

1. Summary Information					
<b>School</b>	Dartford Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£153,720	<b>Date of most recent PP Review</b>	July 2019
<b>Total Number of Pupils</b>	667	<b>Number of Pupils Eligible for PP</b>	116	<b>Date for next internal review of the strategy</b>	July 2020

Overall Outcomes for Pupils Receiving Pupil Premium Funding in 2018-2019

<b>EARLY YEARS FOUNDATION STAGE OUTCOMES</b>	<b>All Pupils %</b>	<b>Pupils in Receipt of Pupil Premium %</b>
Percentage achieving expected+		
Making Relationships	93	100
Self Confidence and Awareness	92	100
Managing Feelings and Behaviour	90	86
Listening and Attention	88	86
Understanding	93	86
Speaking	90	86
Moving and Handling	96	100
Health and Self Care	96	100
Reading	79	86
Writing	77	71
Number	82	71
Shape, Space and Measure	83	71
People and Communities	93	100
The World	93	100
Technology	91	100
Exploring Media and Materials	95	100
Being Imaginative	89	86

2. Current Attainment Dartford Primary School 2018-2019				
Attainment for 2018-19	Pupils eligible for PP		Pupils <b>NOT</b> eligible for PP	
	KS1 only (without SEN 11 Pupils)	KS1 only pupils ( with 0 SEN)	Dartford Primary All pupils 83 pupils	National Year 2 Non-PP
% achieving expected standard or above in reading, writing and maths (combined)				
% achieving expected standard or above in reading	82%		78%	75%
% achieving expected standard or above in writing	73%		73%	69%
% achieving expected standard or above in maths	82%		71%	76%
% achieving expected standard or above in grammar, punctuation & spelling	73%			

2. Current Attainment Dartford Primary School 2018-2019				
Attainment for 2018-19	Pupils eligible for PP		Pupils <b>NOT</b> eligible for PP	
	KS2 only (Pupils without SEN 24 pupils)	KS2 only pupils ( 9 with SEN)	Dartford Primary All pupils 83 pupils	National Year 6 Non-PP
% achieving expected standard or above in reading, writing and maths (combined)				
% achieving expected standard or above in reading	67%	59%	67%	73%
% achieving expected standard or above in writing	83%	76%	83%	78%
% achieving expected standard or above in maths	79%	69%	79%	79%
% achieving expected standard or above in grammar, punctuation & spelling	75%	62%	75%	78%

3. Barriers to future attainment (for disadvantaged pupils)		Desired outcomes
A	Disadvantaged pupils often perform less well in reading as a result of a range of reasons - such as a limited vocabulary in English, access to reading materials, reading role models.	Pupils eligible for PP funding improve in Reading in line with non-pp children nationally (KS2 data 2020). Pupils will make good progress within each academic year.
B	Disadvantaged pupils often perform less well in maths because they have a poor understanding of number and limited understanding of language.	Pupils will make accelerated progress in maths so that the proportion of disadvantaged pupils reading expected standard by the end of KS1 and KS2 is at or above the national.
C	Some disadvantaged pupils have social and emotional barriers to learning.	Pupils eligible for PP think well of themselves and their abilities. They are more likely to interact and relate with other appropriately and know what acceptable behaviour is and not.
D	A high proportion of disadvantaged children have limited enrichment outside of school. Their limited experiences has a negative impact on their ability to make personal links in their learning e.g. to what they are reading.	Pupils, irrespective of background, will be provided with an increased range of enrichment opportunities, in and outside of school hours, to create a richer life experience about which to speak, read and write.
E	Poor Behaviour for Learning strategies.	Improved behaviours for Learning of pupils eligible for PP across KS1 and KS2.
F	A proportion of disadvantaged pupils have fluctuating attendance levels	Pupils eligible for PP have attendance data that is 95+% by the end of the year. Persistent absence is reduced

(i) Quality of education for all:

Actions	Desired outcome and targeted groups	Impact	Next steps	Allocation of Pupil Premium Budget:	Review July 2020
Building Lifelong learners.	A,B,D,F	To provide a whole school approach the IB PYP which will raise attainment and challenge higher achievers and develop a curriculum programme that is engaging, meaningful and significant to pupils. To ensure that we equip our pupils learn for life in the twenty-first century.	Training selected to ensure the whole staff are able to teach the IB PYP. CPD sessions on IB PYP values and strategies. Pupil feedback from Units of Inquiry. Book/Tapestry scrutiny with a focus on challenging the more able.		IB profile linked to reward system and promoted across the academy and with parents. This will continue to feed into next year's APA.
Accelerated Reader and Star Reader	A, B	Teachers track pupil progress towards their reading target and their accuracy using AR reports on a weekly basis.  When pupils do not reach their reading target, parents are sent a letter with details on what went wrong, as well as how they can help their child in the subsequent term.  Pupils / classes with low performance are discussed at pupil progress meetings	The Star Reader assessment is used to ensure that children choose a book that will comfortably challenge them. Teachers use quiz results to track pupils' understanding of each text that they read. Parents are informed on all quiz results. Termly rewards are used throughout the school to encourage pupils to read frequently and parents comment on the positive impact that AR has on their child's willingness to read.	£4000	All KS2 pupils engaged with AR and pupil voice evidenced their excitement at achieving their target and being entered into the prize draw.
A weekly program of CPD to teachers and support staff to ensure the disadvantaged students are making continued good progress.	A,B	All lessons and interventions to be observed at, at least good or outstanding.	Observations/learning walks to be completed by all members of the leadership team. To ensure that all students are making at least good progress in lessons and interventions.		Staff feedback in Leigh Voice evidenced that CPD had vastly improved this year and was tailored to their needs as practitioners. Key strategies such as SLANT were fully implemented.

					At the point of lockdown, the school was on track to have 100% of lessons observed at, at least good or outstanding.
Collaboration with Maths Mastery Hub to ensure the disadvantaged students are making continued good progress.	B	Year groups more confident in their planning and delivery of high-level maths lessons, providing quality first teaching.	Monitoring and meeting between JA, MA and SLT		First year of maths mastery complete and evaluated. Maths mastery approach delivered through CPD and evident in lesson observations and PPA sessions.
Power Maths An online maths program to support teachers and pupils.	B All year groups	Many children find Maths engaging and those who devoted a lot of time to it at home showed progress.	We need to check Power Maths Is the most appropriate online resource and how it can be effectively implemented.	£150	Purchased programme and delivered CPD in preparation for 20-21 academic year.
Improved reward system and use of Classroom Dojo.	A B E	Improved behaviors for learning of pupils eligible for PP across KS2. Classroom Dojo is used at Dartford Primary School to reward and motivate pupils for good BfL. Parents are kept informed on their child's Dojo Points via an app. Class Dojo allows teachers to send Positive behaviour points instantly to parents who have chosen to download the free app. Children and parents can celebrate their awards for BfL; this promotes positive discussion about learning at home.	Weekly monitoring of staff use of Class Dojo and the proportion of points awarded will be monitored by a Middle Leader. Staff share good practice and Pupil / Parent voice will also be considered. Where families choose not to sign up to Class Dojo, the school will provide an adult who will receive points for the pupil and seek them out to offer encouragement and praise in school.		91% of pupils engaged with Class Dojo during lockdown both for learning and the reward system.

(ii) Targeted support					
Actions	Desired outcome and targeted groups	Impact	Next steps	Allocation of Pupil Premium Budget:	Review July 2020
Additional teachers	A B Targeted lower attaining pupils	An increasing number of pupils met national expectations.	Pupils who are not on track to reach ARE in English, Mathematics or EGPS can be selected for small group tuition. Pupil Premium tutors build up very positive relationships with their pupils and there is a strong element of pastoral care in the sessions.	£85,000	EYFS GLD, Phonics, KS1 and KS2 outcomes were forecast to be either in line or above 2019 national at the point of lockdown.
Established inclusion team working across both sites to support emotional wellbeing, behaviour, attendance.	A,B,C,F	Behaviour and attendance for all pupil premium children will be at least good.	Behaviour and attendance data will be monitored termly by the appropriate inclusion team member, supported by the Trust advisors (where appropriate) and overseen by a member of the senior leadership team.	£32,400	Attendance for pupil premium children was above 95% at the point of lockdown and broadly in line with all pupils.
Buzz Club	C	Pupils eligible for PP think well of themselves and their abilities.  They are more able to interact and relate with others appropriately They know what acceptable behaviour is and what is not.	Buzz Club supports vulnerable pupils who are experiencing serious social challenges during unstructured times such as breaks and lunch. Following a meeting with parents to discuss behaviour, pupils attend daily for a term where they are taught cooperation, anger management and conflict resolution through playing in small groups.  After a term in the club, the pupil gradually returns to mainstream breaks with full support of the club if required.	Regular meetings between the inclusion team and SLT to feedback on pupil progress.	Run daily at lunchtime by a member of the inclusion team. This will be ongoing in 20/21 as it has proven a key safe space for children to access an adult to talk about worries.

(iii) Enrichment					
Actions	Desired outcome and targeted groups	Impact	Next steps	Allocation of Pupil Premium Budget:	Review July 2020
<p>Educational Visits</p> <p>We provide a wide range of visits as part of the curriculum. These visits are subsidised by the school where necessary.</p>	All pupils but with the purpose of not excluding children from lower-income homes from any activity.	To ensure that all disadvantaged children have the opportunity to attend trips and extra-curricular activities to ensure that they receive the same experiences as all other students.	Subsidising educational visits for all pupils as we are aware of the increasing number of families who have 'no recourse to public funds'. Whole school overview mapping out enrichment opportunities to ensure value for money and range	£1,000	Y6 trip to London and whole-school Diwali days were sponsored and thoroughly enjoyed by all.
<p>Minibus collection and drop off for children that have low attendance or struggling to get to school on time.</p>	To ensure all disadvantaged students who are struggling with their attendance gain access to seat on one of the minibus rounds.	Attendance data will be monitored termly by the appropriate inclusion team member, supported by the Trust advisors and overseen by a member of the senior leadership team.		£29,000	Attendance for pupil premium children was above 95% at the point of lockdown and broadly in line with all pupils.
<p>After School Clubs</p> <p>We hope to significantly expand our after school club offer and increase attendance.</p>	All year groups but some clubs will be specifically targeted.	Increased enrichment opportunities provide children with a greater number of experiences to talk and write about.	Increased motivation and self-esteem broaden horizons	£3,800	100% of pupil premium pupils who wanted a place on an after school club were able to access them without the barrier of cost.
				Total, £155,350	

Projected spend 2019/20 - £155,350

Total income 20129/20 - £153,720

Predicted Overspend - £1,630