

# Dowson Primary School

## Pupil Premium Allocation 2015-2016

### Background Information

At Dowson Primary School we have always taken provision for our less advantaged pupils very seriously and that is reflected in our staffing structure.

We are a larger than average primary school and have a large site with 3 buildings; this means that we have to have additional staff to be available and to work in a variety of situations.

Our Inclusion Coordinator and our Learning Mentor play a very vital role in school and most of their work focusses on our most vulnerable children.

In addition the work our SENCO does in school focuses on our disadvantaged children in many different situations.

### Funding Allocation

Our Pupil Premium Funding is;

£123,466

Is it broken down into 4 sections

|  |         |
|--|---------|
| 1. PP for Former LAC                   | 9,500   |
| 2. PP for FSM Ever 6 Eligible Children | 116,160 |
| 3. PP for LAC Eligible Children        | 1,800   |
| 4. PP for Service Eligible Children    | 900     |
| 5. PP for Early Years                  | 191     |

We have used this funding

- To enable our SENCO to have a reduced class based commitment;  
£15,000
- To part fund our Inclusion Co-Ordinator

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£12,000

- To part fund our Learning Mentor
- £15,000
- To part fund our Special Support Assistant £8,000
- To part fund a SENCO in Foundation Stage £8,000
- To part fund 2 additional TA3' s in Lower School

£16,000

- To part fund 2 additional TA3's in Upper School

£16,000

We also have a fund to support additional activities for our Ever 6 children; £11,000

(we also have £3,000 in reserve should it be needed for Additional support)

This fund is administered by our Inclusion Co-Ordinator in consultation with our Senior Leadership Team.

Each child who is entitled to receive FSM will from April 2015 receive

- School visits will be paid for
- Residential visits will be paid for
- After School Clubs (up to 2 a week) will be paid for
- A voucher towards the cost of school uniform
- Additional payments may be made for LAC children

This will be reviewed on an annual basis subject to funding. Parents/Carers of children entitled to these benefits will be informed individually in writing.

## **Additional Resources**

We have appointed additional TA2's one for 17 1/2 hours and one for 5hrs as part of the support for a child with additional needs and 2 other children with very specific additional needs.

£11,000

In addition we are employing an additional TA3 (with extensive EBD experience) for a half term to support 2 PP children with significant EBD issues

We also fund places in our All Stars Extended School provision to help improve punctuality and attendance.

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We will be paying for creche places so that parents/carers of PP children can attend Parenting Courses.

We pay for a Beanstalk volunteer reader to work with 3 PP children

We have re-established our Parent and Carers Toddler Group and employ 3 p/t play workers to support this group.

## **Impact of Pupil Premium Funding**

In the academic year 2014-2015, in-school tracking data showed that children eligible for Pupil Premium made progress at least in line with others across Reading, Writing and Mathematics. In the vast majority of year groups, children eligible for Pupil Premium actually made quicker progress than others in the cohort, particularly in Reading and in KS1. This can be partially attributed to the success of Read Write Ink which was partly funded by Pupil Premium. This is also demonstrated by 100% of children passing phonics screening test by the end of Year 2, several of whom are eligible for Pupil Premium.

There are examples where the attainment of children eligible for Pupil Premium is lower than others, particularly in Writing, but where this is the case it is often due to the high coincidence between children with SEND and who receive Pupil Premium. This is particularly reflected in the end of KS1 results.

By the end of KS2, the numbers of children achieving a Level 4+ is broadly in line with National apart from in Reading, which is much higher. The proportions of children achieving a level 5 across all 3 subjects are also broadly in line, if not slightly higher, than National. The good progress that the in-school data demonstrates is reflected in the fact that there is no significant difference between the APS attained by disadvantaged children and their National counterparts by the end of KS2. End of KS2 data also showed a significant increase in the VA for disadvantaged children in Reading and Maths, and an increase for Writing, creating a sustained 3 year trend in both Reading and Writing. The improvements detailed here are due in part to the whole school drive in increasing the

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effectiveness of TAs, some of which are paid for by Pupil Premium, and deploying them more effectively to have a direct impact upon attainment data.

## "Soft "Data

In addition to the "hard" data backed up by results and figures there is the "soft" data that comes from feedback from parents/carers and children.

Parents/carers who are delighted because their children who can attend a Residential trip.

This fund also pays for PP children to go on educational visits, again reducing the anxiety of parents who could not afford to pay for these visits.

Children who are able to attend After School Clubs their parents/carers can't afford.

Children whose punctuality and attendance is improved because of them having a place paid for at Breakfast or After School Club.

Children who look smart and not "out of place" because they have correct school uniform.

Our Inclusion Coordinator and Learning Mentor have case studies to support all of these examples.

The benefit for the children of this use of PP funding is an increased sense of belonging, helps them to develop their interests in extra-curricular activities and allows them to reap the benefits of Residential Visits.

This support package helps children feel valued and gives them opportunities to develop themselves in areas of their own choosing, creating a sense of empowerment and securing engagement with school.

In addition this funding helps our Inclusion Coordinator, Learning Mentor and other staff address individual barriers to learning for children and their families. This work drastically improves punctuality, attendance and therefore achievement.

This support package has strengthened the relationship between home and school allowing successful working together and improving future educational outcomes for individual children.

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It is also worth noting that any improvements made to a child's self-esteem, behaviour and achievement has a direct impact on every child in the class.

## **Future Plans for the use of PPF**

We have analysed the progress of all PP children and put in targeted support.

We recognise that we have a changing catchment area and that working with parents is even more important than ever.

We are working towards achieving the Leading Parent Partnership Award (LPPA).  
(Being assessed on December 1<sup>st</sup> 2015)

We will use the research such as the Sutton Trust Toolkit and the Education Endowment Foundation (EEF) to support us in determining the strategies that will be most effective.

We will produce a Pupil Premium Policy.

We will look at the work of other schools, both locally and nationally to "magpie" best practise to use in our own school.

Currently the Head Teacher with the support of the SENCO, Inclusion Coordinator and Learning Mentor is responsible for the allocation of the PPF.

We will be appointing a Governor with responsibility for Pupil Premium and Sports Premium.

Mrs J.A. Rathburn October 2015