

The Dolphin School Pupil Premium Strategy Report 2018 - 2019

The Pupil Premium was introduced in April 2011 and is allocated to schools in addition to their main budgets to support schools in reducing the attainment gap that currently exists between disadvantaged pupils and their peers. The Pupil Premium is paid to each school by a specific grant based on school census figures for pupils registered as eligible for Free School Meals in Reception to Year 11. Schools receive funding for pupils who have been registered for Free School Meals at any point in the last six years; children who have been looked after continuously for more than six months; and, children of service personnel (this service premium is designed to address the emotional and social well-being of service personnel pupils).

Funding Allocations

The Pupil Premium is additional to main school funding and is allocated on a financial year (April to March) basis.

Use of the Grant

Although schools are funded on a financial year basis, we operate and plan how to use our resources around the academic school year (September to August). Our academic year funding for the past three years has been as follows:

- September 2016 to August 2017: £76,450
- September 2017 to August 2018: £95,000
- September 2018 to August 2019: £117,920

It will be used by our school to address any underlying inequalities between children eligible by ensuring that funding reaches these pupils and other pupils who need it most.

OBJECTIVES FOR THIS SCHOOL

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

Barriers the school faces:

- Changes in funding arrangements including a significant drop in IDACI number, yet poverty still remains among the majority of families.
- This is our first year with a Year 6 cohort.
- Four new teachers in this academic year 2018-2019 but staffing across the school is stable from last year.

Focus for 2018 - 2019:

- BAME (Black Asian and Minority Ethnic) children, particularly BAME children who are PP and BAME PP boys will be a focus group in school. This area will be a focus for everyone.
- The difference needs to diminish between PP boys and PP girls (currently in most classes our PP girls outperform our PP boys).
- The difference needs to diminish between Non PP BAME and PP BAME children. In our school we have 3 times as many PP BAME children as PP Non BAME children
- The difference needs to diminish between PP and Non PP groups
- PP children who also have EAL now need to be a focus as they are an increasing group within the school – 40% across the school with 60% in EYFS.
- Regular moderation to continue to ensure the data is scrutinized and responded to – this will be through phase leaders and regular phase meetings.
- Continue to enhance interventions across the school using evidenced based interventions with clear entry and exit criteria.
- The Senior Leadership team will be regularly monitoring teaching and learning and its impact on outcomes.

Dates for Principal, Senior Leaders and Governors to Review Allocation, Spend and Impact

Date of next review of spend and impact will be shortly after the pupil progress meetings held in December 2018 and then in April 2019 and then again in August 2019 after the data has been analysed.

Framework for reviewing the strategy

What	How	By whom	Rationale and actions
Accountability framework is in place in all VT primary schools to monitor and review the pupil premium spend	Funding is identified and pupil progress is monitored. Plans for this is discussed and diarised by HTs up to 6 months in advance	Headteacher and leaders/governors/board members including finance director	A joined up approach to monitoring, reviewing and sharing progress across VT primary schools
Pupil progress meetings will take place with the class teacher, inclusion leaders and the senior leaders for teaching and learning.	Data programme (SPTO) will provide evidence of progress data. Class teachers will provide sample evidence of pupil progress (books) during those meetings.	Key leaders, including inclusion leads together with class teachers. Then reported to LGBs (Local Governing Body)	During Pupil Progress meetings leaders and class teachers will identify the needs of the child and ensure that the provision is meeting their needs by exploring the child's progress. This takes place 3 times a year. This is reported to and monitored by Headteacher and LGBs.
Statutory outcomes for pupil premium cohorts reported in FFT, School Pupil Tracker online will be shared with governors in T1 2018, T4 2019 and in Term 6 2019.	As adjacent	LGBs and VT board of directors	Actions from governor meetings will be undertaken.
Outcomes from pupils will be benchmarked across the Trust, across the last 3 years and across the year groups. Attendance, attainment and anomalies will be identified	Key Performance Indicators and Fischer Family Trust reports shared	Inclusion or PP leaders/Local Governing Body	Best practices will be drawn up and case studies shared

Pupil Premium pupils at The Dolphin School are distributed across school with larger groups in EYFS and KS1 than in KS2. They do not constitute cohesive groups as they are spread across the full range of ability. Despite this, there are more Pupil Premium pupils working below ARE.

There is an Inclusion Manager in place and a Pupil Premium Lead Teacher who will be responsible for Pupil Premium monitoring and tracking. There is also involvement of a designated member of the Local Governing Board and a clear strategy to address the learning needs of Pupil Premium pupils. The Action Plan includes the requirement for regular and detailed review and reporting of the impact of the strategy.

The school strategy for 2018 – 2019 is based on a range of teaching approaches to support learning: academic coaching, peer coaching and tutoring and the use of digital technology. The selected approaches have been identified by the Sutton Trust research as representing high or moderate impact outcomes for low or moderate cost. Some aspects of the strategy involve staff training for all teaching and support staff or for individuals to ensure effective outcomes and will involve expenditure for training and / or staff cover.

Objectives and strategies for use of the funding

Pupil Premium Strategy 2018-2019

1. Summary information					
School	The Dolphin School				
Academic Year	2018/2019	Total PP budget	£117,920	Date of most recent PP Review	July 2018
Total number of pupils	359	Number of pupils eligible for PP	104 (including four children eligible for PP+)	Date for next internal review of this strategy	December 2018
Attendance of Pupil Premium pupils Attendance 2016 -2017 = 94.4% Attendance 2017-2018 = 91.54%					

1. Attendance	
2017-2018	

PP	Non-PP
91.54%	94.39%

2. Behaviour

2017-2018

Across the academic year 2017 2018, Pupil Premium pupils have been given less negative behaviour cards on SPTO than non- Pupil Premium pupils: 154 : 271.

3. Attainment for last academic year

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP/ (Currently no year 6 so no national comparison)</i>
% achieving expected standard or above in reading, writing and maths		
	KS1 = 6/15 40%	KS1 = 31/43 72%
% achieving expected standard or above in reading	% At expected / above	% At expected / above
	Attainment at/above	
Year 1	33 /17.6	75/25
Year 2	35.7 / 7.1	79.1 / 79.1
Year 3	40 / 20	63/33
Year 4	38 / 0	77/37
Year 5	86/ 14	78/30.8
% achieving expected standard or above in writing	% At expected / above	% At expected / above
Year 1	33/0	72/19
Year 2	35.7 / 0	72.1/72.1
Year 3	50 / 0	57/11
Year 4	25 / 0	74/31
Year 5	86/14	52/4
% achieving expected standard or above in maths	% / above	% / above

Year 1	39/5.6	69/31
Year 2	50 /7.1	86/86
Year 3	40/ 10	62/23
Year 4	13 / 0	71/28
Year 5	86/ 14	78/26

1. Summary of 2017-2018

Attendance: Attendance has decreased slightly over all; however, as the year progressed, strategies were put in place to rigorously monitor, address and support those families who attendance was below the expectation. This showed an increase in attendance towards the end of the year. This will continue over the next year.

Behaviour: Across the academic year, 2017 2018, overall all key groups have been given less negative behaviour cards on SPTO than non – PP, FSM, SEN and EAL.

Learning: There is still a gap between progress and attainment between pp and non pp. However all pp pupils made at least 2 points progress. We will continue to deliver interventions across this academic year to accelerate progress further diminishing the difference.

Barriers to future attainment and how to over-come them 2018- 2019

Barriers to learning well	Strategies to address the need	How will it be implemented?	Staff Lead	Cost
A Attitude to learning <ul style="list-style-type: none"> • Having a fixed mind-set and ‘can’t do’ attitude. • Not believing school has any value and is not important • Lack of resilience 	<ul style="list-style-type: none"> • Continue the use of Dojo points in every Classroom – stickers and certificates used to encourage children. • Curious City curriculum and other projects throughout the year – making our school better / making positive changes / having a role to play. • Explicit lessons that focus on improving resilience and growth mind-set. Visible learners! 	<ul style="list-style-type: none"> • Continued from previous year. Stickers and certificates available of shared drive, weekly celebration assemblies to celebrate the use of the skills in lessons. • HT or SLT to hand out stickers/certificates and Dojo points at the end of each celebration assembly. • Weekly SLT assembly in relation to school values and enquiry lead from curriculum. 	LD and SLT	See Table below

	<ul style="list-style-type: none"> Lack of aspiration 		<ul style="list-style-type: none"> PP pupils to be involved in pupil voice sessions. PP pupils to work with Inclusion Manager/SLT to produce display board, learning walk Class teachers to arrange visitors to inspire pupils and event to be covered in the school newsletter and shared on Twitter. PDM and planning time focused on resilience and growth mind-set. 		
B	Low self-esteem <ul style="list-style-type: none"> Low self-worth Lack of confidence Unhappy children 	<ul style="list-style-type: none"> Opportunities for support with Pastoral Support worker. Up to date training for Pastoral Support Worker and Family support worker to enable needs to be met effectively. Parent survey to include PP perceptions about provision for PP pupils in school. Positive relationships between children and staff. Extra curriculum enrichment opportunities to engage, encourage and inspire children. Performance opportunities – dance / music/sports after school clubs Set the most vulnerable PP children with an in school mentor- an adult who will be that child's personal champion. 	<ul style="list-style-type: none"> Family support worker to work with parents to address specific needs. Pastoral support worker to work with children to address specific needs. SM to attend Mental Health conference. A range of clubs including dance, choir, football, science, art & craft and athletics are run by teaching / support staff for the children to participate in. PP children to have priority choice of clubs. LD to set up system on SPTO alongside LS to track PP children's participation in clubs. Performances (Harvest, Christmas, Spring and end of year along with inter school music and dance performances organised and run by staff. SD and LD to identify pupils and staff to link as mentors. To have a session with mentors to detail expectations. Mentors to spend 10/15 mins a week with that child. This could include having lunch together. 	LD and SLT Pastoral Support Worker Family Support Worker LD and LS	See table below
C	Academic ability – READING	<ul style="list-style-type: none"> 1:1 reading tuition with a TA 2-5 days per week depending on need. Training programme for TAs to up-skill the provision 	<ul style="list-style-type: none"> Following assessments, pupils are chosen to receive 1:1 reading tuition. This intervention is carried out by TAs and then monitored by English lead/Inclusion Manager. 	LD and English Lead	See table below

	<ul style="list-style-type: none"> • Working below age related expectations • Reading progress very slow • Comprehension of text weak • Lack of support / reading practise at home • Reluctance in reading 	<ul style="list-style-type: none"> • Observations and feedback given by core leaders. • New reading materials for reluctant readers. • Reading workshop aimed at the older children in school based on fluency and comprehension of text. • Continue to develop a love of reading – staff as role models. • Whole class text and regular reading aloud opportunities. • Reading booster sessions • Volunteer readers encouraged and welcomed into school. • Parent workshop on the importance of reading as children enter school in EYFS. • Targeted support for PP pupils both in the class (core learning) and through intervention. 	<ul style="list-style-type: none"> • Timetable of training created to continue to up-skill and develop provision delivered by TAs. • English lead/Inclusion Manager to carry out observations throughout the year. These will inform the training needs, monitor the quality of provision and allow effective feedback for the staff leading the intervention. • School to approach the PTA to support the new school library and to request new reading materials as needed. • TA to carry out reading booster sessions for pupils in Y5. These will be implemented following initial assessments. • Volunteers requested via our school newsletter. All volunteers to be DBS checked and receive appropriate training. • Following a period of settling-in, the EYFS parents will be invited to a workshop led by BR, EYFS Lead to inform and advise them on how best to support their children with beginning to read. The workshop covers phonics and a range of strategies that will encourage children at this early stage. • TAs are timetabled to work with highlighted children who have a specific need and require booster interventions. 		
D	Academic ability – MATHS <ul style="list-style-type: none"> • Working below age related expectations • Poor knowledge of place value • Difficulties with basic 	<ul style="list-style-type: none"> • Maths intervention carried out by TAs in school. • Programme of training for TAs around AREs and expectation. • Observations and feedback given by core leaders. • Maths question display / challenge (whole school) 	<ul style="list-style-type: none"> • Following assessments, pupils are chosen to receive maths interventions. This intervention is carried out by TAs and then monitored by the Maths lead/Inclusion Manager. • Timetable of training created to continue to up-skill and develop provision delivered by TAs • Maths lead/Inclusion Manager to carry out observations throughout the year. These will 	LD and Maths Lead	See table below

	<p>mathematical concepts</p> <ul style="list-style-type: none"> • Maths progress very slow • Lack of support at home 	<ul style="list-style-type: none"> • Math zone introduced to encourage maths through play (lunchtime intervention) • Math resources purchased for each class. • Maths workshops for parents • Increase in the amount of maths homework including times tables practice. • Targeted support for PP pupils both in the class (core learning) and through intervention. • 1:1 tuition for LAC 	<p>inform the training needs, monitor the quality of provision and allow effective feedback for the staff leading the intervention.</p> <ul style="list-style-type: none"> • In house maths training is made available to teaching assistants. • TA appraisal targets to develop playground provision to include maths games and a maths zone. • TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. • Tutors spend an hour a week with LAC 		
E	<p>Academic ability - WRITING</p> <ul style="list-style-type: none"> • Working below age related expectations • Weak spelling • Poor language and communication skills • Lack of support at home 	<ul style="list-style-type: none"> • To develop a drama zone in the playground – to improve speaking and listening opportunities • Moderation and development of staff subject knowledge • Speaking and listening opportunities increased throughout the year – assessment allowing for effective planning by the class teacher • Extended writing opportunities each week • Development of speaking and listening skills. • 1:1 tuition for LAC 	<ul style="list-style-type: none"> • Drama zone led by SMSA/TA on duty in the playground encouraging positive social interaction, developing S&L skills, self-esteem and confidence. • English lead highlight specific children (PP) who need extra booster in class due to gaps in knowledge or lack of support at home. • Interventions such as social skills games, speaking and listening activities and speech and language support led by TAs in the school. • Tutors spend an hour a week with LAC 	<p>LD and English Lead</p> <p>TW IB WS</p>	<p>See table below</p>
F	<p>Behaviour</p> <ul style="list-style-type: none"> • Low level disruptive behaviour during learning time • Negative behaviour towards others / poor social skills 	<ul style="list-style-type: none"> • Clear behaviours systems and processes in place. • Behaviour system in each class to ensure continuity and a high expectation from all. • Social skill groups rolled out by Pastoral Support Worker and TAs when required. • Persistent poor behaviour communicated home and dealt with in partnership with families. 	<ul style="list-style-type: none"> • Established within in school – just needs maintaining and consistency • Social skill / communication groups introduced. These interventions are led by Pastoral Support Worker/TAs • Zones to be introduced and to run during the lunch hour. (drama , maths, reading, etc) 	<p>LD and SLT</p>	<p>See table below</p>

	<ul style="list-style-type: none"> Behavioural incidents effecting the learning in the class 	<ul style="list-style-type: none"> Social Skills group introduced at lunchtimes with Pastoral Support Worker Lunchtime zones organised to reduce possible poor behaviour through boredom. Implementation of MindUp Strategies- brain breaks, learning about the brain to help children self-regulate 	<ul style="list-style-type: none"> LD to look into possibly bringing in MindUp curriculum. Deliver training to staff about implementation and expectations for classroom. This to be linked to Thrive strategies to be implemented across the school. 		
G	Attendance <ul style="list-style-type: none"> High level of broken weeks Persistent absentees (below 90% attendance) 	<ul style="list-style-type: none"> Termly overview sheet of attendance for all pupils, year groups and vulnerable groups. Pupils dropping close to 95% attendance are tracked carefully Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support. Persistent absentees met with regularly. EWO called in if necessary. Special certificate and small prize given to pupils with 100% attendance at the end of the year Regular attendance updates and reminders go out in the school newsletter Competition between year groups and attendance monkey and book to keep in class awarded in celebration assembly each week. 	<ul style="list-style-type: none"> Office staff track attendance and make phone calls daily to confirm non-attendance. SLT track and monitor attendance of all pupils including pp. Any attendance that drops close to 95% is addressed. Phone conversations are used to highlight the school concern and then a face to face meeting with families is arranged if needed. The aim is to support the family and help them to address the reason for poor attendance in school. Where absences are persistent, HT will arrange for the EWO to become involved. Pastoral and Family Support Worker support families and pupils to increase attendance. Strategies have been introduced to celebrate the attendance of those pupils who are in school every day throughout the term / year. 	LD and SLT Support from Office staff and Family and Pastoral Support worker	See table below
H	Resources / basic needs <ul style="list-style-type: none"> Lack of proper school uniform (clothes not fitting / unwashed...) 	<ul style="list-style-type: none"> Uniform vouchers offered to all PP families Free second hand uniform offered to all PP families Breakfast club subsidised, as needed. Paid After school club, 1x year 	<ul style="list-style-type: none"> This decision is made by SLT in consultation with our Family Support Worker. Each situation is different and the school will do its best to provide what each child needs. Family, Pastoral support workers and Inclusion manager will meet regularly to discuss families that may have been referred by class teachers. 	S Degg and SLT	See table below

	<ul style="list-style-type: none"> Lack of proper PE kit Lack of equipment at home to attempt homework (pencils, paper...) Hunger - Not eating breakfast before school Lack of opportunity 	<ul style="list-style-type: none"> Regular meetings including coffee mornings each week with Family Support worker to discuss needs and barriers – support offered by school or through referring to the appropriate agency. Educational visits and residential trips subsidised throughout the school year. 	<p>Current provision / support is reviewed and further actions are set if the need is there.</p> <ul style="list-style-type: none"> Agreed reduced fee for school visits. 		
I	<p>Social, emotional and mental health issues</p> <ul style="list-style-type: none"> Disruption at home Family bereavement Parent mental health Family illness Possible child protection concerns Anxiety Tiredness 	<ul style="list-style-type: none"> Referral process in place for any concerns about a pupil 1:1 support / 'Time to Talk' sessions with Family Support worker to tackle issues such as bereavement, family breakdown, low self-esteem... Referrals to outside agencies made Effective liaison and contact with outside agencies e.g. LPW, Early Help If pupils struggling with tiredness, hunger anxiety etc. staff to refer to Family Support worker to see if support can be given to parents/carers and or Pastoral Support worker to see if support can be given to pupil. Music Therapy 	<ul style="list-style-type: none"> If a class teacher / Teaching assistant is concerned about a child emotional state or health, they can refer to Pastoral and or Family Support Worker. They will then work with the child / family to ascertain the support that is needed. Support that can be given in school is then organised and timetabled in. Support that requires intervention from outside agencies is sought. Music therapy sessions are delivered for pupils identified and agreed by S Degg and parents/carers. 	LD and SLT Family support worker Pastoral support worker	See table below
F	<p>Family Engagement</p>	<ul style="list-style-type: none"> Celebration of work- parents invited in Target PP families to attend school meetings/workshops Teachers to chase PP families to attend parent evenings 	<ul style="list-style-type: none"> Invitations on website and sent out in Top 5. Teachers to approach parents to attend Learning Packs to be given to EYFS PP families for free 	LD Family support worker	See table below

Overall costings 2018- 2019

Staffing costs

TA Costs	£60,000
PP Lead TLR	£9,000
Family Support worker, Pupil Pastoral Support mentor, 1:1 tuition Costs	£20,000
Music Therapy	£4,000
Training	£2000
Clubs	£2,820
<i>Total £ 97,820</i>	
School Uniform Vouchers	£4,500
School Trip School Contribution	£2,500
After School Activity Club 1x per year	£4,500
Class budget	£3,000
EYFS learning packs	£100
Classroom resources	£3,000
<i>Total £16,100</i>	
Incidentals including breakfast and afterschool club etc.	<i>£4000</i>
<i>Overall Total £117,920</i>	