



## Disadvantaged Pupil Premium Strategy 2018-19

1. Summary Information			
<b>School</b>	Carnagill Community Primary school	<b>Total FSM and FSM Ever 6</b>	£25,080
<b>Start date:</b>	September 2018 forecast spend	<b>Total PP+</b>	£6,900
<b>Review date of strategy</b>	July 2019	<b>Total Disadvantaged PP Budget</b>	£31,980

2. Barriers to future attainment (for pupils eligible for PP)	
<b>A.</b>	A high proportion of DPP children are not achieving age related expectations and make lower rates of progress than their peers. (Reading, Writing and Maths)
<b>B.</b>	DPP children have low starting points at entry to the school and some have lower aspirations than their peers
<b>C.</b>	Behavioural and emotional issues
<b>D.</b>	Higher levels of emotional need and behaviour issues result in lower than acceptable behaviour for learning
<b>E.</b>	Lower attendance levels for DPP children is at risk of being lower than their peers

Desired Outcomes	Success Criteria
Reducing class sizes in key year groups will reduce the level of disruption	Improved outcomes across the classes. In particular, outcomes at the end of Year 6 will significantly increase and be closer to national outcomes.
Increase the proportion of children who are eligible for PP achieving at age related expectations in reading, writing and Maths	In class monitoring and data sets will show disadvantaged pupils are improving. This also links with the increase in more able pupils.
Children with low on entry points make better than expected progress	Progress for DPP children shows the gap between DPP children's progress and all children has diminished.
Parents and children are well supported in understanding their needs and behaviour for learning for DPP children is improved	In class monitoring shows that behaviour for learning is improved and impacting on outcomes.
Attendance rates for disadvantaged pupils will significantly reduce meaning they are in school for longer periods.	Due to improved attendance, disadvantaged pupils will have a better access to quality first teaching. This, in turn, will impact on their outcomes.



Issue	Action/Approach	What is the rationale for this choice?	Cost	Success Criteria/Projected Impact
<p>A significant proportion of children who are eligible for DPP are not achieving at age related expectations in reading, writing and Maths. A significant proportion of children eligible for DPP children do not make expected progress</p>	<ul style="list-style-type: none"> <li>Implement Catch up/challenge time to close the gaps in learning as they occur within English and Maths sessions (Same day catch up)</li> <li>Implement Targeted interventions to DPP children on a termly basis</li> <li>Employ Teaching Assistants to                             <ol style="list-style-type: none"> <li>1. Target DPP children</li> <li>2. Allow the teacher additional contact time with DPP children</li> </ol> </li> <li>Maximising the Impact of Teaching assistants training</li> <li>DPP leader time to monitor provision</li> </ul>	<p>Maximising the impact of TAs to ensure that DPP children make better progress than their peers and reach at least ARE</p> <p>Interventions and catch up time ensure that gaps and misconceptions are tackled in a timely manner</p>	<p>£14,000 TA time</p> <p>£2,000 SEN assessment TA to support delivery and assessment for interventions</p> <p>£1,000 training and twilight time</p> <p>£500 TLR3 and £2,000 HLTA cover for release time<sup>34</sup>,</p>	<p>An increase in the proportion of children eligible for the DPP are achieving at age related expectations</p> <p>The gap between all children and DPP children is diminishing</p>
<p>In 2017-18, end of KS2 outcomes were well below the national average (RWM – 22%), with DPP children performing less well than their peers</p>	<ul style="list-style-type: none"> <li>Single year group Year 6 class with lower class size (22 children)</li> <li>Highly effective TA employed for mornings to support the teacher with 1:1 and group work for DPP children</li> </ul>	<p>Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.</p>	<p>£5,000 of additional TA support</p>	<p>At the end of KS2, at least 50 of children will achieve expected levels in R,W,M</p>
<p>In 2017-18, end of EYFS and KS1 outcomes were lower than national outcomes. DPP children performed less well than their peers</p>	<ul style="list-style-type: none"> <li>EYFS – additional TA support in class and interventions</li> <li>Year 2 target work for end of KS booster work</li> </ul>	<p>Maximising the impact of TAs to ensure that DPP children make better progress than their peers and reach at least ARE</p>	<p>£5,000</p>	<p>EYFS – DPP children will achieve GLD and ELG in all areas. DPP children will make better than expected progress</p> <p>KS1 – DPP children will achieve expected levels and make better than expected levels of progress</p>
<p>Academic progress in 2017-18 was less than expected for a significant proportion of DPP children. Assessments by</p>	<ul style="list-style-type: none"> <li>Purchase Rising stars – PUMA and PIRA tests to support teacher assessment</li> <li>Purchase a new tracking and assessment system personalised to the school</li> </ul>	<p>Rapid identification of learning needs on entry and at key assessment points through year. Detailed profiles of pupils’ abilities, strengths and development areas provides class teachers with helpful</p>	<p>£800 purchase of tests</p> <p>£500 purchase of new assessment tracking system</p>	<p>Assessments made by teachers are accurate and have been moderated with other schools. The difference between the progress for all children and DPP children has diminished.</p>

## Carnagill Community Primary School



teacher was judged to be inadequate.		information to support pupil progress.		
Attendance is lower for children who are entitled to DPP. A significant proportion of DPP families have vulnerabilities that require additional support and monitoring	<ul style="list-style-type: none"> <li>• Home School support adviser – monitors attendance on daily basis and over time for DPP children</li> <li>• Monitoring of causes for concern and additional support in school from HSS and other services as appropriate</li> <li>• Family emotional support at vulnerable times.</li> </ul>	If children attend school regularly and vulnerabilities supported appropriately, then children's progress will be improved	<p>£300 for purchase of CPOMS</p> <p>£1,000 for Home School Support Adviser</p>	<p>Attendance is appropriately monitored and is in line with peers</p> <p>Causes of concern are followed up in a timely manner</p> <p>Parents are well supported by HSS and external agencies</p>
Some DPP families struggle to pay for travel to and from school for their children or pay to have access to school events off site.	<ul style="list-style-type: none"> <li>• School minibus to travel to and from school</li> <li>• School mini-bus to attend trips and out of school events at no additional charge to parents</li> </ul>	If children attend school promptly then their behaviour for learning and progress academically will improve. Access to trips and visits increase participation and engagement in their learning	£1,000	DPP children have access to transport to school and off site events
Parents of children eligible for DPP often struggle to meet some of the financial contributions for additional educational experiences to enhance their child's education	<ul style="list-style-type: none"> <li>• Visitors termly for launch pad days subsidised.</li> <li>• Trips subsidised if the trip is over £10 ore child or if the parent applies for support with funding</li> <li>• Residential support of 50%</li> </ul>	Children who are disadvantaged have less opportunities to go beyond the locality of the school. This provides the children with greater opportunities to develop skills and their learning.	£1,000	DPP children are able to take part in visits and in school visitor experiences in line with their peers
<b>Total Cost</b>	<b>£34,100</b>			