



# **Dormers Wells Infant School**

## **Learning for Life**

### **Pupil Premium Strategy**

**2018-2019**

For the financial year 2018- 2019 Dormers Wells Infant School has been allocated £59,400 Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years and £1,900 for Children who are Looked After.

Situated in the heart of Southall, our school reflects our community.

We are one and a three and half form of entry and have children centre facilities. Over 40 languages are spoken in the school. Whilst the majority of children have English as an additional language, a large proportion of children are at a very early stage and are new to the country. The proportion of pupils eligible for free school meals is low with some families, including families not eligible to public funds, working families, falling in and out of eligibility. The school provides a subsidised after school clubs.

## Pupil premium strategy / self-evaluation Infant School

1. Summary information					
<b>School</b>	Dormers Wells Infant School				
<b>Academic Year</b>	18-19	<b>Total PP budget</b>	£59,400	<b>Date of most recent PP Review</b>	July 18
<b>Total number of pupils</b>	320	<b>Number of pupils eligible for PP</b>	45	<b>Date for next internal review of this strategy</b>	July 19
<b>Total number of pupils eligible for PP in EYFS</b>				<b>Total EYFS PP Budget</b>	

2. Current attainment (2017-2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% meeting the expected standard in phonics Y1</b>		82%
<b>% meeting the expected standard in phonics Y2</b>		92%
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>31%</b>	75%
<b>% making expected progress in reading</b>	<b>63%</b>	70%
<b>% making expected progress in writing</b>	<b>38%</b>	76%
<b>% making expected progress in mathematics</b>	<b>75%</b>	70%
<b>% making exceeding progress in reading</b>	<b>0%</b>	26%
<b>% making exceeding progress in writing</b>	<b>0%</b>	16%
<b>% making exceeding progress in mathematics</b>	<b>0%</b>	22%

3. Barriers to future attainment (for pupils eligible for PP)
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>

<b>A.</b>	Accuracy of assessments a moderation to target early intervention provision. AHTs using data to target pupils for early intervention. Pupils are 'keeping up' with their peers rather than 'catching up.'
<b>B.</b>	Low communication and literacy/ reading opportunities both in school and outside school.
<b>C.</b>	Quality of teaching to ensure accelerated progress for PP pupils (whole class and interventions of high impact.) Focus on closing gap in core subjects for HAP pupils through high quality teaching.
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Behavioural, Mental and Social health and wellbeing needs: - Some of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.
<b>E</b>	A robust and well thought out pastoral care offer across the entire school day, including support for new arrivals to the school, leading to increased levels of engagement, improved levels of PSED and general readiness for school.
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	
<b>A.</b>	Accuracy of assessments a moderation to target early intervention provision. AHTs using data to target pupils for early intervention. Pupils are 'keeping up' with their peers rather than 'catching up.'
<b>B.</b>	<p>Low communication and literacy/ reading opportunities both in school and outside school to support improved cultural capital and oracy.</p> <p>Higher rates of progress for PP pupils than previous years.</p> <p>Whole-school focus on developing language skills and vocabulary through language rich activities and writing weeks.  Lessons within the EYFS cater for those with little understanding and support in developing subject based language  Our curriculum encourages and supports those who are new to English by meeting their interests, the teachers know the children well through our whole school projects  intervention and tuition support  Data supports accelerated progress from starting points  Timetabled regular language interventions  The children experience a range of cultural enrichment, which has been thoughtfully woven into their thematic learning.  They demonstrate good characteristics of effective learning. Improved oracy across the school. Each cohort can demonstrate a reduction in the gap between PP and non PP children.</p>

<b>C.</b>	Quality of teaching to ensure accelerated progress for PP pupils (whole class and interventions of high impact.) Focus on closing gap in core subjects for HAP pupils through high quality teaching.	3 year rolling average indicates no more than a 3% gap between PP and non PP attainment at the end of EYFS
<b>D.</b>	Behavioural, Mental and Social health and wellbeing needs: - Some of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.	PP pupils attending parent workshops regularly. PP pupils rated of progress increased.
<b>E.</b>	A robust and well thought out pastoral care offer across the entire school day, including support for new arrivals to the school, leading to increased levels of engagement, improved levels of PSED and general readiness for school.	95.5 %+ attendance for 2018/2019. Improved punctuality figures. High uptake for subsidised After School Clubs. New arrivals are swiftly settled into routines and their progress is sharply tracked. Provision, including robust monitoring, enables accelerated progress.

## 5. Planned expenditure

**Academic Year**

**2018/2019**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Action</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	<b>Lessons learned</b> (and whether you will continue with	<b>Staff/ Cost</b>
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<p>To close gap in attainment for PP pupils.          Improve quality of teaching across EYFS and KS1.          Improve robustness of assessment data through moderation and analysis</p>	<p>Raising the quality of teaching for all pupils through the use of 'slow release of responsibility approach.'          Direct teaching PP pupils in interventions          Appraisal targets linked to PP pupils. AHT to focus on PP pupils – phase meetings pupil progress</p>	<p>Numbers of pupils entitled to FSM in the school is low compared to other schools with the same deprivation index.          Outcomes at the end of EYFs: gap between PP and non-PP is closing but this increases in Y1 and Y2. There are no PP pupils at greater depth in all core subjects, especially reading.          Appraisal targets – PP pupils so that all staff are accountable for their achievements.</p>	<p>Regular monitoring of PP data following assessments – at the end of each term.          Regular half termly Pupil progress meetings to target support and ensure that pupils are meeting their targets.          Regular informal / formal learning walks, books looks and lesson obs so that teaching and learning outcomes</p>	<p>LF / SP / SB          £2500</p>
<p>To improve the expected outcomes for PP in meeting the expectation in Phonics / reading at the end of Y1 / Y2</p>	<p>Read Write Inc Phonics to be implemented across the whole school.          Targeted pupils will receive 1:4 morning tutorials. Gaps in phonetic, blending and segmented is addressed.          Beanstalk readers targeting PP pupils</p>	<p>PP pupils / non PP pupils have early birds Phonics sessions. This then sets them up for their school day, whereby they can apply phonics across the school day.          Reading in Y1 is carried out using the RWI books.          Reading for pleasure – beanstalk readers</p>	<p>Learning walks, listening to readers and end of term phonics data is triangulated with data on TT.          Pupil tracking of PP phonics/ reading data to assess the impact of RWI on PP attainment and progress,          Track beanstalk PP pupils</p>	<p>SP/ HT          £10,000          Beanstalk readers          2 x £2500</p>

<p>To improve mathematics progress for PP pupils</p>	<p>Targeted interventions set up in maths by AHT inclusion and Math's Leader.</p> <p>Targeted teaching support by Raising achievement teacher to support the quality of whole class teaching for pupils.</p>	<p>Introduction of white rose maths and Math's No problems across the whole school.</p> <p>At the end of EYFS, no significant gap between PP and Non/PP pupils. A higher proportion of pupils achieving greater depth in maths at the end of EYFS through carefully targeted whole class/ group maths sessions.</p> <p>AHT EYFS / Math's to observe and support TAs in delivering and assessing the impact of interventions. Tracking used to analyse gaps and implement interventions immediately.</p>	<p>Analysis the maths assessments – white rose for a baseline and ensure that PP pupils are making expected progress (some accelerated progress) to be expected or above. Regular guided teaching for key groups and monitoring of impact is carried out systematically,</p>	<p>SB</p> <p>£1000</p>
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**ii. Targeted support**

<b>Action</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Staff Lead/ Cost</b>
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Close the gap in attainment for PP pupils.	Raising achievement teacher – 3 hrs per day running interventions.	Teacher to know what the pupils gaps are and these are targeted effectively through small group or 1.1 sessions.	Regular pupil progress meeting/ phase meetings to review the targets set for pupils.	Raising achievement teacher  £10,000
Close the gap in attainment of PP pupils	8.30-9.00 Phonics 4 TAs  3.20-4.20pm 3 X day HLTA English  3.30 – 4.20 HLTA maths	TAs / HLTAs to run Early Bird and after school booster groups for children in Y1 and Y2. Including PP pupils based on their assessment data and target setting meetings.	Tracking pupils regularly to ensure they are closing the gap.	HLTA: £8.500
Ensure speech and language support is provided to PP pupils in EYs and KS1 to secure improved progress in spoken language and writing	Training for HLTAs/ TAs – colourful semantics.  S + L sessions for identified pupils.  Whole school training for developing a spoken language skill across the curriculum	Ensure all staff are skilled in developing language skills in pupils.  Focus on early interventions through EYs and KS1 (Focus on Y1)  Whole school approach as well as targeted provision.	Through EY and AHT (Inclusion)	AHT Inclusion  Training by EAL consultant.  £1000

### iii. Other approaches

Action	Chosen action/ approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Staff Lead/ Cost
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<p>Robust well-being programme that meets the pastoral emotional needs of our pupils. Pastoral care through parent support worker, mindup programme leading to increased engagement and improved PSED and general readiness for school</p>	<p>A dedicated pastoral worker.</p>	<p>The school can demonstrate improvements in attendance and punctuality since the pastoral worker targets specific families. A 'soft start' in the morning to enable pupils to engage in learning.</p> <p>Behaviour, including learning behaviour is a key strength and is judged as Good or better by the school through its monitoring activity.</p> <p>Progress in Personal, social and Emotional Development is regularly tracked across the year and information is shared regularly with families as part of termly Records of Achievement and End of Year Reports.</p> <p>Robust systems to support mobile children demonstrated good impact both for individual children and the classes supporting them to settle.</p>	<p>Robust systems to support mobile children demonstrate good impact both individual pupils and the classes supporting them to settle into school in a timely fashion.</p> <p>Adults are more alert to children's inclusion and well-being.</p>	<p>AHT (Inclusion)</p> <p>£5000</p> <p>Release time 2 days every term</p> <p>Pastoral Manager:</p> <p>£20,000</p> <p>Mindup</p>
<p>Reduce PP PAs and increase attendance</p>	<p>Pastoral Manager employed for targeted action</p>	<p>School attendance has been below 96% for the last three years</p>	<p>Tracking attendance of PP pupils. Pastoral manager to show evidence of following up with parents and the EWO</p>	<p>Pastoral Manager (Included above)</p>

To improve pupils well-being / behaviour through the use of specialist counselling services	Catholic Children's services	School to target pupils with specific emotional needs and work closely with their families.	Weekly sessions with the councillor	£7000
			Total spend	£69,500
				-£10,100

