

Pupil Premium Strategy Statement: De Bohun Primary School 2018-19

1. Summary information					
School	De Bohun Primary School				
Academic Year	2018-19	Total PP budget	£165,000	Date of most recent PP Review	March 2018
Total number of pupils	443	Number of pupils eligible for PP	110/24.8%	Date for next internal review of this strategy	March 2019

2. Current attainment 2017	
Key stage 2	
Reading 60% of disadvantaged pupils reached expected attainment compared to 77% nationally. Progress was 0.38 compared to 0.33 nationally	
Writing 84% of disadvantaged pupils reached expected attainment compared to 81% nationally. Progress was 3.79 compared to 0.18 nationally.	
Maths 64% of disadvantaged pupils reached expected attainment compared to 80% nationally. Progress was 1.24 compared to 0.28 nationally.	
Key Stage 1	
Reading 74% of disadvantaged pupils reached expected attainment compared to 76% nationally.	
Writing 67% of disadvantaged pupils reached expected attainment compared to 68% nationally.	
Maths 70% of disadvantaged pupils reached expected attainment compared to 75% nationally.	
87% of disadvantaged pupils passed the phonic screening test in Year 1 compared to 84% nationally.	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils with English as a second language at 60.5% with national being 20.7%
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	De Bohun is located in a leafy suburb with some areas of deprivation. Deprivation indicator is between 0.24 with the national at 0.21
B	Pupil attendance, although improving, is a weakness PP attendance is at 5.5% compared to national at 5.4*%. Persistent Absence is at 20% compared to national at 15.6%

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve the rate of progress for eligible pupils in Reception Class School Priority 4 & 5 <i>To ensure all pupils are consistently challenged.</i> <i>To ensure EYFS outcomes in writing are in line with national expectations.</i></p>	<p>Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the expected in reading, writing and maths.</p>
B.	<p>Increase the progress of those eligible for PP in English and maths. School Priority 2 and 4 <i>To ensure all pupils are consistently challenged.</i></p>	<p>The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in English and maths.</p>
C.	<p>Increase the rate of attendance for those eligible for the grant. School Priority 3 and 6 <i>To reach 96% attendance and further reduce the percentage of persistent absence.</i> <i>To significantly reduce the mobility of children</i></p>	<p>Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families (pupils) eligible for the grant who engage with the school and family support services so that basic needs are met.</p>
D.	<p>Improve the rate of attainment at end of Key Stage 2 for pupils eligible for PP School Priority 4 <i>To ensure all pupils are consistently challenged.</i></p>	<p>The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress.</p>

Academic year					
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?
Improve the rate of progress for eligible pupils in Reception Class	Appointment of 0.5 out of class AHT role, focussed on teaching and learning. Teaching Assistants to work with smaller numbers of pupils in intervention groups identified at PPMs. groups Staff will ensure QFT. Use of new ICT reporting system (Target Tracker Link) to track progress. Early intervention to support progress. 3 teacher model to support better outcomes for pupils.	School Priority 4 and 5 <i>To ensure all pupils are consistently challenged.</i> <i>To ensure EYFS outcomes in writing are in line with national expectations.</i>	New Early year's Leader established. Early year's leader to become Borough moderator. Monitoring and support from AHT. Support form English lead to improve QFT. Writing opportunities seen in planning. Adults to be used effectively to support progress in Early Years through quality intervention.	AHT Early Years EYFS Leader English Leader	Fortnightly enhancing outcomes meetings
			Cost	£17,978	
Increase the progress of those eligible for PP in English and maths.	Appointment of 0.5 out of class AHT role, (KS2 EYFS/KS1) focussed on teaching and learning. Whole school involvement in Accelerated Reading Programme using newly purchased iPads. Colourful semantics intervention support in Y3 with specialist teaching assistant. Extra teacher to support learning in Y4,5 and 6. Signpost parents to Homework Club for learning support. Early intervention to support progress.	School Priority 4 <i>To ensure all pupils are consistently challenged.</i> Data analysed and gaps narrowed. Early intervention to improve progress.	Monitoring and support from AHTs Monitoring and support from English/maths lead to support QFT and improve outcomes.	AHT EYFS/KS1/KS2 English leader Maths lead	Fortnightly enhancing outcomes meetings
			Cost	£77,032	
Total budgeted cost					

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?
Improve the rate of attainment at the end of Key Stage 2 for pupils eligible for PP.	Increase the number of teachers in Y6. Targeted support in smaller groups. Homework club to support parents to support children with their learning. 3 teacher model to support outcomes. 0.5 timetable for AHT in Y6 as well.	School Priority 4 <i>To ensure all pupils are consistently challenged.</i> Pupils have a greater number of opportunities for small group work with teachers to focus on specific areas Fast Feedback and use of AFL is well documented as having significant impact. Gap analysis to support teaching and learning.	Increased % of children on track and above track at in year and end of year assessments (SLT AHT KS2 Y6 class teachers	Fortnightly enhancing outcomes meetings
			Cost	£38,829	
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?
Increase the rate of attendance for pupils eligible for PP.	Access to breakfast club and after school club which is subsidised for pupils eligible for PP. To ensure that children eligible for PP attend school regularly and on time	School Priority 3 and 6 <i>To reach 96% attendance and further reduce the percentage of persistent absence.</i> <i>To significantly reduce the mobility of children</i> PA attendance is not always as strong as it could be due to environmental factors.	Monitored by Attendance Lead. Key Issue in the school improvement plan and regularly reported to Inclusion meeting. Through the participation in breakfast and after school club, the key judgement will be in terms of how the children approach their work in a calm and resilient manner as well as improved attendance and punctuality.	SLT Attendance Officer EWO	March 2019
			Cost	£15,357	

Access to educational visits for all pupils.	To ensure that all children are able to attend educational visits by subsidising these	School Priority 3 and 6 <i>To reach 96% attendance and further reduce the percentage of persistent absence.</i> <i>To significantly reduce the mobility of children</i>	Take up of this subsidy will be monitored by the School Finance Manager. Funding has been allocated.	SLT Finance Manager	March 2019
			Cost	£2,000	
Access to music tuition and an enhanced music curriculum.	Employment of a specialised music teacher who will provide increasing access for children eligible for PP to attend musical clubs and access to tuition.	School Priority 3 and 6 <i>To reach 96% attendance and further reduce the percentage of persistent absence.</i> <i>To significantly reduce the mobility of children</i>	Through the participation in musical events/concerts the key judgement will be in terms of how the children approach their work in a calm and resilient manner.	Music Leader SLT Finance Manager	March 2019
			Cost	£2,000	
Access to agencies and services through family support and liaison.	Support from school inclusion team and children's centre for families eligible for PP	School Priority 3, 4 and 6 <i>To reach 96% attendance and further reduce the percentage of persistent absence.</i> <i>To ensure all pupils are consistently challenged.</i> <i>To significantly reduce the mobility of children</i>	Early help supported through robust early intervention. Solid communication between family, school and other agencies. Academic progress analysed in enhancing outcome meetings.	SLT SENCo	March 2019
			Cost	£13,092	
Total budgeted cost					£166,288

