**PUPIL PREMIUM CASE STUDY**

**2018**

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| **Name of school:** Ducklington Primary School  | **Pupil premium lead:** Vicki Stephens |
| **School context including numbers of pupils on roll who are identified as disadvantaged and their make-up eg FSM, service, PLAC and LAC**Church of England (Voluntary controlled), single form entry village school (maintained).NOR 230Recently expanded to include a nursery class22 children eligible for PPG (9.5% of NOR) (2 post LAC, 13 current FSM, 0 service) |
| **Outcomes EY, KS1, Phonics and KS2. Differences between other year groups**EY- 77% (50% of FSM) GLD at/above national average Year 1 phonics screening- 90% expected (100% disadvantaged) at/above national averageEnd of KS1- Reading 77% expected (100% disadvantaged) at/above national averageWriting 77% expected (100% disadvantaged) at/above national averageMaths 83% expected (100% disadvantaged) at/above national averageEnd of KS2- Reading 74% expected (100% disadvantaged) at/above national averageWriting 74% expected (100% disadvantaged) at/above national averageMaths 70% expected (67% disadvantaged) at/above national averageSPaG 74% expected ( 100% disadvantaged) at/above national average |
| **School development priorities?**To ensure that the Early Years Foundation Stage (including the new Nursery Class) continues to provide a high quality of provision for our childrenTo ensure that the school’s distinct Christian vision, established and promoted by leadership at all levels, enables all pupils and adults to flourish. To ensure that the school’s creative and innovative curriculum impacts on standards in all subject areas. |
| **Key actions and strategies that have led to improved PP outcomes.*** Clear policy and ethos shared on website outlining the focus on equity through improving teaching and learning, overcoming barriers, early intervention and high aspirations.
* Active and challenging governing body, including link governor, who hold PP lead to account 6 times a year. Pupil premium is a standing item at every full governing body and sub-committee meetings.
* Very close monitoring of PP in all areas of school life – attendance, attendance at enrichment activities, parental engagement, progress and attainment. A provision map for PP tracks all in class and out of class interventions and ensures they are having the desired impact.
* Focus on coaching, supporting and mentoring staff to ensure that PP are diminishing the difference with their peers.
* Voice of the child is central to all school planning. PP are well represented when seeking pupil opinions.
* Investment in a range of activities to develop resilience and improve mental health. For example: a nurture room run by a trained nurture TA and a trained ELSA; a TA employed for additional hours to develop playground activities to meet a large range of interests. SLT run a Cookery Club and Lego club for those who can find lunch times difficult or need additional nurture and now has trained pupil supporters so that building capacity and independence for other clubs. SLT meet with all parents of PP as soon as concerns about attendance are raised. Investment in time with parents to build positive and supportive relationships. Parents now fully engage in all school activities.
* Arts Award and access to paid music lessons, sports tournaments etc.
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| **What next?** |