**PUPIL PREMIUM GRANT EXPENDITURE STATEMENT 2018-19**

Vision for the Pupil Premium Grant Expenditure

**ALL** pupils, regardless of their family’s socio-economic status or any ‘vulnerabilities’ or they may face that potentially impact learning and progress, leaving primary school competently **literate** and **numerate** and with all the **knowledge, skills and attributes of values and citizenship** necessary to equip them for success and achievement in an unknown future and 21st Century Modern Britain.

**INTRODUCTION**

The Pupil Premium Grant (PPG) is funding additional to the main school budget that is allocated to school based on the number of pupils the school has who are deemed to be ‘disadvantaged’. It is granted to ensure that these pupils have the same opportunities and achieve as well as other - non-disadvantaged - pupils.

The grant is allocated in three parts:

* pupils known to be eligible for free school meals (FSM) in any of the previous six years (‘Ever 6);
* looked after children (LAC) and those who have been previously looked after (post-LAC);
* children from families with any parent in the armed forces.

Schools have the freedom to spend the budget in a way they think will best support the raising of attainment for these pupils and closing the gap between them and their peers. However, they are held accountable for the way in which the grant is spent and the impact this is having on the target group of pupils. Schools must publish a report on the spending to this effect.

**CONTEXT OF SCHOOL**

Dowson Primary Academy is a larger than average primary school. The majority of pupils are from a White British background and we have smaller than average numbers of pupils with English as an additional language (5.7%). The deprivation indicator is 0.17 which is also below the National figure.

The proportions of pupils who are in receipt of the PPG is broadly in line with the national average at 21% (23.5% National), as is the proportion of children who are on the register for Special Educational Needs or Disabilities (SEND) 12% (12.4% National)

**OBJECTIVES AND RATIONALE OF PPG SPENDING AT DOWSON**

We invest heavily in additional support for pupils who are disadvantaged or ‘vulnerable’ to suffering academically or in personal growth due to any of a possible wide ranging contributing factors; therefore much of our grant supports staffing which affords pastoral support for pupils and their families and promotes inclusion.

In making provision for the pupil premium pupils, we recognise that not all children in receipt of free school meals will be ‘disadvantaged’ and that not all ‘disadvantaged’ pupils will be registered or qualify for free school meals and as such, we use our funding accordingly and in-keeping with this recognition. This, along with our vision and values for school, drive the Key Objectives we set out for the PPG expenditure:

**Key Objectives:**

1. To ensure disadvantaged children are afforded the same experiences and opportunities as other pupils.
2. To diminish the difference between the achievements of disadvantaged children and that of ‘others’.
3. To offer bespoke support - both reactive and proactive - to children and their families who are vulnerable / disadvantaged at any time during their Dowson school years in order that they do not suffer barriers to their learning.

**SUMMARY INFORMATION FOR THE GRANT**

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| **Total Number of Pupils on Roll** | **Total Number of Pupils eligible for PPG** | **Breakdown of PPG eligibility criteria** | **Total PPG budget** | **Date of most recent PPG expenditure review** | **Date for next internal review of this strategy** |
| 486 | 93 | 76 Ever 6 PPG  6 LAC  6 Post LAC  5 Services | £126,366 | January 2019 | April 2019 |

**CURRENT ACHIEVEMENT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **End of KS2 Pupils** | **School ‘Disadvantaged’** | | **School ‘Other’** | | **National ‘Other’** | |
| **Age-Related** | **Greater Depth** | **Age-Related** | **Greater Depth** | **Age-Related** | **Greater Depth** |
| **% achieving in Reading** | 63 | 11 | 80 | 27 | 80 | 33 |
| **% achieving in Writing** | 63 | 11 | 89 | 23 | 83 | 24 |
| **% achieving in Maths** | 63 | 11 | 75 | 11 | 81 | 28 |
| **% achieving in Reading + Writing + Maths combined** | 42 | 0 | 66 | 2 | 70 | 12 |
| **Progress in Reading** | -0.02 | | 1.37 | | 0.31 | |
| **Progress in Writing** | 0.47 | | 3.29 | | 0.24 | |
| **Progress in Maths** | 0.49 | | 1.09 | | 0.31 | |

**Barriers to future attainment for ‘disadvantaged’ pupils:**

* Socioeconomic factors which prevent them accessing the full offer of school e.g. trips / visits / after school clubs etc. and / or affording them appropriate support for school and homework
* Additional or special educational needs or disabilities, including social and emotional behaviour and mental health issues
* Poor oral language skills and communication on entry to school
* Not being ‘school ready’ in other ways e.g. toileting, able to sit and listen for appropriate amount of time, following simple instruction, basic play skills etc.
* Family circumstance or abilities which directly impact on their ability to learn and progress
* Poor attendance and punctuality

**SCHOOL EXPENDITURE AND IMPACT IN 2017-18**

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| **Pupil Premium Funding 2017-18** | |
| **Amount Received** | **£132,720** |

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| **At Dowson Primary Academy, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of ensuring equality and complete inclusion in academic and socio-economic terms for pupils who are ‘disadvantaged’.**  **A breakdown of the 2017/18 expenditure is shown below, together with its impact on outcomes:** | | | |
| **Pupil Premium Improvement Strategy 2017/18** | **Amount (£)** | **Description** | **Evidence of Impact** |
| To ensure disadvantaged children are afforded the same experiences and opportunities as other pupils. | £15,000 | PPG Standard Package for all PP children, including:  -uniform  -milk  -trips and visits  - after school clubs  -wrap around care and holiday club funding (as necessary) | \*\* refer to case studies for detailed information but this package allows:  -reduced anxiety for parents in relation to payments for clubs, activities, trips and residential, thus strengthening home-school relationships  -children feeling equal to their peers, wearing correct uniform for a sense of belonging  - securing children’s engagement with extra-curricular activities to allow them to create new or further develop existing interests – increased numbers attending because it is funded |
| £2,000 | Additional curriculum support and opportunities where relevant e.g. Revision Books for Year 6; music lessons, other educational equipment | Pupil’s supported with these additional curriculum support materials made good or better progress and 2 children used music lessons to support / overcome some of their SEMH difficulties so that their learning was not impeded. |
| £20,000 | Partially fund a full time Pastoral Manager. | Attendance met target of 97% and all groups were 94% or above in 17-18. All PA accounted for or action taken – see case studies for improved attendance. |
| To diminish the difference between the achievements of disadvantaged children and that of ‘others’. | £3,000 | Attendance and punctuality incentives:  -family breakfasts for winning class  -attendance trophy  -funded places at breakfast club | Children not missing learning time through lateness or poor attendance and therefore making appropriate progress:  PP children (without SEND) made expected progress in all subjects for all cohorts in 2017-18 |
| £2,000 | Early interventions in Reception for children whose baseline indicates they will not meet GLD.  TA3 x 6 hours | GLD reached 75% - our highest ever proportions of children meeting the standard in Reception. This is because of a significant number in the intervention groups achieving the standard |
| £15,000 | Part fund Special Educational Needs Assistant (many PP have coincidence with SEND) to deliver bespoke interventions to needs | Coordination and monitoring of all additional provision or support programmes suggested or directed by external agencies such as Occupational Therapists to ensure necessary therapies and interventions are occurring and having the desired impact. |
| £15,000 | Part fund the SENDCO and designated LAC teacher to be non-class based. | No delay in identification of need and intervention, including liaison with or referral to external agencies for appropriate support. PEPs completed to ‘outstanding’ standard. 3 EHCPs successfully secured for children. |
| £1300 | Beanstalk Volunteer Readers | Children are more regularly heard read and are given 1:1 adult support in place of home support, improving their enjoyment of reading and progress in skills. |
| £15,000 | Part fund 2 x TA3 positions to provide interventions and gap filling sessions such as additional reading across school | PP non-send progress rates across school are at least in line with others. |
| To offer bespoke support - both reactive and proactive - to children and their families who are vulnerable / disadvantaged at any time during their Dowson school years in order that they do not suffer barriers to their learning. | £23,500 | Let Your Sunshine SLA  3 days a week of pastoral and family support for children, safeguarding expertise and training, individual, group and whole class teaching around self-esteem, managing feelings and behaviour, British values, citizenship and many other themes. | Confidence from leaders that school is fully compliant with all aspects of safeguarding.  Bespoke support for children in a variety of forms has had a positive impact on their ability to learn. *See case studies for details.* |
| £2000 | Resource materials, refreshments etc. for family support and parenting courses. | 100% satisfaction from parents on all courses conducted and reports of positive impact on family life in a variety of ways, particularly behaviour management and understanding and improving relationships |
| £12,000 | BLIS Pupil Support Service (LA SLA). School support in relation to social and emotional and behavioural difficulties, particularly exclusion etc. | 2 children were supported in school with BLIS and strategies were successful in building their ability to conform more with daily routines and demands of school life |
| £5000 | Training for staff development in areas identified which would enable them to support pupils with particular barriers to learning. | Staff gained a range of strategies and knowledge and understanding of issues facing children or of specific needs they may have in order to support them more effectively and allow them to access learning for maximum time. |
|  | £1500 | Global Policing – 1:1 mentoring for child at risk of exclusion | Unfortunately, this didn’t have the desired impact; however, school would like to use proactive strategies using this company training moving forward. |
| **Total Expenditure** | **£132,300** |  |  |

**PLANNED SCHOOL EXPENDITURE AND IMPACT 2018-19**

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| **Pupil Premium Funding 2018-19** | |
| **Amount Received** | **£125,000 (estimate due to connection to January 2019 census)** |

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| **At Dowson Primary Academy, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of ensuring equality and complete inclusion in academic and socio-economic terms for pupils who are ‘disadvantaged’.**  **A breakdown of the projected expenditure for the year 2018/2019 is shown below, together with its projected impact:** | | | |
| **Pupil Premium Improvement Strategy 2018/19** | **Amount (£)** | **Description** | **Projected Impact** |
| To ensure disadvantaged children are afforded the same experiences and opportunities as other pupils. | £15,000 | PPG Standard Package for all PP children, including:  -uniform  -milk  -trips and visits  - after school clubs  -wrap around care and holiday club funding (as necessary) | \*\* refer to case studies for detailed information but this package allows:  -reduced anxiety for parents in relation to payments for clubs, activities, trips and residential, thus strengthening home-school relationships  -children feeling equal to their peers, wearing correct uniform for a sense of belonging  - securing children’s engagement with extra-curricular activities to allow them to create new or further develop existing interests. |
| £2,000 | Additional curriculum support and opportunities where relevant e.g. Revision Books for Year 6; music lessons, other educational equipment | To maximise opportunity to access all curriculum support and resource that may be afforded to non-disadvantaged children so that their learning is not impeded. |
| £20,000 | Partially fund a full time Pastoral Manager. | To ensure a dedicated person to remain abreast of the most up-to-date information and to coordinate all aspects of inclusion, safeguarding, including attendance monitoring etc.  Meet the attendance target of 97% and ensure PA reduces from last year and is below National figures |
| To diminish the difference between the achievements of disadvantaged children and that of ‘others’. | £3,000 | Attendance and punctuality incentives:  -family breakfasts for winning class  -attendance trophy  -funded places at breakfast club | Children not missing learning time through lateness or poor attendance and therefore making appropriate progress:  PP children (without SEND) made expected progress in all subjects for all cohorts in 2017-18 |
| £2,000 | Early interventions in Reception for children whose baseline indicates they will not meet GLD.  TA3 x 6 hours | To ensure proportions achieving GLD is in line with National and that there is no gap between disadvantaged and others |
| £10,000 | Part fund Special Educational Needs Assistant (many PP have coincidence with SEND) to deliver bespoke interventions to needs. | Coordination and monitoring of all additional provision or support programmes suggested or directed by external agencies such as Occupational Therapists to ensure necessary therapies and interventions are occurring and having the desired impact. |
| £15,000 | Part fund the SENDCO and designated LAC teacher to be non-class based. | No delay in identification of need and intervention, including liaison with or referral to external agencies for appropriate support. |
| £1300 | Beanstalk Volunteer Readers | Children are more regularly heard read and are given 1:1 adult support in place of home support, improving their enjoyment of reading and progress in skills. |
| To offer bespoke support - both reactive and proactive - to children and their families who are vulnerable / disadvantaged at any time during their Dowson school years in order that they do not suffer barriers to their learning. | £23,500 | Let Your Sunshine SLA  3 days a week of pastoral and family support for children, safeguarding expertise and training, individual, group and whole class teaching around self-esteem, managing feelings and behaviour, British values, citizenship and many other themes. | Confidence from leaders that school is fully compliant with all aspects of safeguarding.  Bespoke support for children in a variety of forms in order to remove barriers to learning and for them to maximise their potential*.* |
| £12,500 | BLIS Pupil Support Service (LA SLA). School support in relation to social and emotional and behavioural difficulties, particularly exclusion etc. | 2 children were supported in school with BLIS and strategies were successful in building their ability to conform more with daily routines and demands of school life |
| £2000 | Resource materials, refreshments etc. for family support and parenting courses. | Parents are assisted and supported in their understanding of child development and the most effective strategies for managing behaviour at home in order that they promote and foster conditions conducive to good learning attitudes and routines. |
| £2000 | Training for staff development in areas identified which would enable them to support pupils with particular barriers to learning. | Staff will enhance and broaden their ‘toolkit’ of strategies and knowledge and understanding of issues facing children or of specific needs they may have in order to support them more effectively and allow them to access learning for maximum time. |
| £10,000 | Specialised therapies which are specific to children’s needs in removing their particular barriers to learning, where internal expertise cannot cover these. | Where children cannot gain access to services that are stretched and/or their need cannot be met by internal or external services available and their learning is affected, school will seek to provide them with the therapy necessary to remove the barriers and allow children to learn more effectively, thus hastening progress. |
| £10,000 | Global Policing – Project Chameleon for Year 5 and 6: A 10 week citizenship project looking at a different aspect of crime and the law, helping children to make the right choices and find their social and moral positions within the community as good citizens. | Children of a criminally responsible age will begin to understand the wider impact and implications of their behaviour choices and how these might influence their achievements and future successes as an adult.  Improved behaviours in relation to in-school and community behaviour. |
| **Total Expenditure** | **£128,300** |  |  |