

Disadvantaged Pupil Premium (DPP) Strategy Statement, 2018-19

1. Summary Information					
School	Leeming RAF Community Primary				
Academic Year	2018-19	Total DPP Budget	£17,740 (FSM 6: 12 x £1,320)		
Total Number of Pupils	210	Number eligible for DPP	12	Date of next review of strategy	September 2019

2. Achievement Information		
	Pupils eligible for PP	Pupils not eligible for PP (National average)
% achieving Expected + RWM	Suppressed (<6 pupils in sample)*	70%
Progress Score, Reading	Suppressed (<6 pupils in sample) *	0.31
Progress Score, Writing	Suppressed (<6 pupils in sample) *	0.24
Progress Score, Maths	Suppressed (<6 pupils in sample) *	0.31

* There are fewer than 5 eligible pupils in this cohort, and across 3 year trend.

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 small number 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		
	Desired Outcome	Success Criteria
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 IPM 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	Increase in class support for DPs to provide more regular feedback. ATA available in each class - with DPs as core focus. Specific focus on 'in the moment' verbal feedback to keep DPs on track with learning.	<i>EEF research indicates a high impact of feedback +8months.</i> Review of marking policy underway during year to support 'live' and 'whole class' feedback models requiring additional staffing to have maximum impact.	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
D					
Total Budgeted Cost:					£9,500

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	Release SENCO for additional time out of class (0.1 funded by DPP, remainder by Service PP).	EEF Social and Emotional Learning +5months 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, especially those with SEMH. 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. Progress against IPM targets	NW (DHT)	0.1 SENCO
E					
B	Lunchtime 1:1 Cover – top up Element 3 funding to ensure cover over break and lunch times for SEN/FSM6 pupil	EEF 1:1 support, +5months 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
E					
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	Pastoral Mentor Support , non-class based HLTA for emotional support of vulnerable pupils. Supports and delivers pastoral intervention programmes across the school.	EEF Social and Emotional Learning +5months Social and emotional intervention programmes also help pupils process feelings and thus mitigate anxiety of deployments etc.	Governor and SLT monitoring of PM role, including direct observation and analysis of anonymised records of actions and support delivered.	JC	0.1 HLTA
C					
Total Budgeted Cost:					£1,740

6. Review of Expenditure				
Previous Academic Year		2017-18		
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. (A,D)	Class support for DPs – including support for More Able DPs	Generally high. (SC largely met) Pupil progress data for DPs in year was higher than non DPs (except 1) More Able DPs achieved well Y6 and Y2 statutory data – good attainment for DPs Beneficial impact on non-DPs	Approach to be continued, but slightly curtailed due to funding reduction. Changes made to allocation and priority of TAs in 2018-19 – focus on effective feedback (in line with review) Statutory progress scores covered in specific case study – complex issues.	1.0 ATA KS2 0.1 ATA KS1
Total Budgeted Cost:				£10,451
Reduce behavioural incidents (B, C)	Pastoral Support – specific additional provision for most challenging DPs	High. (SC met) No significant behavioural issues caused by DPs in 2017-18, as a result of proactive intervention in advance of crises Significant benefit on non-DP pupils too.	Approach was effective. Maintain PM role; fund primarily from SPP, but 'top up' via DPP if required, and ensure DPs have appropriate priority. Review findings very positive.	0.1 HLTA
	Lunchtime 1:1 cover – support for most vulnerable DPs	Generally High. (SC met) Noted that incidents at lunchtime have decreased; difficult to assess whether linked to support or other provision	Approach effective. Maintain cover, shifting to another vulnerable DP for half of lunchtime (outside).	0.1 GTA SEND
Total Budgeted Cost:				£3,110
Support SEND needs (C, D, E)	Release additional SENCO Time – to fast-track EHCAR applications for moved in SEN DPs and support DP SEND progress	High. (SC met) Successful annual reviews and evidence of progress for all DP SEND DP SEND progress good in year DP More Able pupils supported through SENCO training on differentiation (also benefitting non-DPs)	Approach effective. Good SEND leadership identified in PSR and Pupil Premium Reviews. To be continued in new academic year.	0.1 SENCO
	Lunchtime 1:1 cover	See above	See above	0.1 GTA SEND
Total Budgeted Cost:				£6,420

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.

The school was subject to a Collaborative Pupil Premium Review undertaken with the Teaching School Alliance of which we are part in 2017-18. This review determined that DPP was used effectively to support vulnerable pupils; it was noted: "Staff knowledge of PP is strong. They are aware of the need and how the use of PP supports the developments." / "Pastoral Care is a significant strength" / "The children display good conduct behaviour throughout the school" / "Children take part in purposeful activities and their learning is moved forward effectively by a knowledgeable and effective team of practitioners who know their children well."