



Pupil Premium Strategy Statement (Primary)

Summary information					
School	Dulwich Wood Primary School				
Academic Year	2019-21	Total PP budget (this figure will change slightly year on year)	£127,400	Date of most recent PP Review	Sept 2019
Total number of pupils	334	Number of pupils eligible for PP	96	Date for next internal review of this strategy	Sept 2021

Current attainment of Pupils eligible for Pupil Premium		
	Pupils eligible for PP	Pupils eligible for PP (national average)
% achieving ARE in reading, writing and maths end KS2	59%	71 %
% achieving ARE in reading end KS2	59%	78%
% achieving ARE in writing end KS2	82%	83%
% achieving ARE in maths end KS2	71%	84%
% achieving GD in reading end KS2	41%	31%
% achieving GD in writing end KS2	18%	24%
% achieving GD in maths end KS2	24%	32%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oracy – need to broaden pupils vocabulary (ELG PP 8% less than non-pupil premium achieving GLD) this is largely because of Oral language skills and is slightly lower for PP pupils than others and contributes to slower reading progress in subsequent years
B.	High ability pupils who are eligible for PP making less progress than other HA pupils across KS1. This prevents sustained high achievement in KS2.
C.	% pupils of Behaviour Support Plans is higher for PP pupils than non-PP pupils having a detrimental effect on academic progress and that of their peers

External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates (persistent absentees) for pupils eligible for PP are 14% (non-PP 7.5%). This reduces their school hours and causes them to fall behind on average.	
Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve oral language skills for pupils eligible for PP in Reception Class and across the school	Pupils eligible for PP in all classes make progress by the end of the year so that all pupils eligible for PP meet age related expectations (or make at least 3 points of progress)
B.	Higher rates of progress across KS1 and 2 for middle and high attaining pupils eligible for PP – track pupils in maths, reading, writing, science and humanities using new insight tracker system, making good use of Teacher and Summative assessments (Test Base and practice SATs papers) in November, March and July . Running interventions for middle attaining PP pupils to raise their score.	Pupils eligible for PP identified as high/middle ability make as much progress as ‘other’ pupils identified as high/middle ability.
C.	Behaviour issues of identified pupils addressed- discussed and monitored at SLT, the impact of targeted strategies, the involvement of Parents monitored and evaluated. Where necessary involving outside agencies eg CAHMS strategies	Identified pupils eligible for Pupil Premium make progress and their behaviour is no longer a barrier to their learning.
D.	Increased attendance rates for pupils eligible for PP- monitored by Inclusion Lead and where necessary meetings/involvement of Early Help team and School Nurse.	Reduce the number of persistent absentees among pupil premium to below 5%.

Planned expenditure Academic Year 2019/21					
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 (see the three tiered approach advocated in EEF Guide to the Pupil Premium. July 2019)					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale?	Intended and actual impact	Staff lead & Cost	When will you review
Improved oral language skills across the school	<ul style="list-style-type: none"> Vocabulary boards EAL/SLT training Outdoor provision for all pupils Access to broad/balanced curriculum rich in knowledge and cultural capital 	<p>We want to invest some of the Pupil Premium in longer term change which will help all pupils.</p> <p>Many different evidence sources e.g. EEF toolkit suggest the development of oracy is a key factor in raising attainment across the curriculum.</p>	<p>Develop use of vocabulary boards and working walls in classrooms to explicitly teach and pre-teach key vocabulary.</p> <p>Share key vocabulary on newsletters for Parents. Develop Learning journey planning - consolidation of subject specific vocabulary e.g whole school doing same subject focus each half term.</p> <p>Teacher CPD to develop oracy particularly for EAL learners and pupils identified with speech and language difficulties using/valuing pupils home language.</p>	<p>Literacy Leads</p> <p>EAL coordinator</p> <p>SENCO</p> <p>AHT/ Curriculum Lead</p>	July 2020

<p>Improved progress for all PP Pupils with a focus on middle and high attaining PP Pupils</p>	<ul style="list-style-type: none"> • Teaching Strategies including: Metacognition & Feedback • TA training/effective deployment • Mind Apples • Maths mastery opportunities • Outdoor learning opportunities • Bias Teaching 	<p>Higher/middle ability pupils eligible for PP are making less progress than higher attaining pupils across all KS. We want to ensure that PP pupils can achieve high attainment as well as simply meeting expected standards. We want to train teachers in practices to provide stretch and encouragement for the learners.</p> <p>In the EEF Teaching and Learning tool kit shows that quality feedback has the highest impact on pupil attainment (+8 months) therefore there has been significant staff training in this area including a review of the marking policy.</p> <p>Evidence suggests (EEF Maximising the impact of TA's) that metacognition and high quality feedback are the most effective tools to raise pupils attainment.</p> <p>Mastery learning, where learners are challenged to apply their learning and gain a deeper understanding has also been sighted in the top 10 of the teaching and learning toolkit.</p> <p>Outdoor Learning has also been prioritised in various publications (EEF guidance social/emotional learning). Teachers are being encouraged to make more use of the outdoor learning environment including the pond/bog garden, Sydenham Woods and places for the annual school journey to Scotland has been extended to Year 4.</p>	<p>Track identified pupils at pupil progress meetings.</p> <p>INSET supporting PP/AFL</p> <p>Speak to identified pupils about their learning tools and their own perceptions of their learning and how they use Mind Apples to improve their focus and mental well being.</p> <p>Share with Parents how to support their children's mental health and well being as well as their curriculum knowledge and understanding via Parent/pupil reviews, IMPACT sessions, newsletters and leaflets</p> <p>Borough wide Maths mastery inset for numeracy corodinators and staff meeting time to feedback.</p> <p>Monitor the number of PP taking part in Scotland trip and the cost of subsidies to the school</p>	<p>HT/SLT</p> <p>DHT/ Dylan Williams inset for all staff</p> <p>SLT/CT</p> <p>SLT</p> <p>HT/PSHE Lead</p> <p>Numeracy Corodinators</p> <p>HT</p>	
Total budgeted cost					60,000

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	When will you review implementation?
Improved oral and phonics teaching to develop language and reading skills in Reception	<ul style="list-style-type: none"> Interventions for targeted pupils Talking Tables Pre-Teach Vocab Print rich environment Phonics Tuesday 	<p>Some of the students need targeted support to catch-up.</p> <p>Talking tables is a recommended approach from our speech and language therapist and builds on nursery practice. Support.</p>	Organise timetable so that staff delivering provision have sufficient preparation and delivery time.	Reception Teachers Purchase reading books linked to phonics scheme (£3000)	June 2020
Improved progress for all PP pupils with a focus on just below ARE pupils	<ul style="list-style-type: none"> Interventions for pupils just below ARE delivered by Teachers Write Away Intervention Programme Volunteer Readers 	<p>From Sept 2019 SLT are responsible for interventions in their own phase therefore they are able to monitor the impact of interventions closely. By ensuring that the most skilled practioners are teaching the identified pupils the quality of the interventions is much higher.</p> <p>The SENCO also monitors which pupils are in 'Wave 2', attendance and progress details are kept to evidence provision.</p> <p>In the past interventions have taken place but the impact has not been measured. This tightening up of interventions should improve outcomes for PP pupils who are identified and focussed on.</p> <p>TA's are managed by SLT phase leaders and have timetables outlining specific roles/responsibilities rather thjan them being 'general support' ensuring that they have a positive impact on pupil progress</p> <p>In LKS2 there are significantly more PP pupils below ARE in reading and writing therefore a dedicated, trained TA is delivering 1:1 write away support to identified pupils</p> <p>All the volunteer who hear children read are working soley with 12 pupils in LKS2 to boost their reading attainment</p>	<p>Most skilled staff delivering interventions</p> <p>Y3 Sports Coach delievr PE whilst CT hear readers/provide interventions.</p> <p>Music Teacher/DHT deliver whole school singing with TA's so all Teachers can deliver high quality interventions</p> <p>Monday assembly DHT/TA's only CT to deliver interventions</p> <p>TA training</p> <p>Release time for TA to prepare, assess and feedback to Teachers.</p>		
Total budgeted cost					33,000

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	When will you review implementation?
<p>Increased attendance rates for pupils eligible for PP and increase parental engagement in school events and activities.</p> <p>Membership and active involvement with Southwark Teachers Alliance</p>	<ul style="list-style-type: none"> IL to monitor pupils and follow up quickly on absences IL to involve outside agency support when there is concerns e.g attendace meetings with Early Help. HT/DHT's to participate in cluster schools reviews/ improvement workshops. Including yearly reviews of Dulwich Wood Primary where self -evaluation leads to the identification of strengths and weaknesses. Resulting in driving up standards for all children across the school. 	<p>Hours lost due to absence mean gaps in pupils learning and therefore need to be avoided at all cost.</p> <p>Parental involvement in supporting their children has been identified as a key factor in raising attainment (EEF Effectiveness of a good learner)</p> <p>2015 DfE/NER document highlights the benefits of collaboration with other schools.</p>	<p>IL to work alongside and model best practice with School Office Staff when contacting and recording absences, including the insistence of medical evidence.</p> <p>HT will meet and explain to Parents the importance of not taking their children out of school during term time and ensure that absence requests are monitored and discussed with Parents.</p> <p>IMPACT Sessions registers taken. Reminders to all Parents. CT to target parents who tend not to attend.</p> <p>Friends of DW actively reaching out to all Parents, new Chair and more diverse committee.</p> <p>DHT involved in Kingswood network and developing the role of the school in supporting local community initiatives. This is leading to more contact with PP families who live on the Kingswood Estate.</p> <p>HT/DHT's attend ongoing training and following structure set out in London South TSA – Peer Review Handbook.</p> <p>By ensuring critical self evaluation is high on the agenda in all SLT meetings and that Staff feel they can be open and honest about whole school issues, systems and practices.</p>	IL	Ongoing
Total budgeted cost					26,000

Review of expenditure - Previous Academic Year 2018/19

Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Teachers aware that they are responsible and accountable for pupil progress	<ul style="list-style-type: none"> Joint monitoring with other schools and LA as well as in Key stages Staff meetings and CT/Senior Leader/SENCo discussing progress of each child 	<p>High- all Teachers attended Borough moderation sessions to validate their judgements.</p> <p>High Impact e.g exceeded National targets KS2</p> <p>(1) HA Reading for PP pupils reading via early identification and additional support</p> <p>(2) LA PP pupils in maths also targeted for additional support and met expected.</p>	Successful and to continue, each member of SLT taking complete responsibility for attainment/progress across their phase. Need to go back to phase meetings.	£60,000

Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>IL working with Parents to support behaviour</p> <p>TA's trained to deliver targeted support for pupils just below ARE</p> <p>Booster sessions for Y6 pupils – GD reading, numeracy</p>	<ul style="list-style-type: none"> Individual behaviour support plans Referrals to outside agencies Catch-up programmes run by DHT and AHT EAL lead to provide training and materials for CT to use with new arrivals. To meet with Parents to ensure smooth transition and access to all information necessary 	<p>Reduced number of fixed term exclusions</p> <p>Removal of time out room, now an interventions/lunch time learning mentor space</p>	<p>IL to continue and share information with CT/KS Leaders to ensure common/consistent approach to managing challenging behaviour. More rigorous reporting of incidents by CT on Scholar.</p> <p>TA for WRITE-AWAY programme to continue, all TA's to be effectively deployed by KS Leaders to run specific interventions rather than be general TA's e.g. phonics catch-up Y3, SEN support Y5</p> <p>No EAL new arrivals – need to identify EAL pupils who are also PP and provide additional support where necessary. Raise the profile of pupils who speak English as additional language via teacher training and whole school initiative to show value and importance of using home language.</p>	£40,000

Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attendance of PP Pupils</p> <p>Improve attendance of Parents of PP at Parents reviews/IMPACT sessions</p>	<ul style="list-style-type: none"> More rigorous monitoring of attendance/ punctuality Working with Parents/impact sessions 	<p>Southwark Council removed EWO support from all Primary Schools at huge cost to our school. Our EWO had positive relationships with identified families, she met regularly with IL and monitored attendance closely.</p> <p>Medium-low: positive impact for students whose parents attended.</p>	<p>To develop in-house strategies to encourage better attendance of all pupils with a specific focus on PP</p> <p>Monitor more closely which Parents attended but data not analysed. Need to target specific Parents to ensure take-up.</p> <p>More volunteer readers to support PP LKS2 where reading generally remains low.</p>	£25,000