



The Dartmoor Federation comprises:

- Boasley Cross Primary School
- Bridestowe Primary School
- Exbourne Cof E Primary School
- Lydford Primary School
- Northlew & Ashbury Parochial C of E Primary School
- Okehampton College

*'In the Dartmoor Federation, we ensure that our disadvantaged pupils receive our support to maximise their potential. I am determined that **social disadvantage will not determine academic achievement**. I am committed to a strategy which is underpinned by evidence and research on what is most likely to work for our more socially deprived children. Below is information to help you understand our approach to achieving this aim.'*

Mike Brady, Executive Head Teacher (Primary)

Dartmoor Federation Primaries Pupil Premium Strategy 2016-17

Amount of Pupil Premium funding received 2016-17

Number of pupils eligible	29
Total PP (Pupil Premium) received	£45,900

Identified barriers to educational achievement

Dartmoor Federation Primaries (DFP) identified the following barriers to learning for some of our pupils currently in receipt of the Pupil Premium Grant;

- Poor attendance in comparison with other pupils
- The number of pupils who are in receipt of Pupil Premium & also on the SEND (Special Educational Needs Disabled) register for Cognition & Learning and Social, Emotional & Mental Health issues which affect their learning and social interactions
- Limited access to wider opportunities: educational experiences such as residential trips, physical activities, musical opportunities & access to information technology (all of which can build confidence and self-esteem)
- Limited learning at home
- Lack of engagement, resilience and positive attitudes to learning

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated Pupil Premium Champion (PPC). KS3 SENCo (Federation) NPQH teacher strategic support (Learning Trust)	English, Mathematics, Social & Emotional, monitoring and evaluation	£11,000
Additional TA support in classes; interventions	English, Mathematics	£10,000
Funding for wider activities (i.e. trips, sports, music)	Social, Emotional, Mental Health	£5,000
Funding for additional learning resources (i.e. Apps, books)	English, Mathematics, Social & Emotional	£13,000
Funding for Play therapist & counsellor sessions	Social & Emotional	£3,000
Training (to include support for more able disadvantaged and pre-teaching intervention)	English, Mathematics, Social & Emotional	£3,900

Impact upon pupils 2016-17

Area of spend	Actions	Intended outcomes (Impact upon pupils): Rationale: Why these approaches were taken
Dedicated Pupil Premium Champion	<ul style="list-style-type: none"> • Unrelenting focus from school leadership • Regular review of PP group development with Dartmoor Federation Executive Head Teacher (DFP HT), Strategic leader, Support teacher & PPC. Data analysis at review date to identify pupils whose progress is causing concern & to review successes. • Weekly meetings with Heads of School re up-to-date priorities, teaching strategies, & national developments • Regular communication between class teachers, PP support teacher-regarding progress, differences, 	<ul style="list-style-type: none"> • social disadvantage <u>will not</u> determine academic achievement <i>approaches below reflect research from national and south west sources (for example DfE paper 'Educational Excellence, Everywhere' March 2016, along with rigorous self evaluation in our own West Devon context</i> • Improved learning outcomes in writing, Spelling, Punctuation and Grammar, Reading & Maths - which will reduce differences in progress and attainment between Disadvantaged pupils & Others (national non pupil premium) & meeting end of year age-related objectives

	<p>individual learning objectives & targets, best use of timetable (mornings, booster sessions) pre-teaching materials, sharing of resources.</p> <ul style="list-style-type: none"> • INSET training for all staff re School Development Plan & national expectations. Reports regarding progress & differences for Governors, DFP HT, websites. PPC Network meetings: Dartmoor Co-operative Learning Trust, Okehampton Learning Community, LA. • PPC, Heads of Schools to jointly undertake half-termly reviews /feedback re provisions, observations, moderation of work, book scrutiny with SMART focus upon improving provision & objectives achieved by pupils. • Resource wider opportunities for Disadvantaged pupils & parents. Regular meetings to engage & inspire parents. • Attendance tracked by PPC. Prompt Face-to Face conversations between schools & parents to improve attendance, use action plan and Education Welfare Officer where necessary. Sharing good practice across schools: celebrating attendance. 	<ul style="list-style-type: none"> • Improved confidence for pupils in specific areas, including Social, Emotional & Mental Health to promote individual pupil's resilience, motivation, engagement, positive attitude, determination, communication, understanding & social skills. • All staff prioritise Disadvantaged pupils first using holistic approach to engage pupils in lifelong learning, to help reduce the risk of disengagement from learning in Primary & Key Stage Three. • Discussions & feedback from Observations, Learning walks, work scrutiny, which extend good practice & ensure consistency and quality first teaching, which will support pupils in learning. • Active promotion of wider opportunities to give pupils new experiences & interactions, which inspire & motivate their aspirations for their future. • Raise aspirations; promote parental engagement in home & school learning to improve parental expectations, improving attendance & punctuality of pupils compared to others, to improve differences.
Teacher x2 weekly sessions. 9 X days Strategic leader support	<ul style="list-style-type: none"> • Teacher support (1:1) for 2 more able pupils: writing across curriculum. Learning outcomes & tasks tailored to specific needs/ prior attainment of higher achieving Disadvantaged pupils, Pre-teaching, extension of skills, positive reinforcement, THRIVE based activities. Communications between PPC, SL, class teacher & pupil re expectations & objectives. 	<ul style="list-style-type: none"> • Improved learning outcomes in writing across the curriculum for Disadvantaged Higher Achieving pupils, targeting higher expectations, improved differences & sustain progress. Improved pupils confidence in specific areas & equipped to tackle higher level work & cope with transitions to KS3
Additional TA support in classes & in focused pre-teaching	<ul style="list-style-type: none"> • Regular meetings with PPC/SENCo re Plan, Do Review, differences, progress & next steps in pre-teaching, support & focused interventions: objectives granular tracking • Teachers & TA's to complete weekly PPG logs/ CPOMs re evidence of objectives achieved & plan for next steps. • Pre-teaching: pre-reading of texts, research for writing tasks, key vocabulary, concepts in SPaG & maths progresses • Homework clubs support completion of tasks set & preparation for teaching/ consolidation of learning. 	<ul style="list-style-type: none"> • Small group support to cater for individual needs (including Social & Emotional) & Support within lessons to improve understanding of learning. • Consolidation of learning completed in classes – time for practise & application of skills. • Pre-teaching pupils for future learning to build confidence & give higher level starting points to learn. • Prioritise reading & tracking of homework ; time to complete homework if unable to do this at home •
Wider activities	<ul style="list-style-type: none"> • Annual analysis of number of pupils taking part & effectiveness, suitability of activities. • PPC & heads of school to organise information, funding & resources for wider activities in school & externally. • Schools to identify interests/needs of pupils & parents. PPC liaison re involvement of Disadvantaged pupils in potential Breakfast (Early Bird Clubs?) & after school clubs 	<ul style="list-style-type: none"> • Social & emotional skills targeted & developed through participation in a range of clubs, residential & day trips provided by schools/external providers: to support curriculum learning & encourage enjoyment of attending school & social situations. • Talent, skill & ability in non-academic areas Recognised & celebrated to develop pupils self-esteem.
Additional learning resources	<ul style="list-style-type: none"> • Disadvantaged pupils targeted first with a wide range of resources: iPads, Learning Pads, spellcheckers, digital recorders, Nessy.com APP, RM Easimaths APP, traditional maths & English kinaesthetic resources, which also promote social, emotional, communications, fine & gross motor skills. 	<ul style="list-style-type: none"> • Learning resources are available for pupils to enable them to consolidate & reinforce their learning. • Range of learning styles are catered for to ensure all pupils can access & achieve progress in differences through holistic learning experiences & provision
Play therapist/ Counsellor	<ul style="list-style-type: none"> • PPC & Play therapist feedback (confidentiality respected) to staff & parents re strategies used to promote consistency • 1:1 sessions tailored to pupils needs, following initial meeting with staff & parents. Regular monitoring, reviews & assessments of need by PT, PPC, class teacher & parents. 	<ul style="list-style-type: none"> • Dedicated time & support (1:1) to build emotional skills & regulation, social skills & confidence for disadvantaged pupils/ parents. • To secure positive transition to College & to continue the support there if needed •

Training	<ul style="list-style-type: none"> Provide 1:1 sessions for pupils to promote pupil ownership, use of strategies to manage change & self-regulate. Attachment training: support & empower pupils THRIVE: 4 licensed practitioners training to maintain license 	<ul style="list-style-type: none"> Kagan Structures: pupils proactively engaged in collaborative learning. Assessing for Dyslexia: pupils needs identified early to promote independent management of their needs Emotional Logic & Attachment: pupils supported to cope with their emotional regulation & interactions independently managing changes
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Review dates: Dec 2016, Feb 2017, Apr 2017, Jul 2017

Dartmoor Federation Primaries Pupil Premium 2015-16

Pupil Premium funding received 2015-16

Number of pupils eligible	29
Total PPG (Pupil Premium Grant) received	£ 41,220

Identified barriers to educational achievement

Dartmoor Federation Primaries (DFP) identified the following barriers to learning for pupils who received the Pupil Premium Fund in 2015-16.

- Poor attendance & variable parental engagement & recognition of the barriers to learning and engagement with schools
- A large number of pupils who are in receipt of Pupil Premium and also on the SEN register for Cognition & Learning, Social & Emotional Needs
- Limited access to wider opportunities: educational experiences (i.e. residential trips, physical activities, musical opportunities, access to computing) resulting in a lack of aspiration and curiosity for learning
- Behavioural issues: pupils with specific social and emotional, mental health issue which affect their and others learning
- Lack of resources linking school learning with home learning

Key expenditure – how the allocation was spent & Impact upon pupils

Area of spend	Allocation	Focus & Actions	Actions	Impact upon pupils
PP Champion	£10,887	<i>Training, Data Analysis Pupil/ staff support</i>	1 day per week: extend pupils learning	Greater focus on prioritising Disadvantaged pupils first; improvements in attendance , PPC needs additional support
Training for staff	£1,400	<i>English, Mathematics, Social & Emotional.</i>	PiPs, Parental Engagement, Thrive	Pupils social, emotional, safety aspects improved, parents engaged /supported
TA support	£15,700	<i>English, Mathematics</i>	Support for Thrive & SEAL activities, interventions, trialling of pre-teaching	Inconsistent impact (factors: illness, TA's relocated) highlights need for urgent focus on pre-teaching, interventions in class & use of supply teachers not HLTA to cover teachers.
Wider activities	£1,400	<i>Social, Emotional, Mental Health</i>	Residential Trips, swimming, music, sports	Effective strategy: to extend next year with more external opportunities.
Additional learning resources	£2,000	<i>English, Mathematics, Social & Emotional,</i>	APP's, CPOMs, books, author visits, Maths, English support	Effective strategy: initially engaged, but inconsistent resources used (RM Easimath, daily counting) Refocus needed
Play therapist	£1,000	<i>Social and Emotional</i>	Pupils & parental 1:1 support	Effective strategy: pupils / parents proactively engaged/supported. To extend.

2015-2016

Summary of Strengths and Areas for development

Strengths – Building the foundations:

- All staff aware of importance of prioritising and engaging pupils with eligibility for Pupil Premium Grant and their parents/carers in their learning, having higher expectations and aspirations for pupils' progress, attainment, reduction in differences, developing pupils' character qualities of resilience, hope and higher aspirations. All pupils are acknowledged and valued on a daily basis, developing self-esteem and social interactions
- Improved parental engagement such as counselling, 1:1 individualised support (writing CV's) and their own engagement in school activities.
- The attendance of children in receipt of the Pupil Premium Grant increased from 25% above the national mean of 96.2% in Jul 2015 to 42% above 96.2% in Jul 2016.

Areas for development:

- PPC to sharpen focus during work scrutiny, observations, provision reviews and to make more impromptu visits to classrooms to highlight any issues.
- Rapid and sustained improvement in progress, attainment and reduction in differences for pupils with eligibility for pupil premium grant, resulting in a high number of pupils achieving Age Related Expectations in Reading, Writing and mathematics compared to 2015-16 results for all pupils
- Apply for DFE Character Grant; (based at Lydford School) a new programme to promote the character building qualities of resilience and determination, (incorporating The Gorge, horse riding, military skills, Dartmoor ranger skills). The activities are initially to be provided for DF Disadvantaged pupils and subsequently to other DF vulnerable pupils (including the more able) and to the other schools in the Okehampton area and Co-Operative Trust schools – it aims to be self-sufficient in its 2nd year; generating income from charges for places