



Disadvantaged Pupil Premium Strategy Statement 2017-18

1. Summary Information			
School	Le Cateau Community Primary School	Total Disadvantaged Pupil Premium	£40,920
Academic Year	2017 - 2018	Number eligible for DPP	31
Total Number of pupils	418 FTE 78 Nursery	Review date of strategy	September 2018

2. Achievement Information – previous academic year		
	Pupils eligible for DPP	Pupils not eligible for DPP (National)
% achieving expected RWM		
Progress score Reading	-4.4	
Progress score Writing	-10.6	
Progress score Maths	-4.4	

3. Barriers to Future Attainment	
A	The collective attendance of pupils who are eligible for the Pupil Premium is below that of their peers.
B	Pupil mobility (due to large % of Service Families) provides a high level of instability and challenging need.
C	A high proportion of children who are eligible for the Pupil Premium are not achieving at age related expectations in reading, writing and maths.
D	Disadvantaged pupils need to know what is expected of them and how they can achieve their full potential (Growth Mindset)

4. Outcomes	
Desired Outcome	Success Criteria



A	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.
B	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.
C	An increase in the proportion of children who are eligible for the Pupil Premium and are 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.
D	Through weekly 1:1 support from the Learning Mentor, DPPs will be challenged to increase their outcomes and performance. This will be heavily based on the Growth Mind-set approach implemented across the school.	Monitoring of 1:1 sessions will demonstrate a distinct improvement for disadvantaged pupils. They will recognise how they can improve their performance and actions needed to achieve this.

5. Planned expenditure					
Academic year	2017 - 2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
To have a clear understanding of need and progress	GL Assessment will provide each member of staff with a comprehensive bank of progress measures and learning needs for each disadvantaged child.	A proportion of the GL Assessment cost will support Disadvantaged pupils. The monitoring of delivery of this will be provided by a HLTA x 1 day per week.	Pupil Progress meetings and data review sessions. School Improvement Committee to monitor the impact for Disadvantaged pupils.	Yvonne Buxton	Element of GL Assessment cost – £500 X1 day per week for HLTA to deliver and track assessments for disadvantaged pupils £ 4200

					Total £4700
To increase the use of vocabulary and exposure to quality texts.	To provide a wider range of text and reading materials to support individuals from disadvantaged backgrounds. Purchase of higher	Exposure to high quality vocabulary enriches the oral language used by pupils. This in turn supports their development in writing.	Each class will read the higher order texts across the academic year. This will support every disadvantaged child to develop their vocab and enhance their writing.	Jo Attrill	Purchase of Pie Corbett suggested reading materials. £3000
To reduce class sizes in specific year groups	Year 1/2, Y3 and Y6 to have smaller class sizes. X3 classes in Y3 and Y6 for the academic year.	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.			Additional teacher for the academic year allowing the school to increase from 17 to 18 classes. X1 teacher at M4 £29000
Total budgeted cost					£36,700
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
To improve attendance rates for disadvantaged pupils to be in line with school %	Employ a Parent Support Adviser to track attendance and to hold parents to account. To support in getting disadvantaged pupils in to school and to access their learning.	'Happy home, happy child'. Implementing a Parent Support Adviser allows us to provide additional support for the parent which in turns allows for a settled child in school. Action linked to 2017 Ofsted Inspection	Half termly feedback reports (anonymous) to Governing Body about the types of work being undertaken and the levels of support being delivered.	Jan Palmer (Kate Maxwell)	1x day per week focussed on disadvantaged pupils £ 4200

To provide direct support, challenge and feedback for disadvantaged pupils.	The Learning Mentor will spend 2 days per week working with each Disadvantaged pupil to ensure they are receiving regular feedback in relation to their learning.	Research indicates that effective feedback rapidly supports the developments of pupils. Teacher liaison with the Learning Mentor focuses on short term targets			2x day per week focussed on disadvantaged pupils £ 7600
Total budgeted cost					£11,800
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
To provide disadvantaged parents with easy access to pupils learning and to support developments	Seesaw – online learning platform	Research indicates the positive benefits of parental engagement with a child’s learning development. Due to many family members being away for lengthy periods of time, Seesaw is an ideal way in which any parent can access their child’s learning anywhere in the world.	The use of Seesaw will be closely monitored by Senior Leaders and Governors. The management system within Seesaw allows analysis of access and usage.	Joy Baggaley (E-learning Lead)	3 Year purchase for reduced cost. X1 Year subscription for 31 pupils £100
Total budgeted cost					£100

6. Additional detail

As part of the school improvement plan, a new target system for tracking progress will be implemented. This will focus on the provision and next steps in learning. To support this, the school has developed a planning system for all disadvantaged pupils. This is funded through the general budget and training has been implemented in the school. The impact will be monitored by SLT and Governing Body.

A weekly planning sheet for each disadvantaged child will indicate; barriers to success, desired outcomes (for the week), actions to be implemented and an evaluation to be completed at the end of each week.

The main focus of this is centred on Quality First Teaching.