



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2017-18

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	2017-18	Number of Pupils eligible	21 (on role in Jan) 24 eligible pupils in school		
Total number of pupils	205 (including nursery)	Amount of PPG due to be received	£29040	Date for next strategy review	Sept 18

Current Attainment (KS2- 2016-17)		
	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 16-17		
% meeting expected standard in reading	Suppressed < 5 pupils	76



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% meeting expected standard in writing	Suppressed < 5 pupils	68
% meeting expected standard in mathematics	Suppressed < 5 pupils	75

<b>Barriers to future attainment (for pupils eligible for Pupil Premium)</b>		
A	<b>Social and emotional skills; group dynamics, engagement in learning, emotional resilience, the ability to be able to resolve conflicts, anxiety levels and sensory processing, confidence and self esteem, the ability to form and sustain positive relationships.</b>	
B	Attendance – significant group of Pupil Premium pupils have low attendance histories	
<b>Desired Outcomes for next academic Year</b>		<b>Success criteria</b>
A	Disadvantaged Pupil Premium (DPP) pupils make better than expected progress to close the gap in attainment between them and all other pupils = quality teaching for all.	Pupil Premium children closely monitored by Pupil Premium champion through progress meetings  Challenging targets set, monitored and delivered for all children  Teaching and learning provision reviewed and improved. Appropriate CPD identified and given.
B	Children have their social and emotional needs met and therefore will be engaged in learning.	Pupils have access to high quality resources to support their needs  Emotional wellbeing and mindfulness integrated into the curriculum.
C	Improve attendance so that pupils are accessing high quality education on a day to day basis.	Attendance closely monitored and rapidly acted upon drives up % attendance of PP pupils



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Planned expenditure					
A: 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?
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	Why we recognise that quality first teaching is the lynch pin to all we offer.  Successful schools ensured that a designated leader had a clear overview of how funding was allocated and the difference it was making to pupils.	<ul style="list-style-type: none"> <li>Teaching and learning monitoring</li> <li>Marking and feedback policy monitoring</li> <li>Pupil progress meetings</li> <li>Learning environment</li> <li>Pupil voice</li> <li>Parental feedback</li> <li>Performance management data, planning</li> </ul>	Vice Principal time  1 day a month  £1400	Pupil progress meetings  Monthly meeting with Vice Principal  Performance review
	<b>Tuition</b>  Targeted pupils to receive very small group maths tuition to raise attainment	EEF toolkit 2  Paired or small group additional teaching; improving feedback and one to one tuition.			£4000  tutor



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	<b>CPD</b> Carefully targeted CPD for all staff.	Staff performance management and CPD planned for all teachers and staff to have the necessary understanding and skills to ensure vulnerable pupils make good progress.	<ul style="list-style-type: none"><li>• Staff meetings planned</li><li>• Staff appraisal</li><li>• Pupil progress meetings</li></ul>	£3000	Reviewed termly
	<b>Class based TA support</b> <b>Increased amount of TA support for all classes</b>	Children assessed to benefit from additional input to support learning behaviours and meta cognition in core subject areas receive interventions as planned by the class teacher and delivered by themselves or one of the teaching assistant team.	<ul style="list-style-type: none"><li>• Class provision maps created and monitored by class teachers</li><li>• TA's to lead intervention groups under the direction of class teachers</li></ul>	£15 000	Reviewed half termly through pupil progress meetings



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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?
Children's social and emotional needs are met	Teachers to monitor well being of all pupils, especially DPP		<ul style="list-style-type: none"> <li>Pastoral concern forms</li> <li>Discussions in staff meetings</li> <li></li> </ul>	Class teacher	ongoing
	Set up nurture centre with appropriate resources	Children need to have a safe place. Story books to support emotional resilience and understanding.	<ul style="list-style-type: none"> <li>Discussions with staff and children</li> </ul>	£3000	ongoing
C Attendance					
Improvement in attendance 2016-17 95% improve to 97%	<b>Attendance will be closely monitored and communication will be paramount to achieve this.</b> <b>Offer breakfast club to DPP children</b>	Supporting the attainment of disadvantaged pupils. DFE November 2015 includes a Pathway to success in raising the attainment of disadvantaged pupils chart. This specifies addressing attendance and behaviour.	<ul style="list-style-type: none"> <li>Principal will hold monthly meetings with school admin to look at attendance patterns and concerns discussions then held with Vice Principal.</li> </ul>	Principal	monthly



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Review of expenditure 2016-17 (first year of the school opening)				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Quality first teaching for all.	Introduce Read Write Inc across the school. Resources/ training purchased.	Read Write Inc was successfully introduced to the school following whole staff training to ensure consistency of approach across the year groups. This has allowed all pupils to have the opportunity to be successful readers. Group in Year 1 (phonics test) is small so results are suppressed.	Continue with RWI. Ensure new staff are trained.	£11000
	Implement maths mastery approach across the school ensuring that all pupils are exposed to all concepts.	Inspire Maths was purchased and lead staff attended training. Period of readjustment to a new approach for some children. Children gaining success from the concrete/pictorial then abstract approach. Evidence of reasoning seen throughout EYFS giving a good basis for future years.	Continue to strengthen and develop the approach	£4000
	TA to support Year 2	The TA enabled the teaching of interventions and support within the classroom. Children made at least expected progress across the year. TA trained to assess pupil's English skills and in one to one RWI.	This year group will continue to be targeted for support.	£6000
DPP pupils have access to trips and enrichment	<b>Money placed within the budget to support payment of school trips and enrichment opportunities</b>	DPP pupils all taking part in at least one club offered after school. All pupils accessing trips and enrichment opportunities bought into school so that all children fully benefit.	To continue	£1000