



Dinting Church of England Voluntary Aided Primary School

Pupil Premium Funding Review of Expenditure for Academic Year 2017-2018

Desired Outcome	Chosen action/approach	Impact	Lessons learned																																																																							
Pupils in EYFS to attain outcomes in line with all other pupils in literacy and numeracy at end of EYFS	Teachers receive Maths mastery training to embed number in EYFS.	<table border="1"> <thead> <tr> <th>EYFS GLD</th> <th>All</th> <th>NDA Boys</th> <th>DA Boys</th> <th>NDA Girls</th> <th>DA Girls(2)</th> </tr> </thead> <tbody> <tr> <td></td> <td>77.8</td> <td>62.5</td> <td>-</td> <td>100</td> <td>50</td> </tr> </tbody> </table>	EYFS GLD	All	NDA Boys	DA Boys	NDA Girls	DA Girls(2)		77.8	62.5	-	100	50	Both DA girls made progress from baseline and both achieved expected in all areas apart from 1 still emerging in shape and space and number. Next year to increase focus on number and shape and space aspect.																																																											
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Parents encouraged and supported to help children attain successful outcomes in reading, maths, phonics	Parent session/ meetings to discuss teaching methods. Opportunities to parents to attend lessons alongside pupils Incentives to encourage reading at home.	<p>85% attendance at EYFS phonics meeting. 43% attendance at maths session.</p> <table border="1"> <thead> <tr> <th>Y1 phonics</th> <th>All</th> <th>NDA Boys</th> <th>DA Boys(4)</th> <th>NDA Girls</th> <th>DA Girls(3)</th> </tr> </thead> <tbody> <tr> <td></td> <td>80%</td> <td>85</td> <td>100</td> <td>83</td> <td>33</td> </tr> </tbody> </table> <p>DA girls 1 made progress from very low baseline and 1 had no EYFS experience and a selective mute.</p> <table border="1"> <thead> <tr> <th rowspan="2">KS1</th> <th>All EXS+</th> <th>All GDS</th> <th colspan="2">NDA</th> <th colspan="2">DA</th> </tr> <tr> <th></th> <th></th> <th>EXS+</th> <th>GDS</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>73.3</td> <td>26.7</td> <td>69.2</td> <td>23.1</td> <td>100</td> <td>50</td> </tr> <tr> <td>Reading</td> <td>73.3</td> <td>26.7</td> <td>69.2</td> <td>23.1</td> <td>100</td> <td>50</td> </tr> <tr> <td>Writing</td> <td>80.0</td> <td>26.7</td> <td>84.6</td> <td>23.1</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>DA 1 boy and 1 girl, boy EXS and girl not achieving GDS in writing</p> <table border="1"> <thead> <tr> <th rowspan="2">KS2</th> <th>All EXS+</th> <th>DA EXS+</th> <th>All GDS</th> <th>DA GDS</th> </tr> </thead> <tbody> <tr> <td>SPAG</td> <td>81.8</td> <td>87.5</td> <td>54.5</td> <td>50</td> </tr> <tr> <td>Maths</td> <td>81.8</td> <td>87.5</td> <td>27.3</td> <td>37.5</td> </tr> <tr> <td>Reading</td> <td>86.4</td> <td>87.5</td> <td>36.4</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>90.9</td> <td>87.5</td> <td>27.3</td> <td>25</td> </tr> </tbody> </table> <p>DA learners achieve better than other pupils in SPAG, reading and maths at expected level and at greater depth in SPAG</p>	Y1 phonics	All	NDA Boys	DA Boys(4)	NDA Girls	DA Girls(3)		80%	85	100	83	33	KS1	All EXS+	All GDS	NDA		DA				EXS+	GDS	EXS+	GDS	Maths	73.3	26.7	69.2	23.1	100	50	Reading	73.3	26.7	69.2	23.1	100	50	Writing	80.0	26.7	84.6	23.1	50	50	KS2	All EXS+	DA EXS+	All GDS	DA GDS	SPAG	81.8	87.5	54.5	50	Maths	81.8	87.5	27.3	37.5	Reading	86.4	87.5	36.4	25	Writing	90.9	87.5	27.3	25	<p>Additional TA and smaller class sizes in KS2 demonstrates increased support and improved outcomes for DA learners. Targeted interventions for more able pupils enables increased number of pupils to work at greater depth.</p> <p>Issues arising with girls in phonics and writing at KS1- interventions to be put in place for these 3 pupils.</p>
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All pupils achieve 95% or above attendance	Attendance monitored, letters sent to parents and attendance panels held when significant concern. Free attendance at breakfast club. Regular rewards for expected and better attendance	<table border="1" data-bbox="1032 193 1626 328"> <tr> <td>Attendance 2017-18</td> <td colspan="2">All children</td> <td colspan="2">DA children</td> </tr> <tr> <td></td> <td>School</td> <td>National</td> <td>School</td> <td>National</td> </tr> <tr> <td>Absence</td> <td>3.2</td> <td>4.2</td> <td>4.3</td> <td>5.7</td> </tr> </table> <p data-bbox="1032 363 1626 459">7 pupils are persistent absentees, 4 of whom are DA pupils . 1 has significantly improved, another some improvement and 2 are still a serious concern.</p>	Attendance 2017-18	All children		DA children			School	National	School	National	Absence	3.2	4.2	4.3	5.7	A more rigorous approach to checking whether absences should be authorised.										
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All pupils have the confidence to achieve their potential and the self-confidence to succeed	Nature sessions to support pupils experiencing difficulties. Positive play to support pupils with social skills and friendship issues. TA trained to help pupils with emotional and anxiety issues	Data outlined above demonstrates that all DA pupils achieve well and 2 Y1 girls receiving further additional support into Y2	2 Y1 DA Girls to receive additional support into Y2 Opportunity for support with emotional and anxiety issues to be increased as more concerns become apparent.																									
Year 6 pupils attain in line with all other pupils in writing and maths.	Additional teacher to ensure smaller teaching group sizes and additional TA support – increased individual attention, marking and feedback of higher quality, planning and teaching targeted to individuals.	<table border="1" data-bbox="1032 660 1402 823"> <tr> <td>KS2</td> <td>All EXS+</td> <td>DA EXS+</td> <td>All GDS</td> <td>DA GDS</td> </tr> <tr> <td>SPAG</td> <td>81.8</td> <td>87.5</td> <td>54.5</td> <td>50</td> </tr> <tr> <td>Maths</td> <td>81.8</td> <td>87.5</td> <td>27.3</td> <td>37.5</td> </tr> <tr> <td>Reading</td> <td>86.4</td> <td>87.5</td> <td>36.4</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>90.9</td> <td>87.5</td> <td>27.3</td> <td>25</td> </tr> </table> <p data-bbox="1032 863 1626 952">DA pupils above all others in attainment in maths and in line in writing.</p>	KS2	All EXS+	DA EXS+	All GDS	DA GDS	SPAG	81.8	87.5	54.5	50	Maths	81.8	87.5	27.3	37.5	Reading	86.4	87.5	36.4	25	Writing	90.9	87.5	27.3	25	Additional TA and smaller class sizes in KS2 demonstrates increased support and improved outcomes for DA learners. Targeted interventions for more able pupils enables increased number of pupils to work at greater depth.
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