

Context of the School

Introduction/Overview

Duncombe is a larger than average and extremely popular two-form entry primary school. We offer part-time and full-time nursery places, as well as extended school provision. Our children leave us very well prepared for their transition to secondary. This is due to the tireless work of our governing body and talented teaching staff, enhanced through the school's emphasis on ambition and the determination of our wonderful children and parent body. Our ethos is lifelong care and support for all of our families at Duncombe.

Key facts

- Our intake is diverse (44 ethnic groups) and mobile.
- We are in the top 20% of schools in the country for percentages of children who are EAL, FSM, SEN and from ethnic minority groups.
- The school deprivation indicator is also in the top 20%, amongst the highest in the country.
- The disruption of mobility is compounded by children leaving to go abroad and returning two or three years later.

Objectives of Pupil Premium Spending

Key Principles

Duncombe Primary School is committed to bridging the gap between those children with advantaged backgrounds and those who qualify for Pupil Premium funding through their level of deprivation. We use our funding to enhance four key areas:

- Learning and the curriculum.
- Social, emotional and behaviour support.
- Enrichment beyond the curriculum.
- Supporting families and the community.

Aims

The following have been identified as ongoing aims, based on possible barriers to learning that may affect pupils entitled to Pupil Premium:

- Increase attendance and punctuality;
- Reduce the risk of exclusion;
- Increase support for parental education;
- Increase pupil and parent aspiration and expectation;
- Provide a positive school culture to raise attitudes towards education;
- Raise awareness of opportunities for education and employment;
- Engage agencies to support with income/material deprivation leading to: poor diet, adverse health and well being, family stress;
- Increase opportunity for enriching experiences for all of our families;
- High expectations for **all** pupils from all staff.

Alongside our commitment to tackling barriers to learning, we recognise that many of our eligible pupils are performing at or above age-related levels, while some non-eligible pupils may not be. Additionally, some non-eligible pupils are living in low income households and face the same barriers. Therefore, we target our spending to ensure **all pupils** achieve their full potential and that our Pupil Premium funding tackles underachievement **at any level**.

Current Priorities

- Narrowing the gap between groups of pupils, particularly our non-EAL pupils;
- Enriching the curriculum for all and ensuring that all children have the opportunity to experience residential trips, the arts and try a variety of sports;
- Hire new special needs TA in EY and for new arrivals with limited English;
- Less partnership so more AHT support;
- Increase percentage of pupils attaining the higher levels;
- Maintain and build on KS1 success;
- Increase percentage of KS1 children passing the Phonics Screening Check;
- Spelling, punctuation and grammar focus for KS2;
- Increase percentage of EY children achieving a GLD.

Monitoring and evaluation

We analyse the impact of all our initiatives through data analysis (where there is quantifiable data). We also review the success of initiatives which enrich the lives of our children and families through varied experiences through case studies and anecdotal evidence.

Reporting

This report is to be shared with governors and published on our school website.

Duncombe's Pupil Premium Grant 2015/2016

Total amount of PPG received	£420,440.00
Total PPG Expenditure	£492,333.89
Difference	£ 71,893.89

Year Group	Provision	Objective	Outcome
Various, usually KS2	Deputy Headteacher interventions x 2	To support year groups identified as needed.	Y6 Book Club: Of 13 children in club, 12 in it since Y5 achieved 100+ in test with an average score of 108.1 compared to average score for the cohort of 100.8 Year 5 Book Club: all achieved 5s or 5s+ 1:1 intervention and writing boot camps for various children.

Whole-school	FT Special Needs TA x 2	Deliver high quality interventions alongside the SALT and Ed. Psych. For the high percentage of SEN children identified in the school. Deliver high quality language support for EAL pupils arriving in the school with little or no English.	See individual records kept by these TAs, not all quantifiable. Catch-up reading: 7 x Y2 children made between 8 and 13 months progress.
Years 2,4 and 6	Partnership teaching in Years 2, 4, 5 and 6.	To enable smaller class for teaching literacy and maths.	Year 2: reading 55%, writing 67%, maths 59% Year 4: reading 60.7%, writing 55.4%, maths 60.7% Year 6: reading 56.1%, writing 71.9%, GPS 78.9%, maths 64.9%, combined 40.4%
Whole-school	Educational Psychologist additional hours purchased	Identification and diagnosis of SEN children is more rigorous.	No quantifiable data
Year 6	Easter School/Saturday school for Year 6 Teacher overtime	To increase the percentage of pupils achieving 100+ in SATs	Reading: 39 Pupils – 51.3% achieved 100+ in the SAT and 79.5% achieved ARE in the teacher assessments. SPaG:39 Pupils – 82.1% achieved 100+ in the SAT. Writing: 11 pupils- 10 achieved ARE in writing. Maths: 28 pupils – 53.6% achieved 100+ in the SAT and 75% achieved ARE in the teacher assessments. Combined RWM: 39 pupils – 30.8% achieved the expected standard.
Years 5 & 6	Literacy specialist	To increase the percentage of pupils achieving ARE for writing	Of 5 children, 2 met the expected standard in writing: 40%.
Years 1-6	Boosters and after-school clubs Teachers Overtime	Boosters for Year 6 to increase percentage of pupils achieving 100+ in SATs	Reading boosters: 39 Pupils – 51.3% achieved 100+ in the SAT and 79.5% achieved ARE in the teacher assessments. Maths boosters: 28 pupils – 53.6% achieved 100+ in the SAT and 75% achieved ARE in the teacher assessments.
		Enrichment of the curriculum through after school or lunchtime clubs.	Opportunities for all children to experience extra-curricular activities and sports, including: football, volleyball, running, netball, choir, badminton, street dance, ballet, book discussion. All clubs were full.
KS2	Turkish teachers	Turkish language classes leading to GCSE; bilingual support for parents and teachers.	6 children achieved Turkish GCSE. No quantifiable data for parental support.

Whole-school	Philosophy for Children (P4C) Training	To embed P4C pedagogy throughout the school as a research proven method to raise attainment.	No quantifiable data
KS2	Beanstalk Reading Volunteers Annual Contribution	To support those pupils who may need additional reading support	Of the 4 children who had a beanstalk reader, all were already working far below the level of the SATs and did not pass the reading test or reach ARE, however three made significant progress in our Steps assessments and one made 3 steps progress: DB: 3b to 6w II: 4b to 6w GW: 2s to 3w+ JO: 4b to 6w
Whole-school	Learning Mentor	Social, emotional and behavioural support; pastoral care.	No quantifiable outcome.
Whole-school	Education Welfare Officer	To support us in raising our attendance figures (no longer centrally funded)	Attendance meeting minutes show EWO involvement in raising attendance. Attendance has risen again this year from 95.4% to 95.7%
Year 6	Pastoral support teacher	Supporting vulnerable children in Year 6 through SATs and preparation for secondary school.	No quantifiable data. (Case studies)
Whole-school	CAMHS additional days purchased	Mental health support for vulnerable children and parents.	No quantifiable data. (Case studies)
Whole-school	School-Home Support Worker	Supporting vulnerable families with grant applications, benefits advice etc – any barriers to school attendance, monitor attendance, liaise with EWO.	Vulnerable families have been supported to get their children into school, SHSW has advised on grant applications, benefits advice, housing etc. Coffee mornings have been organised to provide vital information for parents such as e-safety, applying for Reception /Secondary/ Nursery, workshops for reading /writing /maths /phonics etc. Attendance for whole school for this academic year has risen from 95.4% to 95.7%
Parents	Parent classes	To encourage parents to become involved in the life of the school, as well as raise their skills and aspirations.	Parents are actively involved in the school community and feel able to support their children. Classes in art, textiles, keep fit, parenting, Arabic, Turkish well attended.
Whole-school	Renaissi Bilingual Support Workers	Somali, Bangladeshi and Spanish translators available to support parents and bridge cultural gaps.	Inclusive support and access for largest ethnic groups in the school. Coffee mornings each Friday and parent classes organised, including Parent Gym etc.
Whole-school	Breakfast club Staff Cost	Provide extended school provision; provide healthy breakfasts.	Breakfast club provides parents with extended childcare provision from Reception to Year 6.
Whole-school	Residential and off-site trips (Whole-school	Provide opportunities for all children to partake in residential trips; all children	Increased access to enriching life experiences for all children. No quantifiable data.

	day trip, Cardfields, and Year 6 School Journey)	to experience the seaside and the park.	
Year 5&6	DebateMate	Debating team coach and competition	Increased confidence, speaking and listening skills which feed into the pupils' writing.
Year 5	Shakespeare Schools Festival Teacher Overtime	Year 5 performance in the SSF for a paying audience	Increased confidence and performance skills. Exposure to the arts; the opportunity to visit and perform in a real theatre to a paying audience.
Whole-school	Artist in residence	Support staff in delivering the art curriculum; teach groups of children; teach parents and staff; provide enrichment opportunities for families including gallery visits; improve and maintain the art facilities alongside the Art Subject Leader; support children to create resources for productions including costumes and sets.	Opportunities to study various techniques and the work of famous artists with a professionally qualified art teacher; visits to galleries and exhibitions resulting in school projects and installations created by stakeholders; profile of art in the school is raised; specialist teaching for children, staff and parents increasing skills for all; high quality art and design visible throughout the school.
Whole-school	Arts First	Deliver high-quality music tuition throughout the school so that all children have the opportunity to learn an instrument.	No quantifiable data. All children from Year 2 are given their own instrument to take home for practice and receive weekly tuition from trained music teachers. Any KS2 child may also attend the local music hub for additional weekly tuition after school.

Outcomes

Highlights:

- ✓ Further increase in attendance from 95.4% to 95.7%
- ✓ The percentage of pupils passing the Phonics Screening Check in Year 1 has increased from 78.3% to 83.9%. The final percentage for Year 2 has increased from 93.2 to 95% which are above local and national percentages.
- ✓ The percentage of pupils achieving the Good Level of Development in the EYFS has slightly increased again from 57.6% to 58.1%
- ✓ Profile of parental opportunities raised through increased advertising: leaflet, email and Twitter feed.

Implications for Pupil Premium spending in 2016/2017

- ⇒ Results at KS2 must improve next year, particularly in reading, and percentage of higher achievers in all areas.
- ⇒ Results at KS1 must improve in all areas.
- ⇒ Consider need for tutors and support for PP families who want to apply for grammar schools.
- ⇒ Somali children results are dropping – check if this is because increase in SEN children in that group or if some community work needed.



Pupil Premium Statement 2015/2016