

Pupil Premium Strategy and Self-evaluation

1. Summary information					
School	The Dolphin School				
Academic Year	2019-2020	Total PP budget	£118,800	Date of most recent PP Review	January 2019
Total number of pupils	365	Number of pupils eligible for PP	113 31%	Date for next internal review of this strategy	

% achieving expected standard or above in reading, writing & maths 2017-2018	KS1: 36% (GD 7%) KS2: no data	KS1: 65% KS2: 64%
% achieving expected standard or above in reading, writing & maths 2018-2019	KS1: 22% (GD 2%) KS2: 89% (GD 3%)	KS1: 66% KS2: 65%

Attainment and progress in reading (as measured in the school)

Year 1- PP and non-PP now made the same amount of progress. Difference has diminished by 4%.

Year 2- PP did not make as much progress as non PP. Difference has diminished by 12%

Year 3- PP did not make as much progress as non PP. Difference has diminished by 19%.

Year 4- PP made more progress than non PP. Difference has diminished by 4%

Year 5- PP did not make as much progress as non PP. Difference has diminished by 19%

Year 6- PP made more progress than non PP. 100% of PP children achieved the expected standard for reading

		PP	NOT PP	Diff.
Year 1	No.	13	37	
	Attainment	RE 61.5% [8]	RE 67.6% [25]	6.1
	Progress	2.8	2.8	0
Year 2	No.	18	35	
	Attainment	RE 50% [9]	RE 80% [28]	30
	Progress	2.6	3.4	0.8
Year 3	No.	16	38	
	Attainment	RE 31.3% [5]	RE 55.3% [21]	24
	Progress	2.4	2.7	0.3
Year 4	No.	12	47	
	Attainment	RE 50% [6]	RE 69.6% [32]	19.6
	Progress	3.3	3.1	0.2
Year 5	No.	20	40	
	Attainment	RE 45% [9]	RE 67.5% [27]	22.5
	Progress	3	3.3	0.3
Year 6	No.	9	21	
	Attainment	RE 100% [9]	RE 81% [17]	19
	Progress	4.7	4.5	0.2

Attainment and progress in writing (as measured in the school)

Year 1- PP did not make as much progress as non PP. Difference has diminished by 6%.

Year 2- PP made more progress than non PP. Difference has diminished by 10%

Year 3- PP did not make as much progress as non PP. Difference has diminished by 7%.

Year 4- PP did not make as much progress as non PP. Difference has increased by 12%

Year 5- PP did not make as much progress as non PP. Difference has diminished by 17%.

Year 6- PP made more progress than non PP. 100% of PP children achieved the expected standard for writing.

		PP	NOT PP	Diff.
Year 1	No.	13	37	
	Attainment	WR 53.8% [7]	WR 67.6% [25]	13.8
	Progress	3.2	3.3	0.1
Year 2	No.	18	35	
	Attainment	WR 44.4% [8]	WR 74.3% [26]	29.9
	Progress	3	2.9	0.1
Year 3	No.	16	38	
	Attainment	WR 31.3% [5]	WR 60.5% [23]	29.2
	Progress	2.6	2.8	0.2
Year 4	No.	12	47	
	Attainment	WR 33.3% [4]	WR 53.2% [25]	19.9
	Progress	3	3.1	0.1
Year 5	No.	20	40	
	Attainment	WR 25% [5]	WR 57.5% [23]	32.5
	Progress	2.4	3	0.6
Year 6	No.	9	21	
	Attainment	WR 100% [9]	WR 81% [17]	19
	Progress	3.9	3.7	0.2

Attainment and progress in mathematics (as measured in the school)

Year 1- PP did not make as much progress as non PP. Difference has diminished by 16%.

Year 2- PP did not make as much progress as non PP. Difference has increased by 12%.

Year 3- PP did not make as much progress as non PP. Difference has increased by 1%

Year 4- PP did not make as much progress as non PP. Difference has diminished by 9%

Year 5- PP did not make as much progress as non PP. Difference has diminished by 13%.

Year 6- PP made more progress than non PP. 89% of PP children achieved the expected standard for maths.

		Pupil Premium	NOT PP	Difference
Year 1	No.	13	37	
	Attainment	MA 53.8% [7]	MA 67.6% [25]	-13.8%
	Progress	2.9	3	-0.1
Year 2	No.	18	35	
	Attainment	MA 38.9% [7]	MA 77.1% [27]	-38.2%
	Progress	2.5	3.4	-0.9
Year 3	No.	16	38	
	Attainment	MA 31.3% [5]	MA 68.4% [26]	-37.1%
	Progress	2.6	2.9	-0.3
Year 4	No.	12	47	
	Attainment	MA 50% [6]	MA 63.8% [30]	-13.8%
	Progress	3.3	3.1	+0.2
Year 5	No.	20	40	
	Attainment	MA 30% [6]	MA 65% [26]	-35%
	Progress	2.7	3.2	-0.5
Year 6	No.	9	21	
	Attainment	MA 88.9% [8]	MA 85.7% [18]	+3.2%
	Progress	4.4	4.3	+0.1

2. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Gaps in mathematical number knowledge and fluency
B.	EAL barriers (45% of pupils at The Dolphin School are EAL. Of these EAL children, 30% are also PP. Only 25% of PP pupils who are also EAL are at ARE.)
C.	

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance of Pupil Premium Pupils
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3. Significant outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	EYFS	Disadvantaged*			Non Dis			
		National 2018	Bristol 2019	TDS 2020 Target	National 2018	Bristol 2019	TDS 2020 Target	
		GLD	57%	53.1%	4/6 = 67%	74%	74.9%	22/33 =67%
Phonics	Disadvantaged*			Non Dis				
	National 2018	Bristol 2019	TDS 2020 Target	National 2018	Bristol 2019	TDS 2020 Target		
	Phonics pass	70%	NA	10/14 =71%	84%	NA	26/30 =86%	
KS1	Disadvantaged*			Non Dis				
	National 2018	Bristol 2019	TDS 2020 Target	National 2018	Bristol 2019	TDS 2020 Target		
	Reading	62%	59.4%	9/14 = 64%	79%	77.7%	26/36 = 72%	
	Writing	55%	52.6%	8/14 = 57%	74%	73.2%	27/36 = 75%	
	Maths	63%	60.5%	9/14 = 64%	80%	79.3%	28/36 = 78%	
KS2	Disadvantaged*			Non Dis				
	National 2019	Bristol 2019	TDS 2020 Target	National 2019	Bristol 2019	TDS 2020 Target		
	Reading	%	57%	13/20 = 65%	%	79.3%	33/41 = 80%	
	Writing	%	66.4%	10/20 = 50%	%	84.3%	34/41 = 83%	
	Maths	%	64.9%	13/20 = 65%	%	84.7%	33/41 = 80%	
	Combined	51%		10/20 = 65%	71%		33/41 = 80%	

- PP children will make at least 6 points progress over a year
- Gap in expected level between PP children in school and other children nationally to diminish.

<p>B.</p>	<p>Raised attainment of number of PP EAL children achieving ARE</p>	<table border="1"> <thead> <tr> <th></th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>Will be completed once baseline is done</td> </tr> <tr> <td>Year 1 Phonics</td> <td>79%</td> </tr> <tr> <td>Year 2 Phonics</td> <td>83%</td> </tr> <tr> <td>KS1 Reading</td> <td>48%</td> </tr> <tr> <td>KS2 Writing</td> <td>48%</td> </tr> <tr> <td>KS1 Maths</td> <td>62%</td> </tr> <tr> <td>KS1 Combined</td> <td>43%</td> </tr> <tr> <td>KS2 Reading</td> <td>58%</td> </tr> <tr> <td>KS2 Writing</td> <td>53%</td> </tr> <tr> <td>KS2 Maths</td> <td>53%</td> </tr> <tr> <td>KS2 combined</td> <td>53%</td> </tr> </tbody> </table>		EAL	GLD	Will be completed once baseline is done	Year 1 Phonics	79%	Year 2 Phonics	83%	KS1 Reading	48%	KS2 Writing	48%	KS1 Maths	62%	KS1 Combined	43%	KS2 Reading	58%	KS2 Writing	53%	KS2 Maths	53%	KS2 combined	53%
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KS2 combined	53%																									
<p>C.</p>	<p>Attendance of Pupil Premium will increase</p>	<ul style="list-style-type: none"> Attendance of PP children will improve by at least 1.5% to reach 96% 																								

4. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	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)	Cost
TA in each class	To accelerate progress and increase the attainment of the PP pupils in the class	78% of children who received an intervention made expected or greater than expected progress. 14% made greater than expected progress.	Each class will continue to have a TA in the morning. During the afternoons, TAs will be distributed to where they are needed to run interventions (PIXL)	£60000
ii. Targeted support				
Action	Intended outcome	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)	Cost
Tutoring and play therapy (CiC)	To increase the attainment and well-being of CiC	Year 6 CiC – made accelerated progress in reading, writing and maths. Year 5 CiC- made accelerated progress in reading	This will continue next year for the Year 5 CiC.	£3500

<p>Music Therapy</p>	<p>To equip pupils with strategies to self- regulate in order to improve behaviour and well-being.</p>	<p>1/5 of the children who attended their parent reported that their symptoms reduced significantly since attending therapy. The child is now aware of the triggers; they are equipped with coping strategies and are working towards being discharged from therapy.</p> <p>2/5 of the children who attended their progress is ongoing / long term; family and teaching staff are involved to support with the progress.</p> <p>1/5 of the children who attended are now discharged with 100% success. Their parent was greatly pleased with the outcome.</p> <p>1/5 of the children who attended have now left school.</p>	<p>Continuing next year with some of the children and also some different children due to some of the current children leaving school.</p>	<p>£4000</p>
<p>Reading Mentoring Programme with CGS</p>	<p>To increase the reading attainment of PP pupils</p>	<p>Enjoyment and engagement in reading increased from the beginning to the end of the project.</p> <p>Reading attainment improved</p>	<p>Due to the success of this project, this will continue next year.</p>	

Bug Club KS1	To increase the reading attainment of PP pupils	Bug Club appears to have had a positive impact on 15% of children who participated, and no clear impact on the remaining children, which suggests low value for money. The children who participated in Bug Club were 11/13 Pupil Premium children and are statistically likely to have greater barriers than those who did not. Progress is therefore likely to be less secure and consistent. However, Bug Club did not address that difference effectively. Attendance after school was also varied which may have limited progress.	Due to the low impact of this project, it will not be continuing next year.	
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iii. Other approaches

Action	Intended outcome	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)	Cost
PP Lead appointed	To diminish the gap between PP and non-PP pupils.	See data for impact.	PP Lead to continue next year.	£11000

<p>Family support and resources</p> <p>Pastoral support and resources</p>	<p>To improve engagement of families</p> <p>To improve attendance and lateness</p> <p>To increase the well-being of PP pupils and to help them improve their emotional awareness, resilience, social skills and self-esteem.</p>	<p>Participation at school family events (Eid, Black History Month etc) increased from last year.</p> <p>Family support worker had positive impact on the attendance on families that were targeted for low attendance.</p>	<p>Family support worker will continue to support PP families next year with a particular focus on those with poor attendance.</p> <p>Pastoral support worker will continue to support PP children.</p>	<p>£16500</p>
<p>Reduced trip costs</p>	<p>For PP pupils to attend school trips and school camp (Year 6).</p>	<p>All PP children were able to attend school trips and Year 6 camp.</p>	<p>This will continue next year.</p>	<p>£2500</p>

Access to a club	For PP pupils to have access to a wide-range of extra-curricular activities	25% of PP children took part in one or more sport after school clubs. 45% of PP children took part in one or more after school clubs.	This will continue next year. LD and SS will create a google doc that can be accessed by all staff to track. Teachers will be responsible for targeting the PP families in their class to ensure they receive what they are entitled to.	£4500
Uniform vouchers	For PP pupils to feel part of the school community	44/108 (41%) PP pupils received their uniform voucher this year.	This will continue next year. LD and SS will create a google doc that can be accessed by all staff to track. Teachers will be responsible for targeting the PP families in their class to ensure they receive what they are entitled to.	£4500
EYFS learning packs	To increase parental engagement	Feedback from EYFS families was overwhelmingly positive.	This will continue next year.	£100

<p>Magic Breakfast Bagels</p>	<p>To improve attendance and lateness</p> <p>To ensure each child has a nutritional breakfast so that they are able to engage in learning.</p>	<p>Before the launch, on average, a total of 29 children attended breakfast club (8% of our cohort). Out of these, 3 were Pupil Premium (3% of our PP cohort).</p> <p>Six months after the launch, On average, 80 children are having a bagel. This is 22% of our school population. The number of Pupil Premium children having a bagel was also recorded. 25% of the bagels are being eaten by Pupil Premium children. On average, 20 Pupil Premium children are having a bagel. This is 19% of our Pupil Premium children.</p>	<p>This will continue next year. Possibility of getting toasters and/or spreads to increase uptake.</p>	<p>£400</p>
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5.

<p>Academic year</p>	<p>2019-2020</p>
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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

<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
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Metacognition (£)	To develop pupils thinking about their own learning more explicitly by teaching them specific strategies for planning, monitoring and evaluating their learning.	The EEF has found: “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.”	<ul style="list-style-type: none"> • Staff training • Learning walks/ lesson observations • Pupil voice sessions • Analysis of data 	SL	
Total budgeted cost					£800
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale	How will you ensure it	Staff	When will you review

<p>PIXL interventions (£)</p>	<p>To accelerate pupil progress and improve pupil attainment in maths</p>	<p>The EEF has found: “Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.”</p> <p>The NFeR found: ensure that teaching assistants (TAs) are well trained in supporting pupils’ learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups.</p>	<ul style="list-style-type: none"> • TA training on • PIXL lead appointed to monitor • Learning walks/ lesson observations • Pupil voice sessions • Analysis of data 	<p>BG</p>	<p>£2675 for PiXI plus £400 travel to London</p>
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<p>Pupil Premium Mentoring Projects (£4200)</p>	<p>To ensure teachers have a better understanding of the barriers their PP pupils face and, subsequently, can plan their teaching to address these</p> <p>To increase the attainment and well-being of PP pupils and to help them improve their emotional awareness, resilience, social skills and self-esteem.</p>	<p>The NfER found: “More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours).”</p> <p>The EEF has found: “Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes.”</p>	<ul style="list-style-type: none"> • Support and guidance given to for mentors • Project monitored by LD • Learning walks/ observations • Pupil voice sessions • Analysis of data 	<p>LD</p>	
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<p>Tutoring and play therapy (CiC) (£3674)</p>	<p>To increase the attainment and well-being of CiC</p>	<p>The EEF has found: “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</p>	<ul style="list-style-type: none"> • Pupil voice sessions • Analysis of data 	<p>SD</p>	
<p>Translation Services (£500)</p>	<p>To improve engagement of families where English is an additional language. In turn, to then increase the attainment of PP EAL pupils.</p>	<p>The EEF has found: “The association between parental engagement and a child’s academic success is well established and there is a long history of research into parental engagement programmes.”</p>	<ul style="list-style-type: none"> • Monitoring of attendance of EAL/PP families at school events (parents evening, workshops etc) 	<p>SD</p>	
<p>Breakfast club (£1225)</p>	<p>To improve attendance and lateness</p> <p>To ensure each child has a nutritional breakfast so that they are able to engage in learning.</p>	<p>Article 24 of the Convention of Children’s Rights includes: ‘I have the right to nutritious food and clean water.’ All pupils have access to nutritious food so their rights are valued, they feel cared for and to enable them to be in a good place to learn.</p> <p>Pupils have to be in school and able to pay attention before they can access learning.</p>	<ul style="list-style-type: none"> • Attendance data monitored • 	<p>BP</p>	

EWO (£690)	To support those PP families who have persistent unauthorised absence To improve attendance	Pupils have to be in school they can access learning.	<ul style="list-style-type: none"> Attendance data monitored 	SL	
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Family support and resources</p> <p>Pastoral support and resources</p> <p>(£23894)</p>	<p>To improve engagement of families</p> <p>To improve attendance and lateness</p> <p>To increase the well-being of PP pupils and to help them improve their emotional awareness, resilience, social skills and self-esteem.</p>	<p>The EEF has found: “The association between parental engagement and a child’s academic success is well established and there is a long history of research into parental engagement programmes.”</p> <p>The EEF has found: “On average, support that focus on social and emotional learning has an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</p>	<ul style="list-style-type: none"> • Pupil voice sessions • Analysis of data • Attendance data monitored • Monitoring of attendance of PP families at school events (parents evening, workshops etc) 	<p>KN</p>	
<p>Reduced trip costs</p> <p>(£9060)</p>	<p>For PP pupils to attend school trips and school camp (Year 6).</p>	<p>To ensure PP pupils can access the same opportunities as non-PP pupils.</p>	<ul style="list-style-type: none"> • Trip registers 	<p>LD</p>	

<p>Access to a club (£4240)</p>	<p>For PP pupils to have access to a wide-range of extra-curricular activities</p>	<p>The EEF has found: “impact of sports participation on academic achievement tends to be positive but low (about two additional months’ progress).”</p>	<ul style="list-style-type: none"> • Google doc that can be accessed by all staff to track. Teachers will be responsible for targeting the PP families in their class. 	<p>LD</p>	
<p>Uniform vouchers (£4240)</p>	<p>For PP pupils to feel part of the school community</p>	<p>The EEF has found: “There is some evidence that free school uniforms improve attendance in areas of very high poverty.”</p>	<ul style="list-style-type: none"> • Google doc that can be accessed by all staff to track. Teachers will be responsible for targeting the PP families in their class. 	<p>LD</p>	
<p>EYFS learning packs (£100)</p>	<p>To increase parental engagement</p>	<p>To give EYFS children the best possible start to their school life.</p>	<ul style="list-style-type: none"> • Family survey 	<p>RG</p>	

<p>Magic Breakfast Bagels (£401)</p>	<p>To improve attendance and lateness</p> <p>To ensure each child has a nutritional breakfast so that they are able to engage in learning.</p>	<p>Article 24 of the Convention of Children's Rights includes: 'I have the right to nutritious food and clean water.' All pupils have access to nutritious food so their rights are valued, they feel cared for and to enable them to be in a good place to learn.</p> <p>Pupils have to be in school and able to pay attention before they can access learning.</p>	<ul style="list-style-type: none"> • LD to monitor • Pupil voice • Attendance monitored 	<p>LD</p>	
Total budgeted cost					
6. Additional detail					

