

Disadvantaged Pupil Premium (DPP) Strategy Statement, 2017-18

1. Summary Information					
School	Leeming RAF Community Primary				
Academic Year	2017-18	Total DPP Budget	£17,740 (FSM 6: 12 x £1,320; LAC: 1 x £1,900)		
Total Number of Pupils	227	Number eligible for DPP	12	Date of next review of strategy	September 2018

2. Achievement Information		
	Pupils eligible for PP	Pupils not eligible for PP (National average)
% achieving Expected + RWM	Suppressed (<6 pupils in sample)	[Pending national release]
Progress Score, Reading	Suppressed (<6 pupils in sample)	[Pending national release]
Progress Score, Writing	Suppressed (<6 pupils in sample)	[Pending national release]
Progress Score, Maths	Suppressed (<6 pupils in sample)	[Pending national release]

3. Barriers to future attainment	
In School Barriers	
A	Frequent transitions limit DP progress, especially for More Able DPs
B	The behavioural challenges presented by 25% of DPs can limit their progress
Context Specific / Individual Barriers	
C	Service Context: significant emotional challenges faced by DPs with deployed parents, frequent postings etc.
D	Service Context: exceptionally high levels of mobility (>50% in many year groups) result in gaps in learning as a result of frequent transitions. This is an issue for majority of DPs.
E	SEN Context: contextually high levels of SEN need in school generally, and for DPs in particular: especially attachment disorder, autism, Tourette's, ADHD.

4. Outcomes		
	<i>Desired Outcome</i>	<i>Success Criteria</i>
A	All DPs (including More Able) make at least good progress in year.	Tracking data indicates 6+ steps per year for all DPs Progress data from GL assessment tests indicates positive score differential Increase % of MA DPs achieving GDS at KS2 SATs

B	Reduction in behavioural incidents as a result of proactive management strategies.	Fewer disruptive incidents recorded IEP targets met for DPs with behaviour plans
C	Pupils are given access to high quality pastoral support, thus mitigating the effect of parental deployment and challenges of service life.	Successful systems in place to scaffold pupil wellbeing Transitions are well managed both into and out of school Support is provided for vulnerable pupils Provision of emotional well-being and EFA programmes available to all (including DPs).
D	Gaps in learning are closed resulting from frequent school transitions, and issues relating to retention of information (SEND DPs)	Additional support makes positive impact on pupil progress, as evidenced in summative (6+ steps), and formative (rapid acquisition of new learning in statements, progress in books etc.,) assessments GL Assessments indicate positive differential
E	SEN Needs are effectively supported, including through provision of 1:1 support	High quality strategic lead of SEN which priorities DPs with SEND IEP targets are met Support is provided at all vulnerable moments for specific DPs

5. Planned Expenditure

Academic Year		2017-2018			
5.1 Key Focus:		Quality teaching for all			
Desired Outcome	Chosen Action / Approach	Evidence and rationale for choice?	How will leadership ensure successful implementation?	Staff lead	Cost
A, D	Increase in class support for DPs. ATA available in each class - with DPs as core focus. ATAs will both deliver specific interventions as well as releasing teacher to work with More Able DPs to extend their learning.	EEF research indicates a high impact approach to raising standards involves freeing up teacher time to scaffold the lowest achieving pupils. ATAs will thus be deployed to support more generally in the classroom, thus 'freeing up' teachers to take a detailed focus driving excellent progress for DPs (especially MA DPs).	Data monitoring and Pupil Progress meetings, termly. Lesson observations, with particular focus on use of adults in supporting all, especially MA DPs.	Teachers / SLT monitor	0.5 in KS2 x 2 (AJ/KD/DG) 0.1 in KS1 x1 (HA)
Total Budgeted Cost:					£10,451

5.2 Key Focus:		Targeted Support			
Desired Outcome	Chosen Action / Approach	Evidence and rationale for choice?	How will leadership ensure successful implementation?	Staff lead	Cost
D, E	Release SENCO for additional time out of class (0.1 funded by DPP, remainder by Service PP).	Allows SENCO time to fast track EHCAR applications. High turnover of pupils (including DPs), results in complex changing data and increased need. Effective SEN co-ordination and provision of EHCARs vital to ensuring progress of DPs. Non-teaching role avoids disruption to children and better oversight of SEN through school and regular and effective liaison with professionals, school staff and parents.	Effective SEN co-ordination ensured by monitoring of SEN provision, frequency of reviews, number of successful EHCAR applications, and delivery of SEN interventions and strategies.	NW (DHT)	0.1 SENCO
B, C, E	Lunchtime 1:1 Cover – top up Element 3 funding to ensure cover over break and lunch times for SEN/FSM6 pupil	Reduction in behaviour incidents and support for interactions to develop social skills.	Oversight of behaviour records and incidents, along with discussions with class teachers, MSAs and GTAs relating to needs of relevant pupil.	NW / RC	0.1 GTA SEN
Total Budgeted Cost:					£6,420

5.3 Key Focus:		Other Approaches			
Desired Outcome	Chosen Action / Approach	Evidence and rationale for choice?	How will leadership ensure successful implementation?	Staff lead	Cost
B, C	Pastoral Mentor Support , non-class based HLTA for emotional support of vulnerable pupils. Supports and delivers pastoral intervention programmes across the school.	Attachment aware training and Emotion Coaching processes as recommended by Educational Psychology service indicates value of vulnerable pupils having access to a 'key worker', particularly at times of stress. Social and emotional intervention programmes also help pupils process feelings and thus mitigate anxiety of deployments etc.	Oversight of work of P.M.; including systems and interventions.	JC	0.1 HLTA
Total Budgeted Cost:					£1,740

6. Review of Expenditure				
Previous Academic Year		2016-17		
Desired Outcome	Chosen Action / Approach	Estimated impact: (Were Success Criteria met? Impact on DP and non DP pupils)	Lessons Learned: (Whether this approach was effective and will continue)	Cost
DPs make at least good in year progress.	Additional ATA support , for delivery of specific interventions.	Generally High. (SC Met) DP Progress better than non-DP in all year groups at Summer 2017. However, statutory KS DP Progress scores were low, in spite of 100% DP ARE at RM.	Approach was broadly effective; specific reasons behind lower DP statutory progress scores articulated in case studies. Changes made to allocation of ATAs in 2017-18.	0.5 in KS2 x 2 (AJ/DG) 0.5 in KS1 x1 (HA)
	Additional GTA support in KS2.	High. (SC Met) DP progress in classes with additional GTA time was good.	Approach was effective; classes with DP access to GTA saw good DP progress. However, cannot be continued due to reduction in funds	0.25 GTA
Total Budgeted Cost:				£17,720
SEN needs are effectively supported, including through 1:1 input.	Increased SLT Time	High (SC Met) SEND DP progress was in line with other pupils, and above non-DP SEND	Approach was effective; strategic lead of SEND by member of SLT to be continued.	0.1 SENCO
	1:1 TA Top Up	High (SC Met) Fewer behavioural incidents logged IEP targets met	Approach was effective; support to be moved to a different DP this year, with similar needs.	0.1 GTA SEN
Total Budgeted Cost:				£7,950
Behavioural issues addressed	Pastoral Mentor particularly working with challenging pupils.	High (SC Met) Fewer behavioural incidents logged Systems introduced to scaffold wellbeing EFA introduced	Approach was effective; pastoral mentor role was highlighted by MoD as particularly helpful for Service Pupils. See Case Study and video on website.	0.1 HLTA
Total Budgeted Cost:				£1,750

7. Additional Detail

The Disadvantaged Pupil Premium is used alongside the Service Pupil Premium (SPP) in certain cases (where DPs are also Service Pupils). For further information on the way in which the school uses the Service Pupil Premium, see the Service Pupil Premium Statement and the Service Pupil Premium Guide for Stakeholders.