

Implementation of the Pupil Premium for 2019/20

“If we can respond to the massive challenge to use the pupil premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others.” (Sir John Dunford, National Pupil Premium Champion)

In 2011-12 the Government launched its Pupil Premium funding. This money is given to schools based on the number of pupils in the school who are, or have been in the past 6 years, eligible for Free School Meals (FSM) with the intention of raising the attainment of disadvantaged pupils and closing the gap between them and their peers.

In September 2019, Dunkirk Primary School was allocated £135,331, based on pupils who have previously claimed Free School Meals, for this academic year.

Pupil premium children make up 23% of the pupils at Dunkirk, which is slightly below the national average.

Our analysis has found that individual and small group tuition focused on literacy has a significant impact on pupils' achievement. Regular attendance and improved learning behaviour are also crucial to children's academic success.

The money helps to fund the following key initiatives, which are aimed to support pupil premium children. For 2019-20, the school has 3 key objectives which it is targeting this year's Pupil Premium funding towards:

1. To raise attainment by targeting and intervening with under-achieving pupils
2. To raise attainment of the lowest attending Pupil Premium pupil by raising their attendance
3. To raise attainment by improving the learning behaviours of targeted pupils.

This will be reviewed in Sept 2020.

School Information

1. Summary Information			
School	Dunkirk Primary School Nottingham		
Academic Year	2019-20	Total Pupil Premium budget	Allocated £135,331
Total number of pupils (1/9/2019)	403	Number of pupils eligible for Pupil Premium	94

2. Current attainment (2019) at end of KS2		
	All pupils Dunkirk Primary School	Pupils eligible for Pupil Premium at Dunkirk Primary School (16 pupils)
Percentage attaining the expected level in reading, writing and maths.	56%	63%
Progress score in reading	2.72	3.31
Progress score in writing	3.28	2.49
Progress score in mathematics	3.19	3.70

3. In-school barriers to future attainment for pupils eligible for PP funding	
A.	Pupils eligible for PP funding across KS2 are generally below the age-related expected level, and below their peers. Of the 16 Pupil Premium pupils in the 2018 cohort, three were registered as receiving SEN support for their learning. The attainment of these 16 pupils at the end of KS1 was below the national average at 12.8 points in reading, 12.3 in writing and 14.1 in maths. Progress is good above peers in reading and maths and is successful in closing the attainment gap.
B.	The very high and unpredictable nature of the mobility of pupils in and out of Dunkirk Primary School means that it is difficult to plan for effective, on-going support. The arrival of pupils, many of whom speak little or no English, means that plans have to be adapted to best meet the needs of all pupils.
C.	Passive learning behaviours and low motivation of a number of pupils results in slow progress. Analysis of reasons for this behaviour shows a range of causes from low self-esteem to low aspirations.

4. External barriers to future attainment for pupils eligible for PP funding	
A.	Persistent absenteeism of a significant group of pupils eligible for PP funding (see Key Objective 2)
B.	High mobility throughout school year

Key Objective 1:

To raise attainment by targeting under-achieving pupils and further develop and refine the intervention strategies used to accelerate progress.

This objective will be met by the following means:

- Identification of pupils who made slow progress during the previous academic year.
- Identification of pupils who are attaining below their age-related expectation.
- Deployment of two Literacy intervention teachers to accelerate progress in reading in Years 5 and 6.
- Deployment of two Teaching Assistants to run targeted Year 5 and 6 Literacy groups
- Deployment of Teaching Assistants to run dedicated Nurture groups.

Action 1: Identification of pupils who made slow progress during the previous academic year

Action 2: Identification of pupils who are attaining below their age-related expectation.

Rationale – In order to close the attainment gap, the school needs to identify underachievement and the reasons for it, at the earliest possible moment.

Date	Person responsible	Monitoring and evaluation	Cost	Success criteria
September 2019	Headteacher and Deputy Headteacher with responsibility for data management	Pupil progress meetings take place to review performance in 2018-19 and plan actions to accelerate learning. Focus on SEND/EAL PP children with multiple barriers.	Supply cover to release teaching staff £1,400	Intervention groups are created and recorded. They correspond to the attainment and progress pupil lists.
December / January 2019/20	Deputy Head Teachers	Pupil progress meetings implemented with year group data to ensure greater understanding of PP children as a group and share effective QFT, differentiation and AfL outcomes strategies.	Supply cover to release teaching staff £2,000	Staff know the overall RWM cohort picture to improve understanding of PP accountability.
Nov 2019	Headteacher and Deputy Headteacher with responsibility for data management	New Assessment package is purchased and baselines undertaken showing current attainment in English and maths.	£2,500	Assessments are undertaken and reports analysed to identify over and under-achieving pupils. Individual and group plans are put in place.
Termly	Deputy Headteacher with responsibility for data management	Progress reports are created tracking the progress of the identified pupils	None	Pupil progress meetings take place to discuss and plan for the performance of Pupil Premium children.
Dec 19	HT/L4 cpd TA Training of teaching assistants in use of AFL to support gap teaching and train new TAs in gap teaching process	TAs use outcomes of feedback to address misconceptions using gap teaching sequence	Cover release costs £2,000	TAs address misconceptions within 48 hours

Action 3: Deployment of Literacy intervention teachers to accelerate progress in reading in Years 5 & 6.
Rationale - Sutton Trust research shows that small group tuition has a moderate impact for moderate costs.
'Schools have no more fundamental responsibility than teaching children to read....of those children who fail to achieve Level 4 in reading at the end of primary school, only one in 10 went on to achieve five good G.C.S.E.s' (Nick Gibb – Minister of State for School Standards).

Date	Person responsible	Monitoring and evaluation	Cost	Success criteria
Sept 2019	Deputy Headteachers with responsibility for campus management	Groups are identified and dedicated times are agreed for targeted teaching	£51,275	Year 5 and 6 Reading /writing groups take place every week
Ongoing	Deputy Headteacher with responsibility for data management	Termly assessment data Appraisal observations-linked to fluency/reasoning to support understanding questions	N/A	Pupils make above expected progress and increase their standardised scores.

Action 4 - Deployment of Teaching Assistants to run targeted Year 5 and 6 Literacy groups
Rationale – as action 3

Date	Person responsible	Monitoring and evaluation	Cost	Success criteria
Sept 2019	Deputy Headteacher with responsibility for data management and Y5&6 teams	Groups are identified and dedicated times are agreed for targeted teaching	£67137	Groups of Y5&6 take place 5 times per week
Ongoing	Literacy intervention teacher	Planning support is in place to ensure TA literacy groups are effective	£500	Support sessions take place on a half-termly basis

Action 5: Deployment of Teaching Assistants to run dedicated Nurture groups
Rationale – Sutton Trust research shows that behaviour intervention and social and emotional learning both have a moderate impact for moderate costs.
'When the nurture groups were working well they made a considerable difference to the behaviour and the social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.' Ofsted

Date	Person responsible	Monitoring and evaluation	Cost	Success criteria
Sept 2019	SENCo L4 TA L1 TA x1 MDS x1	Nurture group pupils identified Nurture group takes place daily Baseline assessment takes place using P-levels and Boxhall profiles	£62000	Baseline assessments/data entered into itrack/tapestry (eyfs) Dedicated time for Nurture group is allocated

Date	Person responsible	Monitoring and evaluation	Cost	Success criteria
Ongoing	SENCo	Monitoring quality of provision within Nurture group, ensuring that academic skills progress, as well as the social and behaviour ones, so they do not fall behind.	N/A	Boxhall profile records shows progress in the social and behavioural skills P-level record show academic progress.

Key Objective 2:

To raise attainment of the lowest attending Pupil Premium pupil by raising their attendance

This objective will be met by the following means:

- Identifying the lowest attending Pupil Premium pupils
- Planning personalised intervention plans to support each identified family in order to improve attendance.
- To monitor attendance on a half-termly basis

- **Action 1:** Identifying the lowest attending Pupil Premium pupils
- **Action 2:** Planning personalised intervention plans to support each identified family in order to improve attendance.
- **Action 3:** To monitor attendance on a half-termly basis

Rationale – ‘In general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2. In particular, pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 per cent of all sessions.’ The link between absence and attainment at KS2. DfE February 2015

Date	Person responsible	Monitoring and evaluation	Cost	Success criteria
September 2019	Deputy Headteacher with responsibility for data management	Pupil Premium pupils with attendance below 95% in 2018-19 are identified and shared with key staff	N/A	Groups are identified Key staff are aware of these pupils
Autumn 2019	Attendance Officer Head Teacher	Plans are devised to support the improvement of the identified pupils These may include targets, rewards, home-school communication books, regular meetings etc	£15500	Attendance rates increase by a minimum of 2% for all identified pupils and to above 90% for those beneath this figure in 2018-19

Date	Person responsible	Monitoring and evaluation	Cost	Success criteria
Ongoing	Attendance Officer Deputy head teacher with responsibility for data management	Termly analysis of attendance of the identified pupils. Where slow or no improvement to include analysis of non-attendance to identify any patterns or causes	Within allocated costs	Attendance is analysed Continued low attendance is brought to HT's attention

Key Objective 3:

To raise attainment by improving self-esteem, aspirations and learning behaviours.

This objective will be met by the following means:

- Identification of pupils who demonstrate low self-esteem, lack confidence or who regularly show low-level disruptive behaviour
- Plan group intervention aimed at raising confidence and improving learning behaviours
- Monitoring the progress in terms of classroom engagement as well as academic progress

Action 1: Appoint 2 part-time learning mentors to run targeted groups

Action 2: Identification of pupils who show low self-esteem and confidence, or who regularly demonstrate low-level disruptive behaviour.

Action 3: Monitor the progress of the targeted pupils

Rationale – In order to close the attainment gap, the school needs to identify underachievement and the reasons for it, at the earliest possible moment.

Date	Person responsible	Monitoring and evaluation	Cost	Success criteria
September 2019	HT DHTs		£28000	2 part-time learning mentors are employed
October 2019	HT DHT Learning mentors	Groups are identified and weekly timetable of intervention is in place.	Within LM costs	Identified pupils receive their planned intervention on a regular, weekly basis. Learning mentors share plans/ resources to further improve provision.
Ongoing	DHT Phase leaders	Half-termly checks of classroom learning behaviour Termly checks of academic progress	Phase leader release time £600	Behaviour records and teacher accounts show greater levels of engagements and fewer incident of low-level disruptive behaviour Progress scores are accelerated above the expected 1 point per term.

Total income	£135,331,	Total planned spend	£224,522
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