make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations where possible.
B	Higher rates of progress, across the school for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make at least progress equivalent to 'other' pupils identified as high ability across all year groups. Measured by teacher assessments and successful moderation practices established across the Didcot Partnership.
C	Well being issues for pupils (mostly eligible for PP) and low aspirations are having a detrimental effect on their academic progress and that of their peers.	Children are better equipped to deal with day to day school and home life, children express higher aspirations when interviewed; children make equivalent or better progress than non PP peers and nationally.
D	Higher rates of progress for PP pupils from Reception into Year 1	Pupils eligible for PP make at least progress equivalent to 'other pupils'. Careful transition and moderation procedures will measure the success.



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2018-19

Planned expenditure						
Quality of teaching for all						
Desired outcome	Chosen approach/action	What is the rationale and evidence for this choice?	How will you ensure it is implemented well?	Staff lead/cos	When will you review implementation?	Cost
A Improved oral language skills in reception and nursery and KS1	Staff training on developing communication and language. GL assessment used to baseline all pupils and action plans drawn up.  Read Write Inc skilled staff  CLPE training – using high quality text	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources suggest that poverty of language is a key barrier for achievement at all levels, particularly for children who are disadvantaged. Exposing pupils to vocabulary through high quality text is also important.	Training selected using evidence of effectiveness  Use staff meetings to deliver training  Assessments scrutinised.  Lessons from training embedded in classroom practice	Vice Principal	February 2018	Resources £800  Training £500  RWI training £2000 CLPE training £1300  Total £4600
B Improved progress for high attaining pupils.	Audit teaching of writing across the school ensuring HA have aspirational success criteria.	High ability pupils for PP are making good progress, but there are some pupils who we do not feel are reaching	Children selected using evidence of achievement and potential based on end of year results and tracking. SLT time used to	Pupil Premium Lead (assistant principal)	February	Resources  Online: doodle maths  Spelling shed



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2018-19

	Extra teaching for those who could achieve higher results.	their true potential. We want to provide them with opportunities to attain more depth across all their learning.	develop subject leader analysis to demonstrated impact and moderate.			<p>Timestable rock stars £1200</p> <p>Cover costs to release teachers £1080</p> <p>Total £2280</p>
Improved progress for all PP pupils	<p>Extra Targeted TA support within classes</p> <p>Small group maths interventions</p>	<p>We want to provide extra support to maintain high attainment and progress. Ensuring pupils are supported in class and so receive quality first teaching has shown to be very effective.</p> <p>Small groups to target individual gaps and</p>	<p>SLT will monitor effectiveness through observations and target tracker.</p> <p>Structured conversations with PP pupils.</p>	Assistant Principal (PP Lead)	Termly	<p>Staffing 3x per half term VP £3420</p> <p>Teaching assistants £20000</p> <p>£23,420</p>



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2018-19

Planned expenditure						
B Social and emotional needs						
Desired outcome	Chosen approach/action	What is the rationale and evidence for this choice?	How will you ensure it is implemented well?	Staff lead/ cos	When will you review implementation?	Cost
Children's social and emotional needs are met	Identify a targeted behaviour intervention for identified students. Use structured conversations to engage parents.  Support pupils well being  Increased home school link worker time to target behaviour and support families	EEf toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	<ul style="list-style-type: none"> <li>Ensure identification of target pupils is fair, transparent and recorded on CPOMS. Monitor improvements.</li> </ul>	Class teacher	ongoing	Uniform £500  Play therapy £8000  Trauma therapy training £200 HSLW £4000  Staffing for conversations (SLT) £4000
	Provide breakfast club membership free of charge for PP pupils  Trip payments	Attendance at breakfast club improves attendance and allows a smooth start to the day after a healthy meal.  To support trips going ahead so that PP pupils	Already implemented – ongoing review		ongoing	£6000  £2000



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2018-19

		experience an enriched curriculum.				
<b>Total proposed cost</b>					<b>£55000</b>	
<b>Review of expenditure 2017-18</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>		<b>Lessons learned</b>	<b>Cost</b>	
To raise attainment and improve progress	Pupil premium lead appointed – Vice Principal.  *review of classroom practice sand ensure standards are high  *Ensure data is used effectively to pin point effective interventions	School had greater overview of pupils. Vice Principal attended pupil progress meetings to champion the disadvantaged children.		To continue to have a lead within SLT	£1400	
	<b>Tuition</b>  Targeted pupils to receive very small group maths tuition to raise attainment	Pupils involved all had progress accelerated		Continue to target specific pupils	£4000	



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2018-19

	Staff training	Behaviour management, mental health conferences and workshops, phonics training all contributed to pupil's success	Identify areas of need for 2018/19 from data	£3000
Progress across the school	<b>Class based TA support</b>	Extra TA support in class has allowed greater amount of interventions to happen for targeted children including 1:1 phonics support in Year 1 and 2, and other interventions to support progress in maths and English.	Successful strategy – need to continue to look for training for TA's.	£15000
	2017-18 Year 1 Reading Pupil premium: 5.3 points progress all pupils 6 points Year 1 writing pupil premium: 4.6 points progress, all pupils 5.6 Year 1 maths pupil premium 6 points progress, all pupils 6.2  Year 2 Reading PP 6 points all pupils 5.9 Year 2 writing PP 6 points all pupils 6.3 Year 2 maths PP 5.7 all pupils 6.3  Year 3 Reading 6.3 pp all pupils 6.7 Year 3 Writing 6 pp all pupils 6.7 Year 3 Maths 6.6 pp all pupils 6.6		Progress rates very similar for all groups of pupils. Largest gap year 1 writing - this will be a focus for 2018-19 looking at transition from EYFS to KS1 particularly for pupil premium pupils.	
B Social and Emotional needs	Set up nurture centre with appropriate resources	The nest was created and well used as a hub for discussions to regulate emotions and to 'repair' issues.	Continue to find appropriate resources to support pupil's needs	£3000



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2018-19

C Improvement in attendance PP attendance 2016-17 95%	Attendance closely monitored and followed up. First day calling, investigating issues of lateness and non-attendance. PP pupils offered free breakfast club attendance	PP take up of breakfast club has had a very positive impact both on attendance (which stands at 96.6% for PP pupils, 96.04% for all pupils). This has also had other benefits of staff being able to work individually with pp pupils before school.	Successful so continue to offer places.	£8000