



Dene House Primary School



Pupil Premium Strategy and Planned Expenditure 2019/20

The Pupil Premium is additional funding provided by the Department for Education to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM); those looked after by the local authority (CLA); and the children of armed service personnel (SPP). For **2019-20**, Pupil Premium has a value of £1,320 per eligible pupil, £2,300 for children who are looked after, and a smaller provision of £300 for those pupils who have a parent in the armed services. Funding is provided in order to “diminish the (attainment) difference” between children entitled to pupil premium and those classed as “other” (non-pupil premium).

All schools are required to report on the amount of funding they will receive in 2019-2020 and details of how it is intended that the allocation will be spent. Schools are also required to report on details of how the previous academic year’s allocation (2018-2019) was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of who grant funding was allocated (see Dene House Primary School > Pupil Premium Spend 2018-19, on our website).

In the financial year 2019/2020 we will receive the following pupil premium funding: £157,080 for 43% of the school population. We are required to account for these funds which are specifically targeted at “diminishing the difference” for targeted children compared to “other” children nationally. We intend to spend the money in the following way, with it impacting positively on the children who are entitled to it:

Summary Information

School	Dene House primary School		
Academic Year	2019-20	Total PP budget	£157,080
Total number of pupils	266	Number of pupils eligible for PP	117 (43% of the school population)

Barriers to future attainment (for pupils eligible for PP including high ability)

In developing provision for socially disadvantaged pupils, the school recognises that not all pupils who receive free school meals will be socially disadvantaged. We also recognised that not all pupils who are socially disadvantaged are registered for free school meals. However the main barriers are:

- Very low literacy, language and communication skills on entry.
- Less support with learning activities at home such as homework. Not all pupils are encouraged to read at home or have access to books/good quality books.
- Poor social and emotional skills and/specific social and emotional needs which affect their learning.
- 28% of pupils who are in receipt of Pupil Premium and are also on the SEND register and require high levels of differentiation and adult support.
- Poor home learning environment, which is detrimental to the educational development of the child such as poor bedtime routines, attendance issues. Attendance for disadvantaged pupils 2018-19 was 93.05% compared to 94.84% for other pupils.
- Limited life experiences eg visits to museums, theatres. Low aspirations.

Desired outcomes leading to identified spending

- To improve the % of children achieving the expected standard in all subjects, with a particular focus on Reading.
- To improve the % of children achieving greater depth in all areas.
- To implement new reading and writing sequences/strategies.
- To develop pupils Cultural Capital through real life experiences.
- Providing high quality resources for pupils to access, which motivate and inspire.

Our continuing priorities include:

- To provide children with high quality teaching and learning experiences that are relevant and engaging.
- To contextualise learning by linking knowledge and skills to real life experiences and engaging them in active learning.
- To provide a wide range of opportunities for pupils to develop their self-confidence, self-esteem, social and behavioural skills, and their resilience.
- To provide high quality support as needed and to provide a range of interventions for identified children, focusing on reading and maths basic skills.

Area of school targeted by spend	Item	Barrier being addressed	Intent	Implementation	Estimated Spend 2019/20	Impact
Whole school	Breakfast club funding	Personal development and welfare; financial support	<p>Improved attendance and punctuality for children who attend.</p> <p>Children will have a good start to the day with a healthy breakfast and be ready to learn.</p> <p>Pupil's social skills will develop and the number of incidences of poor behaviour reduced.</p> <p>Early morning social activities will help children to hear and use language</p> <p>Children will enjoy books and read for pleasure.</p>	<p>Target Extended School places - breakfast club for specific pupils</p> <p>Continue to develop learning activities within the provision to help promote reading and literacy</p> <p>Purchase a selection of reading materials for children of all ages to promote reading within the provision.</p> <p>Promote shared reading/ reading for pleasure to encourage collaboration and improve social skills and language.</p> <p>Story time to be developed within the provision to encourage reading for pleasure – to be led jointly by adults and pupils.</p>	£1000	
	Reading materials and rewards	Access to language and literacy	Improved outcomes for disadvantaged pupils in reading at the end of KS1 and KS2.	New books bought to engage children and as rewards to encourage pupils to read at home and develop a love of reading.	£3000	

	Attendance rewards	Personal development and welfare	Improve overall attendance and reduce persistent absenteeism.	Incentives used to promote improved attendance by rewarding children and parents	£1000	
	Enrichment activities and visits funding	Financial; Personal development and welfare	Children to experience a range of sporting, culture and artistic opportunities during the year.	Partly fund enrichment opportunities so children receive wider opportunities and experiences to develop SMSC understanding	£2000	
	Pastoral support team: Behaviour; inclusion; counselling; 1-1	Social and emotional support and development	<ul style="list-style-type: none"> -Improved family engagement for the majority of supported families -Improved attendance for specific pupils and the disadvantaged group overall. -Improved behaviour and conduct for specific pupils -Increased emotional resilience and awareness. -Increased ability to self-regulate -Reduction in behaviour incidences. 	School employs members of staff to support the most vulnerable families and children, within and beyond the school day, meeting with them regularly. Staff duties include safeguarding, supporting families in overcoming barriers to education (including liaising with other agencies), attendance monitoring and supporting with improving behaviour and conduct. In addition specific staff members provide counselling, social and emotional support groups and 1-1 support for vulnerable pupils.	£35,182	
EYFS	EYFS additional support staff	Starting points that are noticeably below typical development in communication and language; access to early language and literacy	-Disadvantaged children to make typical progress relative to their starting points. EYFS tracking to showed that the overall % of disadvantaged children reach a good level of development "in line" with other disadvantaged nationally.	Additional staffing in this area of school means that there is a low child to adult ratio in YR. Specific interventions are implemented in this phase to enhance development, particularly for speech and language skills and phonics. This support occurs across the week.	£21,571	
Key stage 1	KS1 additional support staff salaries	Early language and literacy; SEND barriers	<ul style="list-style-type: none"> -FSM children to make good progress in basic skills relative to their starting points. - FSM children to make clear progress relative to their starting points in reading, writing and maths. -Outcomes to be "in-line" with national average for disadvantaged children. 	Additional staffing in this area of school means that there is a low child to adult ratio in Y1 and Y2. Specific interventions to be implemented in this phase, particularly in relation to basic reading, writing and maths.	£28,205	

Lower Key Stage 2	LKS2 additional support staff salaries	Literacy; Maths; SEND barriers	<p>-Catch-up/intervention programmes to support pupil's social and emotional development and the development of basic skills.</p> <p>-FSM children to make good progress in basic skills relative to their starting points.</p> <p>- FSM children to make clear progress relative to their starting points in reading, writing and maths.</p> <p>-Outcomes to be "in-line" with national average for disadvantaged children.</p>	<p>Additional staffing in this area of school means that there is a reasonable child to adult ratio in Y3-Y4. Where possible small group teaching with specific interventions are used in this phase, particularly in relation to basic reading, writing and number skills.</p> <p>Additional staffing also ensures social and emotional interventions can be delivered to vulnerable children to support good mental health.</p> <p>The "Nurture" group is used to meet the specific needs of pupil premium children with additional SEND barriers</p>	£34,761	
Upper Key stage 2	UKS2 additional support staff salaries.	Literacy; Maths; SEND barriers	<p>-Intervention programmes to support pupil's social and emotional development and promote good mental health.</p> <p>-Catch-up/intervention programmes to support development of reading, writing and maths skills.</p> <p>-Children to make progress in-line with FSM children nationally for reading, writing and maths.</p> <p>-Outcomes to be "in-line" with national average for FSM.</p>	<p>Additional staffing in this area of school means that there is a reasonable child to adult ratio in Y5-Y6. Where possible small group teaching with specific interventions are used in this phase, particularly in relation to basic reading, writing and number skills.</p> <p>Additional staffing also ensures social and emotional interventions can be delivered to vulnerable children to support good mental health.</p> <p>The "Nurture" group is used to meet the specific needs of pupil premium children with additional SEND barriers.</p>	£36,253	
Total Spend:					£162, 972	