

PUPIL PREMIUM SELF-REVIEW TEMPLATE (PRIMARY)

School	Duke Street Primary School
Date	27/11/2018
Name(s) of those Undertaking the Self-Review	Louis Reay and Andrew Kidd

Completion of this documentation should take place as a discussion between HT and reviewer. A governor may also take part in this review either as a contributor or an observer. The aim of the review is to produce a list of recommendations on which the school can build to further improve provision for pupils in receipt of pupil premium funding. It is recommended that an action plan is produced to show how the recommendations can be implemented.

A. IDENTIFICATION OF NEED & TARGETING PROVISION

ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
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A. IDENTIFICATION OF NEED & TARGETING PROVISION

<p>A1. The school has clearly identified those eligible for the Pupil Premium in each Year Group and knows whether pupils are FSM, FSM6, CLA or from Service Families.</p>	<p>G</p>	<ul style="list-style-type: none"> • DAPs list which stipulates key children • SIMS list from LN stipulates FSM/FSM6. 	<ul style="list-style-type: none"> • 	<p>Lists</p>
<p>A2. Pupils have been grouped according to their characteristics e.g. EAL, SEN etc. Needs are known and addressed.</p>	<p>G</p>	<ul style="list-style-type: none"> • Lists are created by LR which highlight SEND (&need), Additional Needs and Medical Needs. (EAL list to be created) 	<ul style="list-style-type: none"> • 	<p>Lists</p>

A. IDENTIFICATION OF NEED & TARGETING PROVISION				
<p>A3. The school has identified the barriers to learning which PP pupils may experience. It has procedures in place which reduce the negative impact of these barriers.</p>	<p>G</p>	<ul style="list-style-type: none"> • Through careful monitoring of data – key children (PP) are picked up for focus within reading, writing and maths. – The interventions and impact are monitored through provision mapping. • Further After school clubs such as sports and choir are set up to encourage PP to participate in further enhancement activities of curricular areas. • LR tracks and lists the barriers to learning – some children where SEND/AN may cross are also provided for with some external agency support, where necessary. 	<ul style="list-style-type: none"> • 	<p>Key focus children document.</p> <p>Provision map</p> <p>Percentage data</p> <p>List of PP children receiving access to enhancements.</p>
<p>A4. PP pupils_ with no specific need are appropriately supported so that they are given opportunities to enhance their educational experience.</p>	<p>G</p>	<ul style="list-style-type: none"> • High Quality Teaching and clear differentiation (extension) of tasks provides these children with the appropriate enhancement to reach expected level of attainment. • SDP focus of outdoor learning has provided extra impact for learning. 	<ul style="list-style-type: none"> • 	<p>Classroom Practice Book scrutiny</p> <p>Provision mapping</p> <p>Outdoor learning project</p>
<p>A5. There is a range of appropriately targeted support which has a positive impact on standards attained by groups and individuals. Give two case studies of where intervention has impacted on standards of attainment for PPG pupils.</p>	<p>G</p>	<ul style="list-style-type: none"> • IDL has been used to support children with their reading and spelling ages. • Social interventions have been used to support children. • Individualised intervention/support programmes from nurture/SEND staff to support children. • Paula Birnie/Elaine Haddon to complete case studies of support and involvement to document positive impact. • DAPs has a focus within English and Maths action plans. 	<ul style="list-style-type: none"> • 	<p>Outreach case study</p> <p>IDL figures</p> <p>Provision Mapping</p> <p>End of term data collection</p>

A. IDENTIFICATION OF NEED & TARGETING PROVISION				
A6. Some support is of a non-academic nature. This is carefully monitored and the impact recorded.	G	<ul style="list-style-type: none"> • Nurture and other social/emotional support has been offered. • Forest school being devised and delivered across many KS2 classes to support with social interaction and life skills. • Teachers record the impact on termly basis. • Outreach support offered to children and families to provide support with emotional literacy, family routines, behavioural or environmental issues at home etc... 	•	Provision Mapping Boxall Outreach case studies. Nurture staff records of group development.
A7. School staff have the necessary skills and training to support the identified needs of PPG pupils. If additional skills are needed there are procedures in place which allow this training to be accessed.	G	<ul style="list-style-type: none"> • CPD is offered to support and teaching staff regularly to help them supporting children such as; • IDL • Speech and Language • MLD • ASD • Guided Reading • Mastery in Maths • Talk for writing • Focus Maths and English 	•	See all training notes.
A8. The school may have explored/ arranged shared provision with other schools through pooled funding to offer more opportunities and value for money.	A	<ul style="list-style-type: none"> • Shared cost of SEND training sessions • SEND CHIP Inclusion network established. • Discount of CPOMS electronic information sharing and chronology building programme through introduction to CHIP schools. • Focus Maths and English training 	•	CHIP SEND meeting and training notes.
A9. Provision is mapped and co-ordinated across the school. Intervention/support plans may be in place for individuals or groups.	G	<ul style="list-style-type: none"> • Provision mapping is completed/updated termly with sharp, focused impact. • Some children to have, particularly SEND, support plans to further support their needs. 	•	Provision Mapping Support Plans

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:

ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
<p>B1. A named whole-school lead for PP pupils is identified (PPCo), with appropriate experience, skills and training:</p> <ul style="list-style-type: none"> • The key lead role is explicitly included in the job description. • Expectations of the role are clearly set out. • An appraisal target may be aligned with this role, linked to outcomes for disadvantaged pupils. 	G	<ul style="list-style-type: none"> • Andrew Kidd (HT) and Louis Reay (SENDCo) are PPCo. • Appraisal is linked to raising standards of specified groups • For HT appraisal there is a PP target 	<ul style="list-style-type: none"> • 	See appraisal statements.
<p>B2. The PPCo is a member of SLT. If not, they are directly line-managed by SLT and:</p> <ul style="list-style-type: none"> • The PPCo makes regular reports to SLT and to governors on the attainment and progress of PPG pupils; • The PPCo makes regular reports to SLT and governors on the impact of provision for PPG pupils. 	G	<ul style="list-style-type: none"> • Both named staff are members of the SLT. • Termly percentages/progress and impact of provision are shared with SLT, staff and governors at the standards, effectiveness and curriculum committee meetings. • Progress and performance of DAPs children are monitored and statistically analysed by LR and discussed in Pupil Progress Meetings with members of staff – outlining key children making good progress and others needing extra support. 	<ul style="list-style-type: none"> • 	See assessment pack for terms.
<p>B3. The School Improvement Plan identifies raising achievement for disadvantaged pupils as a priority. The plan includes overarching targets and expected outcomes, with clear responsibilities, actions and timescales.</p>	G	<ul style="list-style-type: none"> • Maths and English action plans, as part of SDP have DAPs as a focus. • 2018/19 has a Well-Being/Mental Health focus and is particularly focused on DAPs children. 	<ul style="list-style-type: none"> • 	Sch Imp Plan Maths and English action plans. Staff lead Well-Being/ Mental health activities to focus on DAPs children.

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:				
B4. The PPCo oversees the progress of the group within the school tracking system (including for achievement, behaviour, welfare and attendance). Support and intervention are routinely modified and adjusted in response to tracking information.	G	<ul style="list-style-type: none"> • Provision maps updated termly • LR completes statistical analysis of termly data. • PP dips completed annually. 	•	PP Dips sheet Percentage data for PP children termly Provision Map
B5. The PPCo has the opportunity to evaluate provision for PP pupils first-hand (e.g. through work scrutiny, pupil interview etc.)	G	<ul style="list-style-type: none"> • Dips completed and pupil voice with PPCo • Dips includes book scrutiny – annual • PP children included in English and Maths scrutiny 	•	Dips Pupil voice sheets Book Scrutiny (English/Maths)

C. GOVERNANCE				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
C1. Governors have adopted a policy for the management of Pupil Premium funding. Governors were involved in drawing this up and subject the policy to periodic review.	G	<ul style="list-style-type: none"> • No changes to policy – Policy in place. 	•	

C. GOVERNANCE				
C2. The process for allocating and monitoring the impact of PP funding is clear and transparent. Governors are involved in how PP money is spent and why. They can question spending regularly and can make changes quickly. They understand the link between PP funding and improved school performance.	A	<ul style="list-style-type: none"> Standards, effectiveness and curriculum committee meeting will report on needs of children. Finance committee to allocate PP funding on basis of needs identified. Staffing committee to appoint staff based on needs identified. 	•	Govs committee meeting minutes.
C3. There is a nominated governor for PP pupils. The role of and expectations on the nominated governor are clear. The nominated governor routinely meets with the PPCo.	G	<ul style="list-style-type: none"> Melissa Abbott is the outgoing designated nominated PP governor. Her role is to maintain/evaluate PP provision in school. From 2019 the SENDCO will report directly to the SEC committee regarding PP issues, with opportunities for the committee to question the impact of this area of school life 	•	
C4. Governors routinely receive information from the PPCo about the progress of disadvantaged pupils across year groups (including achievement, attendance and behaviour) from school tracking.	G	<ul style="list-style-type: none"> PP governor will receive update on PP progress at termly SEC committee meetings. 	•	Govs committee meeting minutes Attendance reports.

D. FINANCE				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
D1. While PPG funding may be used to provide for children not in receipt of the grant, care is taken to ensure that no child in receipt of PPG is disadvantaged by this.	G	<ul style="list-style-type: none"> LR/AK to ensure that all PP children's needs are met first and foremost before other children. 	•	

D. FINANCE				
D2. All qualifying families are encouraged to access FSM. Parents are made aware that claiming FSM brings additional funding for their child/the school.	G	<ul style="list-style-type: none"> • Through newsletters and direct contact with outreach workers, parents are made aware of this. • This is a key point of discussion within annual Reception parents meeting. 	•	Newsletters
D3. PP spending is prioritised according to identified barriers & needs across the cohort.	G	<ul style="list-style-type: none"> • Poverty • Hard to reach families • Safeguarding/Welfare pupils 	•	Gov committee meeting minutes Safeguarding meeting minutes.
D4. The PPCo and link governor are involved in funding decisions. The link governor ensures the Full Governing Body is regularly informed about the use of the PPG.	G	<ul style="list-style-type: none"> • LR/AK to feed information to relevant governor committee meetings. • LR to prepare updates and performance of PP children, at SEC meetings. 	•	Full Governing Body meeting minutes Gov committee meeting minutes
D5. PP expenditure is regularly tracked and the information shared with the PPCo and link governor. Overall PP spending is summarised annually and published on the school website.	G	<ul style="list-style-type: none"> • Website has published spending summary and plans. 	•	Duke Street Primary Website – PP
D6. The school website meets all statutory requirements in relation to PP matters.	G	<ul style="list-style-type: none"> • Financial information and impact of PP intervention is published on website. 	•	Duke Street Primary Website – PP
D7. Additional provision may be accessed at no cost to enhance the available provision (e.g. volunteers, charity, etc.). The school knows and records the impact of volunteers.		<ul style="list-style-type: none"> • NSPCC – safeguarding bi-annual 	•	

E. IMPACT				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
E1. All teachers know which of their pupils are eligible for the PP funding. They monitor the progress of these children benchmarked to their classmates.	G	<ul style="list-style-type: none"> Classroom teachers are given a list with children in their class in receipt of PPG. Pupil progress highlights the progress of these children stipulating evidence of good progress and areas requiring support. 	<ul style="list-style-type: none"> 	<p>List</p> <p>Pupil Progress notes/assessment tracking</p>
E2. The progress of PP pupils is tracked as a discrete group at different levels as appropriate (e.g. whole school, year group, against national).	G	<ul style="list-style-type: none"> Tracking whole school and year group breakdown of assessment each term. ASP group – Shows PP group and performance comparing it nationally and within authorities. – Data staff training led by school advisor (Jan 2019) 	<ul style="list-style-type: none"> 	<p>See termly percentage breakdowns</p>
E3. Where the cohort is sizeable, the progress of sub-groups is analysed to look for patterns of under-achievement (e.g. girls, more able etc.)	G	<ul style="list-style-type: none"> Venn Diagrams highlight specific groups and patterns will emerge from this. 	<ul style="list-style-type: none"> 	<p>Venn diagram of cross-reference groups.</p>
E4. Subject leaders and class teachers are held to account for the performance of disadvantaged pupils they are responsible for (e.g. through the appraisal system).	G	<ul style="list-style-type: none"> All subjects, in line with SDP for this year, have various extra enhancement opportunities. Focus on subject leadership throughout school and subject leaders being accountable of coverage for groups of children i.e. PP/SEND etc... 	<ul style="list-style-type: none"> 	
E5. Data shows that outcomes for disadvantaged pupils are improving and gaps with their peers closing.	G	<ul style="list-style-type: none"> Termly percentages highlight any improvements within cohorts alongside individual tracking for PP children. Any children making limited or no progress are discussed with CT 	<ul style="list-style-type: none"> 	<p>See percentage tables</p> <p>See individual tracking.</p>

E. IMPACT				
E6. Behaviour & attendance (e.g. overall and persistent absence, punctuality permanent & fixed-term exclusions) is improving.	G	<ul style="list-style-type: none"> • Outreach monitor and track attendance alongside school constantly monitoring late arrivals and departures. • Behaviour issues are logged on CPOMS and dealt with in line with school behaviour policy. 	•	CPOMS Behaviour system Lates Emma Robinson
E7. Other evidence (including in-school tracking data, case studies and pupil voice) suggest that provision and outcomes for disadvantaged pupils are improving.	A	<ul style="list-style-type: none"> • Both outreach workers are asked to select a PP child as a case study and complete intervention. • PP data is tracked/monitored termly with percentage of cohorts and key children identified. • Dips for DAPs annually 	•	Case study – Outreach Termly % of children attainment.
E8. The impact of targeted provision is known and used to structure further effective support.	G	<ul style="list-style-type: none"> • Impact is shown within termly provision map reviews and, for some interventions, as statistical data. • Impact is also shown through DAPS termly analysis of Maths, Reading and Writing. (Prime areas for FS) 	•	Provision mapping WellComm IDL
E9. PROVIDE 3 SHORT CASE STUDIES SHOWING GOOD IMPACT ON PP PUPILS WITH DIFFERENT NEEDS	A	<ul style="list-style-type: none"> • Outreach workers to complete case studies and present at FGB meetings 	•	Outreach case study

F. KS2-3 COMMUNICATION				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
F1. Parents are informed about the use of PP funding.	G	<ul style="list-style-type: none"> • Stipulated on school website • CLA PEP 	•	Duke Street website
F2. Parents of PP pupils are informed about their child's progress and level of attainment and any additional support being given.	G	<ul style="list-style-type: none"> • All information shared within parents evenings or for some children in regular meetings i.e. TAF/reviews/professional meetings/CIN. 	•	Provision mapping TAF notes Professionals meetings notes

F. KS2-3 COMMUNICATION				
F3. On transition, receiving schools are informed about additional support being given to the child through PP funding.	A	<ul style="list-style-type: none"> • The use of CPOMS is used for transition to schools who also have CPOMS system. • Packs containing school work, progress so far and attainment levels are sent to schools for children moving to another school. 	•	CPOMS
F4. All relevant parties are informed as to the progress of PP pupils.	G	<ul style="list-style-type: none"> • SLT, CT, Governors, School advisor all made aware of progress/attainment of PP children through pupil progress meetings and analysed statistical data. 	•	Pupil Progress Percentage sheets