

Dunstable Icknield Lower School

2016 - 2017 Pupil Premium Statement Review

1. Summary Information					
School	Dunstable Icknield Lower				
Academic Year	2016/17	Total PP Budget	£77,900	Date of most recent PP review	September 2016
Number of Children	342	Number of children eligible for PP	44	Date for next internal review of this strategy	Termly

2. Current Attainment				
	Children eligible for PP		Children not eligible for PP	
	DILS	Central Beds	DILS	Central Beds
Year 4				
% achieving ARE (age related expectations) or above in Reading	44%	66%	63%	85%
% achieving ARE (age related expectations) or above in Writing	100%	85%	83%	75%
% achieving ARE (age related expectations) or above in Maths	33%	55%	48%	77%
Year 2				
% achieving ARE (age related expectations) or above in Reading	73%	56%	92%	81%
% achieving ARE (age related expectations) or above in Writing	73%	43%	88%	73%

% achieving ARE (age related expectations) or above in Maths	91%	55%	90%	79%
Year R				
% achieving GLD (good level of development) or above in Communication and Language	60%	80%	80%	84%
% achieving GLD (good level of development) or above in Physical / Literacy	Physical 60%	85%	85%	89%
	Literacy 60%	72%	72%	74%
% achieving GLD (good le) or above in PSE / Maths	PSE 60%	74%	74%	87%
	Maths 80%	78%	78%	80%

3. Barriers to future attainment (for children eligible for PP including high ability)	
a.	PSE in the Foundation Stage
b.	Need to revisit/expand initiatives around feedback and metacognition e.g. deep marking, Values, time success criteria and toolkits
External Barriers	
	Levels of lateness and attendance, home attitudes to school

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
a.	Improved attainment in maths and narrowing of the gap to non-PPG	Introduction on Numicon throughout the school Training for teaching and support staff Introduction of and development of assessment tracking system - Target Tracker

		Evaluation and monitoring of intervention strategies
b.	Improvement in lateness/attendance	Continue to have robust systems in place to combat persistent absentees - currently 7.1% Overall attendance improved 3.9% 2015-2016

Planned expenditure					
Academic Year	2016-17				
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence / rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date
Narrowing the gap in maths across the school	Introduction of Numicon materials	Additional materials to support understanding	Training to be provided for all members of the teaching and support staff	Deputy Head	Key priority identified in the SDP, reviewed half termly
Establish a rolling programme of intervention groups in all Key Stages	Teachers and TAs to support groups	Gaps in skills acknowledged and supported enabling the children to be refocused and be on track at expected levels wherever possible	Interventions leader supporting teachers, TAs and children	Key Stage leaders Interventions leader	Weekly evaluations, half termly discussions
Personal Social and Emotional support	Higher Level Teaching Assistant	Need to ensure that the children's well-being is high and so	Experienced HLTA supporting children and families	HLTA Teaching Assistant Foundation Stage	Half termly evaluations shared

	supporting groups of children Teaching focussed on PSE in the Foundation Stage	that the children are ready and able to learn. Children in the Foundation Stage to be able to learn to negotiate and share and become more independent			with parents and children
Continued development of TA skills	TA training - 45 mins sessions at least twice a term	Improved interactions between class teachers and TAs and between TAs and children	Training given by Interventions co-ordinator drawing on EEF materials and SDP priorities	Interventions Leader	Termly
Improved oral language skills in the Foundation stage	Staff training on Lift off to Language approaches	Children in Foundation stage to make a good level of development in Communication and Language	Class teachers and TAs supporting children	Key Stage leader	Termly
Total budgeted cost					£59,832

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence / rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date

Improved progress and attainment of white British boys	Daily targeted adult support (CT/TA)	Summer data analysis showed lower achievement than targets set	Monitored through Inclusion meetings	SLT	Termly
Maths KS2 supporting higher achievers from KS1	Daily targeted adult support (CT/TA)	Summer data analysis showed lower achievement than targets set	Monitored through Inclusion meetings	SLT Interventions Co-ordinator	Termly
Children in Reception make a good level of development in the key area of personal, social education	Daily targeted adult support (CT/TA)	Summer data analysis showed lower achievement than targets set	Monitored through Inclusion meetings	SLT	Termly
Total budgeted cost					£25,524

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence / rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date

Social, emotional aspects of learning with children in Years R - 4	Higher Level Teaching Assistant supporting groups of children Class teaching of PSHCE and school assemblies use SEAL resources	Need to ensure that the children's wellbeing is high so that the children are ready and able to learn.	Experienced HLTA supporting children and families Monitoring	SLT HLTA with parents and children Termly through Inclusion meetings	Half termly evaluations shared with children in Years R - 4
Parent workshops	Morning workshops addressing how specific subjects are taught in each Key Stage offered to parents with children in that Key Stage	Need to keep parents informed of how subjects are taught and how they can support their child's learning at home	Sessions taken by SLT Sessions evaluations by parents	SLT	Autumn and Spring terms
Bring an adult to school days	Parents come in to their child's class lessons	Need to share classroom approaches and expectations with parents	Sessions evaluations by parents	SLT	Termly
Total budgeted cost					£500

Review of expenditure
Previous academic year 2015-16
Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP if appropriate	Lessons learned - will we continue with this approach?	Cost
Continued development of TA skills	TA training - 45 mins sessions at least twice a term	Improved interactions between class teachers and TAs and between TAs and children	Evaluation of training showed impact and it will continue	
All year groups supported by Interventions lead	Interventions leader worked with TAs. CTs identified individuals and groups in all year groups according to need	Data analysis and Intervention meetings identified impact of interventions	Approach enabled targeted and timely intervention to be directed to where needs were identified	
Phonics and Maths focus across the school	Daily phonics sessions across the school with one or two further sessions through the day in Early Years/ Year 1. Intervention groups in Phonics and Maths worked on identified learning needs, monitored weekly Maths workshops for parents	Data analysis and Intervention meetings identified impact of approaches	Approaches had a positive impact on achievement	
Narrowing the gap in maths across the school	All PPG children had support in maths over the course of the year, according to need	Identified gap in KS1 was closed	School focus on maths to continue	
Targeted support				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP if appropriate	Lessons learned - will we continue with this approach?	Cost
Improved progress and attainment of higher achieving PPG children	CTs identified individuals and groups for support in all year groups according to need. Interventions leader worked with support groups.	Intervention meetings identified impact of interventions. Summer data analysis showed expected or beyond expected progress in KS1 in all subjects, and expected progress in KS2 with the exception of maths for some.	Approach enabled targeted and timely intervention to be directed to where needs were identified	
Children in Reception to make a good level of development in the key area of personal, social education	Daily targeted adult support (CT/TA)	Children made good progress but not all achievement targets were met	Quality of teaching desired outcome for 2016-2017	
Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on children not	Lessons learned - will we continue with this approach?	Cost

		eligible for PP if appropriate		
Social, emotional aspects of learning with children in Years R - 4	Higher Level Teaching Assistant supporting groups of children Class teaching of PSHCE and school assemblies use SEAL resources	Experienced HLTA supported children and families	Approach continuing	
Parent workshops	Morning workshops addressing how specific subjects are taught in each Key Stage offered to parents with children in that Key Stage	Parents received information on how subjects are taught and how they can support their child's learning at home, good attendance and evaluations	Approach continuing	
Bring an adult to school days	Parents spend time in their child's class lessons	Increased dialogue with class teachers, good attendance and evaluations	Approach continuing	
Focus on families and community	Uniform, school trips			£10,000

Additional Detail	
Subject Leader Actions 2015 - 2016	Outcomes
Review the Policy for the Pupil Premium and update the reporting outcomes, funding and expenditure given on the school website	Policy and data on website

Draw up termly reports for Governors of actions and impacts by the Interventions co-ordinator including the use of the Pupil Premium.	Termly Reports delivered to Governors
Prepare a subject leader Impact plan for the School Development plan for the Autumn term to be sent to Head and link Governor	Impact plan drawn up in Autumn term and reviewed at the end of each term
Monitor and update the progress made by Pupil Premium children in each year group at termly Inclusion meetings and identify with Key stage leaders which children need support and how this is to be given.	Groups identified, initial assessments made, reporting systems put in place and progress tracked. Records updated at the assessment points identified.
Monitor the end of year targets set by teachers for 2015 - 2016 Pupil Premium children and their progress Monitor the progress made by children in each year group at termly Inclusion meetings in the Autumn term and calculate the gap between the progress of the Ever 6 Free School Meals children and those who not.	Year's tracking sheets specifically for Pupil Premium children in each year group set up for monitoring. Data on the gap between the progress of the Ever 6 Free School Meals children and those who are not - in subject areas, included in co-ordinator's termly report
Identify Intervention groups, their subjects and frequency with Key stage leaders. Monitor the provision.	Groups supported by Key Stage teams, monitored by Interventions Co-ordinator and identifiable progress shown
Consult with intervention group children on teaching and learning including AfL strategies about what they enjoyed most, what they thought helped their learning most, and what they found difficult	Planning and delivery of interventions reviewed in the light of the children's views from pupil interviews and progress made
Regular 45 minute meetings scheduled for all teaching assistants to share good practice - at least half termly and follow up evaluations made	Meetings with Teaching Assistants concentrated questioning, metacognition and feedback, with a focus on Maths in the Autumn term, reading in the Spring term, and both reading and writing in the Summer term.
Ensure the school website carries full information for parents about the use of the Pupil Premium	A statement of funding through the Pupil Premium and expenditure for 2015 - 2016 to be in place on the school website for parents.

DATA IMPACT REVIEW SUMMARY FROM 2016 - 2017

Attainment at end of 2016-2017				
	Children eligible for PP		Children not eligible for PP	
	DILS	Central Beds	DILS	Central Beds
Year 4				
% achieving ARE (age related expectations) or above in Reading	87%	92%	87%	88%
% achieving ARE (age related expectations) or above in Writing	73%	92%	82%	89%
% achieving ARE (age related expectations) or above in Maths	67%	90%	74%	86%
Year 2				
% achieving ARE (age related expectations) or above in Reading	67%	61%	86%	81%
% achieving ARE (age related expectations) or above in Writing	44%	47%	82%	73%
% achieving ARE (age related expectations) or above in Maths	56%	57%	88%	80%
Year R				
% achieving GLD (good level of development) or above in Communication and Language	38%	75%	86%	86%
% achieving GLD (good level of development) or above in Physical / Literacy	Physical 50%	82%	90%	90%
	Literacy 13%	58%	71%	76%

% achieving GLD (good le) or above in PSE / Maths	PSE	50%	78%	74%	88%
	Maths	25%	70%	78%	82%