



# Disadvantaged Pupil Premium Strategy 2018-19

## Impact Statement

Overall Progress	
Reading	<ul style="list-style-type: none"><li>-3.84</li><li>1.07 lower than Non-DPP</li><li>3.22 lower than National Non-DPP</li><li>School gap narrowed by 1.08 since 2016-17</li></ul>
Writing	<ul style="list-style-type: none"><li>-5.55</li><li>3.06 lower than Non-DPP</li><li>5.81 lower than National Non-DPP</li><li>School gap narrowed by 1.47 since 2016-17</li></ul>
Maths	<ul style="list-style-type: none"><li>-3.06</li><li>0.55 more than Non-DPP</li><li>2.35 lower than National Non-DPP</li><li>School gap narrowed by 1.62 since 2016-17</li></ul>

In terms of *overall progress* that we are beginning to narrow the gap in all core subjects but there is still a lot of work to be done in order to narrow the gaps between Non-DPP and National Non-DPP. As for *attainment* the outlook is not quite so positive. The gaps have widened in all core subjects with particularly big gaps for Maths (19.3%) and EGPS (28.9%). This is also reflected in the *average scaled scores* which shows that that gap has widened in EGPS but narrowed slightly for Maths and Reading. As educators for our children. We are committed to raising standards of teaching and learning at Le Cateau.

## Learning Mentor

Our Learning Mentor worked hard to support children with a wide range of emotional and learning needs. She created groups to build self-esteem and provided 1:1 sessions to support individuals. The learning mentor also worked closely with class teachers to ensure provision was closely matched to their individual needs.

## Reduced Class Sizes

In 2018-19 the school was structured as follows 2 x Y6, 2 x Y5, 2 x Y4, 3 x Y3, 2.5 x Y2, 2.5 x Y1, 2 x FS2. Towards the end of the year we were able to appoint an additional teacher who worked closely with Year 5. Our Y6 results were not as positive as the year before and we believe that this is closely related to class size. Next year we will return to smaller classes in Y6 by restructuring to 2 x Y6, 1 x 5/6 and 2 x Y5.

## Metacognition/Growth Mindset

We have developed our understanding of metacognition and growth mindset and how we can teach our pupils to be effective learners. We will continue to develop our pupil's ability to self-regulate and enable them to develop a range of coping strategies. This will enable them to grow in confidence and resilience. There is evidence of a positive impact on DPP pupils in KS1.

## Continued Professional Development

High-quality training was provided for staff through INSET, PDMs, team teaching and SLE input in order to develop their knowledge of metacognitive approaches, thematic curriculum development and key subject knowledge areas. We will continue to invest in our staff to ensure that they are highly effective.

## Attendance

Attendance was closely monitored by our Deputy Head and Attendance Officer. First call was used to follow up absences quickly to ensure that unauthorised absences were kept to a minimum. Attendance awards were given to the classes with the highest percentages. Information was also shared with parents at mentor meetings to ensure good attendance.

## Reading

Lexia, Nesy and Clicker were used to support DPP children to develop their reading skills. This had a positive impact. We will continue with these programmes in 2019-20. We held numerous reading events and there was a huge drive to develop a love of reading across the school. We believe that every child should be a reader and we are relentless in our drive to improve reading.