



Disadvantaged Pupil Premium Strategy 2019-20

1. Summary Information					
School	Carnagill Community Primary School	Number of pupils eligible for FSM and FSM ever 6	21	Total FSM and FSM ever 6	£27,720
Number of Pupils on roll		Number of pupils eligible for PP+	3	Total PP+	£6,900
		Total Disadvantaged Pupil Premium			£34,620

2. Barriers to future attainment (for pupils eligible for PP)	
A.	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.	DPP children have low starting points at entry to the school and some have lower aspirations than their peers
C.	Behavioural and emotional issues
D.	Higher levels of emotional need and behaviour issues result in lower than acceptable behaviour for learning
E.	Lower attendance levels for DPP children is at risk of being lower than their peers

Desired Outcomes and Success Criteria	
	<ul style="list-style-type: none"> ○ Attainment at the end of KS1, KS2 and all year groups will be closer to national averages ○ In class monitoring and data sets will show disadvantaged pupils are improving. This also links with the increase in more able pupils. ○ Progress for DPP children shows the gap between DPP children's progress and all children has diminished. ○ In class monitoring shows that behaviour for learning is improved and impacting on outcomes. ○ Due to improved attendance, disadvantaged pupils will have a better access to quality first teaching. This, in turn, will impact on their outcomes.

1. Quality of teaching for all

Desired Outcome	Action/Approach	What is the rationale for this choice?	How will we ensure that it is implemented well?	Staff Lead	Cost
Provision for DPP children (quality of teaching, catch up and interventions) is appropriately monitored by the DPP Leader	DPP Leader has additional responsibility and TLR 3 to monitor the provision for DPP children in class and at catch up time. Feedback is provided to members of staff	PP Review identified that for PP to be sued effectively a leader championing the provision for DPP children was required to ensure raised expectations and a higher profile with staff	Half termly monitoring to be feedback in SLT meetings and to governing body	K.Pattinson (DPP Leader)	HLTA time – 1 per half term = £450 TLR3 =£540
High quality texts are used effectively to engage children in their English learning and lead the wider curriculum	Literary curriculum used to provide a wider range of quality texts as a focus for teaching and learning.	As part of our pupil voice, children showed real passion for books. After a trial of the Literary curriculum texts, all children including boys talked about the impact on their enthusiasm for learning.	Monitoring of planning and delivery by DHT	F.Shaw (DHT and English leader)	DHT release time 0.5 day per two weeks = £2,200
Smaller classes in upper KS2	Both Year 5/6 have smaller class sizes for the academic year	Reducing the number of pupils in a class will improve the quality of teaching in upper KS2, increasing the amount of high quality feedback and one to one attention learners receive	SLT monitoring of impact of the smaller class sizes. Pupil progress meetings and end of term progress data	L.Newport (HT)	Additional Teacher in UKS2 0.4FTE = £11,000

2.Targeted Support

Desired Outcome	Action/Approach	What is the rationale for this choice?	How will we ensure that it is implemented well?	Staff Lead	Cost
Improved progress of DPP children will result in higher levels of attainment. Gaps between DPP children's progress and other children will be diminished	Implement Catch up/challenge time to close the gaps in learning as they occur within English and Maths sessions (Same day catch up) <ul style="list-style-type: none"> Employ Teaching Assistants to <ol style="list-style-type: none"> Target DPP children Allow the teacher additional contact time with DPP children 	DPP children's attainment as a group is lower than that of other children. Through interventions in the last year this has diminished. This will continue to further diminish this gap.	DPP Leader monitoring catch up time and catch up diaries	K.Pattinson (DPP Leader)	DPP Catch up time. 4 TASx 10 hours = £14,800

Teaching Assistants are used effectively, understand their role and how best to support DPP children	TAs in each class during the morning sessions TA training following on from Maximising the Impact of Teaching assistants training – to focus on next steps in the provision for DPP children and how to use Insight Tracker gaps analysis to support in class, during catch up and intervention time	Maximising the impact of TAs has ensure improved deployment of TAs and has resulted in better support	SLT to monitor the provision and deployment of TAs	F.Shaw (TA Training) K.Pattinson (DPP Leader)	Morning Class TAs funded from DPP 3 x15hours = £16,700
DPP children's progress is tracker appropriately to ensure personalised support	Use of Insight by DPP Leader to use as a starting point for discussion with staff on DPP progress	Improved assessment and tracking systems ensures that all staff are aware of the progress DPP children are making	Assessment leader and DPP Leader to monitor progress of groups. Pupil Progress Meetings to ensure staff are held to account	F.Shaw (Assessment) K.Pattinson (DPP Leader)	Insight Tracking £1,000
DPP children can access the same experiences as other children	Visitors termly for launch pad days subsidised. Trips subsidised if the trip is over £10 per child or if the parent applies for support with funding Residential support of 50%	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.		L.Newport	£500
Total Cost					£47,190