



Number of children in receipt of PP Funding 2018/19 : 86 (20%)

Funding per Pupil: £1,320

Pupil Premium funding 2018/19: £113,520

Identified Barriers to Achievement

Damers First School has identified the following as the main barriers that some of the pupils currently in receipt of Pupil Premium experience:

- Access to a broad range of language development opportunities prior to starting school – talk, books, story-telling, experience of song / nursery rhymes
- Developmentally appropriate access to physical development activities
- Attendance and punctuality
- Parental engagement with learning
- Access to broadening enrichment experiences such as trips, the Arts and participation in physical activities
- An absence of the key building blocks for strong social, emotional, mental health and wellbeing - relationships, modelling, nurture

We also have a large group of disadvantaged children who are also on the SEN Register for cognition and learning.

Rationale for Expenditure

As identified in the 2017-2018 impact statement, further accelerated progress is required for disadvantaged pupils in reading, writing and maths and this will be achieved through a focus on the key areas of Quality First Teaching, Pastoral Support and Broadening Experiences.

*(Targeted spending for **2017/18** had an impact on the progress of most disadvantaged children. Where strategy and practice is established and effective this is recorded in black. Where adaptations to spending have been made they are highlighted in green.)*

Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention <i>*where identified by the Sutton Trust</i>	Intended Outcomes	How Impact is to be Measured	Impact (In addition to impact data contained in report)
Quality First Teaching						
Designated Inclusion Leader	£43,000 +	£28,000 representing proportion of time allocated to support provision for disadvantaged pupils	<p>More rigorous tracking and monitoring measures in place to ensure pupils who are not reaching their full potential have been identified and access appropriate intervention and support.</p> <p><i>*Variety of strats used including behaviour interventions +3mths, one to one tuition +5mths, small group tuition +4mths, meta-cognition and self-regulation +7mths</i></p> <p><i>(18/19 – greater focus on role of the teacher when delivering interventions -greater involvement in quality assuring work of specialist TAs and facilitating sharing good practice -Systems developed to share outcomes from PPMs with subject leaders)</i></p>	<p>More pupils make at least good progress. Non-movers access evidence-based and effective interventions/ approaches. Quality first teaching improves through use of effective differentiation and appropriate class-based teaching strategies. Emphasis on early intervention so that less intervention required in KS2.</p> <p><i>Interventions delivered by most skilled professional. Curriculum leaders focused on progress of disadvantaged pupils within their subject. Impact of targeted interventions judged to be at least good.</i></p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Non-movers identified and making at least expected progress. Reduction in need to intervene in KS2. % of TAs judged to be at least good through QA process.</p>	<p>March 2019 Greater teacher focus on achievement for disadvantaged pupils. Targeted interventions underpinned by knowledge of evidence-based strategies and use of EEF toolkit Achievement gap narrowing across the school for most groups of D (PP boys with SEN remain a concern). A detailed review of the impact and value for money of all provisions and interventions that are in place. Tailored use of TAs and high-impact intervention focus. Improvements in Quality of Teaching.</p>
Disadvantaged Pupil	£2,000	£2,000	Termly release time for teachers to work alongside the Inclusion Leader to	More pupils make good progress.	% of pupils making good levels of	March 2019

<p>Review Meetings</p>			<p>evaluate and implement appropriate strategies to support the progress of disadvantaged pupils.</p> <p><i>*Variety of strats used including behaviour interventions +3mths, one to one tuition +5mths, small group tuition +4mths, feedback +8mths</i></p> <p><i>(18/19 – teachers to analyse progress and attainment prior to meeting through PPM drop-on / off analysis -focus on links with parental engagement / structured conversations -increased focus on achievement across the curriculum as well as in core subjects)</i></p>	<p>Non-movers access evidence-based and effective interventions and approaches. Quality first teaching improves through use of effective differentiation and appropriate class-based teaching strategies. Emphasis on early intervention so that less intervention required in KS2. <i>Holistic picture of child's achievement picture used to inform planning. Curriculum leaders focused on progress of disadvantaged pupils within their subject.</i></p>	<p>progress is at least in line with non-disadvantaged peers. Non-movers identified and making at least expected progress. Reduction in need to intervene in KS2.</p>	<p>Greater teacher focus on achievement for disadvantaged pupils. Achievement gap narrowing across the school for most groups of DP (PP boys with SEN remain a concern). Refined use of effective intervention. A detailed review of the impact and value for money of all provisions and interventions that are in place. Tailored use of TAs and high-impact intervention focus. Improvements in Quality of Teaching.</p>
<p>CPD Programme including specific focus on developing outstanding practice in marking and feedback (3 yr project)</p>	<p>£10,000</p>	<p>£5,000</p>	<p>Professional development programme designed to raise staff awareness of outstanding Quality First Teaching, meeting the needs of disadvantaged pupils and the role of outstanding marking and feedback in improving outcomes for all pupils.</p> <p><i>*Feedback +8mths, behaviour interventions +3mths, mastery learning +5mths</i></p> <p><i>(18/19 – Implementation of 'Steps' approach to behaviour management</i></p>	<p>All staff demonstrate a confident bank of tools when tailoring teaching approaches to the needs of disadvantaged pupils. Greater levels of progress and challenge for all pupils. All pupils are able to articulate what they do well and what they could</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Impact of clear learning dialogue between adult and pupil evident in all books. <i>Questioning and feedback well planned to promote</i></p>	<p>March 2019 Consistent approach to behaviour management evident in most areas across the school. Reduced number of reported incidents of challenging behaviour. Staff using deescalation script effectively. Improvements in Quality of Teaching. Achievement gap for disadvantaged</p>

			<p><i>- greater focus on breadth and depth of learning/ mastery through further development of a whole-school 'Learning Model')</i></p>	<p>do to improve. 'Steps' approach to behaviour management consistently applied by all staff groups. Higher order questioning is used consistently by all staff to deepen understanding.</p>	<p>higher order thinking. Pupils actively responding to feedback and challenge. Reduced number of incidents of challenging behaviour.</p>	<p>pupils narrowing across the school. More effective use of feedback techniques evolving across focused research groups across the school..</p>
<p>Middle Leadership Development Programme</p>	<p>£14,000</p>	<p>£7,000 – representing proportion of focus on securing outcomes for disadvantaged pupils</p> <p>£5,000</p>	<p>Middle Leaders trained to play significant role in securing accountability for the progress of disadvantaged pupils through high quality Performance Management and support.</p> <p><i>*Variety of strats used including feedback +8mths, mastery learning +5mths and small group tuition +4mths</i></p> <p><i>(18/19 – further focus on coaching and mentoring and the role of meta-cognition/ self-regulated learning strategies)</i></p>	<p>Middle leaders play significant role in raising the quality of teaching across the school, securing higher achievement and greater accountability for the progress of all pupils through performance management, peer support, challenge, coaching and mentoring and the sharing of good practice.</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Quality of teaching is at least good. % of teaching judged to be outstanding increases (>30%). QA of coaching and mentoring impact through lesson observations and PM process.</p>	<p>March 2019 Greater accountability evident through works of Strategic Leadership Groups. Improvements in Quality of Teaching. No inadequate teaching. Achievement gap narrowing across the school for targeted groups.</p>
<p>Leadership Development Programme –Coaching and Mentoring/ Focus Pupils/ Strategic</p>	<p>£4,000</p>	<p>£2,000</p>	<p>Through the work of SLGs, Middle Leaders trained to play significant role in securing accountability for the progress of disadvantaged pupils through high quality Performance Management and support. Refined focus on coaching and mentoring and the role of meta-cognition/ self-regulated learning strategies.</p>	<p>To secure greater levels of achievement through coaching and mentoring techniques and the development of a common language of learning.</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Quality of teaching is at least good. % of teaching judged to</p>	<p>March 2019 Greater accountability evident through works of Strategic Leadership Groups. Improvements in Quality of Teaching. No inadequate teaching. Achievement gap</p>

Leadership Groups (SLGs)			<p>Focus on specific group of pupils across the school in order to analyse approaches and impact at child-centred level.</p> <p><i>*Feedback +8mths, collaborative learning +5mths, meta-cognition and self-regulation +7mths, oral language interventions +5mths</i></p> <p><i>(18/19 – further focus on coaching and mentoring through role of designated leaders)</i></p>	<p>Achievement gap continues to narrow for targeted groups. Quality of teaching in all classes no less than good. Middle and senior leaders have a clear understanding of the actual impact of all PP-focused work at individual child level. Parents are engaged in their children's learning</p>	<p>be outstanding increases(>30%).</p>	<p>narrowing across the school for targeted groups.</p>
Cognition and Learning Interventions	£23,000	£23,000	<p>Specialist TAs deliver one to one support for children eg First Class @ Number 2, Better Reading Partners (<i>now known as Boosting Reading Potential</i>), FFT Reading and IEP provision for pupils not making expected progress in English and maths</p> <p><i>* One to one tuition +5mths, feedback +8mths, oral language interventions +5mths, reading comprehension strategies +6mths</i></p> <p><i>(18/19 – TAs to be further supported in developing self-evaluation and monitoring of children's progress)</i></p>	<p>More pupils make good progress. Non-movers access evidence-based and effective interventions. Children's attitudes to school improve, alongside behaviour, attendance and learning. Children more aware of their own targets for learning.</p>	<p>% of pupils making expected and good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>March 2019 Achievement gap narrowing across the school for most groups. Refined use of effective intervention. A detailed review of the impact and value for money of all provisions and interventions that are in place. Tailored use of TAs and high-impact intervention focus. Greater involvement of teachers in intervention.</p>
Communication and Interaction Interventions	£7,100	£5,000	<p>Specialist TAs deliver one to one support for children eg Narrative Therapy, Talking Partners and EAL support for pupils not making expected progress in English and maths</p>	<p>More pupils make good progress. Non-movers access evidence-based and effective interventions. Children's attitudes</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to</p>	<p>March 2019 Achievement gap narrowing across the school for targeted groups. Refined use of effective intervention. A detailed review of the</p>

			<p>* One to one tuition +5mths, oral language interventions +5mths</p> <p><i>(18/19 – Further development of training linked with specialist CCN base)</i></p>	to school improve, alongside behaviour, attendance and learning. Children more aware of their own targets for learning.	achievement removed.	impact and value for money of all provisions and interventions that are in place. Tailored use of TAs and high-impact intervention focus.
Sensory and Physical Interventions	£7,500	£6,000	<p>Specialist TAs deliver one to one support for children eg gross and fine motor skills support including Learn to Move programme</p> <p>* One to one tuition +5mths</p>	Potential physical barriers to learning reduced. More pupils make good progress.	% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.	March 2019 Achievement gap narrowing across the school for targeted groups. Refined use of effective intervention. Tailored use of TAs and high-impact intervention focus.
Structured Conversations	£6,000	£6,000	<p>CPD in the use of structured conversations and working with vulnerable families. Provision for targeted work with families through the refined and targeted use of the PSA and Transition Mentor.</p> <p>* Variety of strats used including feedback +8mths and parental engagement +3mths</p>	Targeted families access regular half termly structured conversations with class teachers to secure greater understanding of how to support their child's learning and development needs. Targets are understood by all. Greater parental involvement. Removal of potential barriers caused by deprivation.	% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.	March 2019 Following the success of the pilot cohort, new cohort identified and targeted work to begin April 2019.
Support from External Agencies	£8,000	£8,000 £11,000	Use of external specialists such as EP support/ SENSS provision to meet the needs of pupils who do not receive additional SEN funding	Potential barriers to learning and progress removed. SENSS teacher/EP	% of pupils making good levels of progress is at least in line with	March 2019 See individual case studies. Children improving their working

		(additional funding to come from unallocated main school budget)	<p>* <i>Variety of strats used eg one to one tuition +5mths, oral language interventions +5mths</i></p> <p><i>(18/19 – Targeted catch-up using unallocated funding from main school budget to ensure that current waiting list is reduced)</i></p>	works with children who have specific learning difficulties to assess, teach and improve skills. Teachers and TAs refine and increase their bank of skills in supporting the needs of all learners.	non-disadvantaged peers. Potential barriers to achievement removed.	memory, phonics, reasoning and visual perception skills. Outcomes from recent intervention observations - quality of support and techniques used within the classroom to support QFT and quality of support within interventions demonstrated by support staff and impact judged to be at least good.
Pastoral Support						
Emotional, Behavioural and Social Development Support	£30,000	£20,000 (incl £5000 Breakfast Club) £7,000 (Support from local supermarkets has reduced costs significantly)	Early identification and targeted support eg ELSA support, Breakfast Club, Lunch Club, stay and play sessions and Intervention Plus / boys book clubs . One to one ELSA provision to support pupils with emotional and social difficulties. Specialist TAs focused on removing barriers to learning. ELSA TA tracks and monitors progress against specific targets. Breakfast provided for targeted families for free by specialist ELSA trained TAs, skilled TAs lead lunchtime provision/ after-school boys book clubs for those who require additional support at less structured times of the day.	All disadvantaged pupils are supported to make greater progress than their non-disadvantaged peers through removal of barriers caused by deprivation. Targeted pupils access healthy food and are ready to learn following support prior to the beginning of the school day. Skilled adults provide a small and supportive space to further develop children's social	Improved attendance and wellbeing of targeted pupils. Reduction in challenging behaviour incidents. Greater involvement in lessons and participation in learning. % of TAs judged to be at least good through QA process.	March 2019 Attendance at Breakfast/Lunch/after school clubs/ individual ELSA support – case studies. Children are positive about their lunchtime and breakfast experiences and gain further life and social skills by working and playing with other peers and adults as role models. Significant impact on professional development evident following TIS workshops delivered by STA.

			<p>* Behaviour interventions +3mths, one to one tuition +5mths, social and emotional learning +4mths</p> <p><i>(18/19 Involvement with families to be enhanced through development of mental health and wellbeing strategy, mindset workshops, structured conversations, Jigsaw / Family SEAL and 'Stay and ...' sessions- parental involvement +3mths -Specialist Senior TAs appointed to lead on key areas such as attachment, ASD, challenging behaviour and social, emotional and mental health -Appointment of TAs to join midday team)</i></p>	<p>skills and ensure children have happy and safe lunchtimes. Specialist STAs support CPD for all support staff to promote further spread of expertise in key areas of challenge. Parents access further guidance to support children's learning, social and emotional needs at home</p>		<p>Community Twilight to focus on Mental Health Strategy April 2019</p>
Parent Support Adviser	£18000	£8,000	<p>Specialist support role working closely with targeted families on targeted areas such as attendance, punctuality, routines and Family SEAL</p> <p>* Behaviour Interventions +3mths, parental involvement +3mths, social and emotional learning +4mths</p> <p><i>(18/19 – Further development of strategic role within Mental Health, Structured Conversations, Mindset Workshops and 'Stay and ...' sessions)</i></p>	<p>Parents are supported in their role in supporting their child's learning, wellbeing and ability to attend school regularly and on time through the removal of barriers caused by deprivation.</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>March 2019 Individual PSA case studies. Increase in overall attendance levels from 95.4 % (12/13), 96.7% (17/18)</p>
Attendance and Punctuality	£1200	£1000	<p>Half-termly rigorous tracking and monitoring of attendance and punctuality</p> <p>*Parental engagement +3mths, behaviour interventions +3mths</p> <p><i>(18/19 – Further development of DASP Partnership Attendance Panel and involvement of attendance officer)</i></p>	<p>All disadvantaged pupils are supported to attend school regularly and on time through the removal of barriers caused by deprivation.</p>	<p>Attendance and punctuality levels of targeted pupils.</p>	<p>March 2019 Individual attendance tracking case studies. Increase in overall attendance levels from 95.4 % (12/13), 96.7% (17/18) Number of persistent absentees reduced from 20 (12/13) to 4(17/18)</p>

Transition Learning Mentor	£5,000	£3,000	<p>A targeted transition programme- disadvantaged or vulnerable pupils gain extra support and guidance during the transition to Year 5 through a sharing of targeted practice with the middle school and the sharing of a specialist TA.</p> <p><i>* Behaviour Interventions +3mths, social and emotional learning +3mths</i></p> <p><i>(18/19 – Greater focus on history of intervention, rate of progress of narrowing of the achievement gap/ timetabled targeted transition throughout the year and sustained progress)</i></p>	<p>Pupils supported in making a smooth transition to middle school. Pupils make good progress in Year 5. No learning time lost in transition.</p>	<p>Achievement gap continues to narrow. Greater pupil confidence and self-esteem.</p>	<p>March 2019 New staff in place in middle school. Team Around Transition meeting planned for April 2019 to begin process.</p>
Uniform	£1,000	No contribution is taken from PP funding.	<p>Two items of school uniform provided to families when they register for FSM or where appropriate when families are experiencing financial difficulty</p> <p><i>*Uniform +0mths</i></p>	<p>Increases inclusion and removes a potential barrier to learning.</p>	<p>Number of pupils accessing free school uniform.</p>	<p>March 2019 Uniform given out where needed removing a barrier to pupil's learning and inclusion and improving self-esteem and wellbeing of pupils.</p>
Broadening Experiences						
Extended Learning Opportunities	£1,000	£1,000	<p>TAs provide additional intervention opportunities before or after the school day</p> <p><i>* One to one tuition +5mths, extending school time +2mths, arts participation +2mths</i></p> <p><i>(18/19 – ELSA provision extended into lunchtime provision, additional after-school sessions and TA support for boys' book clubs)</i></p>	<p>To remove any potential barriers to learning and progress including behaviour and attendance through structured start to the school day. To provide support for less structured times of the day. Provide additional 'backdrop'</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>March 2019 Individual case studies. Improved attendance.</p>

				to learning which may be missing in the home environment.		
Targeted Leadership Opportunities	£3,000	£1,500	<p>Targeted projects for specific groups designed to enhance the 'backdrop' for learning for disadvantaged pupils eg Bookclubs, Digital Leader Club, Entrepreneurs, DASP collaborative writing project. Whole school events which encourage parental engagement and celebration of the arts, ensuring that targeted families are motivated to attend.</p> <p><i>* Collaborative learning +5mths, digital technology +4mths, mastery learning +5mths</i></p> <p><i>(18/19 - Family Dining roles - DASP Literary Festival and targeted involvement of disadvantaged families)</i></p>	<p>Any potential barriers to learning such as a lack of books or discussion about reading for enjoyment, access to the arts are removed. Opportunities to become the 'expert' and to play a role within a collaborative learning situation. Older pupils to act as inspirational role-models to younger children through development of Family Dining</p>	% of pupils making expected and good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.	<p>March 2019</p> <p>Significant impact of Family Dining on lunchtime behaviour incidents. Majority of MDS recognise their role as a pastoral one underpinned by school ethos.(Further CPD still needed for pockets)</p> <p>Individual case studies. Raised aspirations. Evidence of improved confidence and self-esteem.</p>
Targeted Enrichment Activities	£2,500	£2,000 <i>(Additional funding coming from community donation of £5000)</i>	<p>Variety of enrichment opportunities available to all pupils. Disadvantaged pupils and families targeted and encouraged to attend eg Eco Crew, Sports clubs, Creative Writing groups, Performance Group (dance, music), Funding for residential trips, Energy Club.</p> <p><i>*Arts participation + 2mths, collaborative learning +5mths, sports participation +2mths, outdoor adventure learning +4mths</i></p> <p><i>(18/19– Further development of JRock and involvement of disadvantaged children in</i></p>	To enable all pupils to access residential visits to raise achievement, team building experiences, outdoor adventure and cultural understanding. Children access an insight into 'Life Beyond Mine' to raise aspirations.	Number of disadvantaged pupils accessing residential visits. Increased number of disadvantaged children accessing Eco trips and projects.	<p>March 2019</p> <p>All disadvantaged pupils plan to attend Leeson House residential visit. Impact of JRock, Environmental Trips on aspiration / self-esteem/ parental engagement.</p>

			<i>high profile environmental work opportunities)</i>			
TOTAL		£113,500				

How will the school measure the impact of the Pupil Premium?

Pupil Progress meetings are held termly in order to measure the progress of all children within a class and across cohorts. These involve a detailed analysis of progress data which is carried out by the Headteacher, Assessment Leader and the class teacher. As a result of this scrutiny, any vulnerable children are then identified for further follow-up work and this group will include all children in receipt of Pupil Premium. The Inclusion Leader then meets with all class teachers half termly to analyse the progress of vulnerable groups enabling early identification of need, support and targeted intervention and a termly tracking of the impact of Pupil Premium spending. This information is then used to inform how the funding will be specifically allocated over the next phase.

When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Monitoring the effectiveness and impact of Pupil Premium funding is a regular item on the Governors' Finance and School Improvement Group committees.

Designated Pupil Premium Lead: Rachel Nesbitt (Assistant Headteacher - Inclusion)

Link Governor: Mandie Gillard

Date of next Pupil Premium Strategy Reviews: 20 June 2019