

Pupil premium strategy statement 2017-18

1. Summary information					
School	Darell Primary and Nursery School				
Academic Year	2017-18	Total PP budget	£89,600	Date of most recent PP Review	June 2017
Total number of pupils	313	Number of pupils eligible for PP	67 (21%)	Date for next internal review of this strategy	Nov 2017

2. Current attainment KS1 (end 2017 46 children, 12 eligible for PP)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected and above in reading	4 (36%)	23 (61%)
% achieving expected and above in writing	3 (27%)	17 (45%)
% achieving expected and above in maths	4 (36%)	21 (55%)

Current attainment KS2 (end 2017 22 children, 7 eligible for PP)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected level and above in reading	5 (63%)	10 (71%)
% achieving expected level and above in writing	6 (75%)	13 (93%)
% achieving expected level and above in maths	5 (62%)	13 (93%)

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Access to language, especially books
B.	Access to extra-curricular activities – educational experiences such as trips, sports clubs and music lessons
C.	Parental engagement with the school, especially with reading regularly at home, attending parent – teacher consultations and bringing their children to clubs focused on a learning need.
D.	The significant number of children who are on our SEND register and in receipt of the Pupil Premium Grant (32% as of 2.10.17)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance and punctuality
2. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Disadvantaged pupils make at least expected progress in reading, writing and maths.</p> <p>Focus group: prior middle attainers to achieve expected standards in each year group.</p> <p>Progress will be tracked half termly through pupil progress meetings.</p>	<p>The gap is reduced between disadvantaged and non-disadvantaged pupils who are prior middle attainers in the statutory tests in line with national picture</p> <p>Prior middle attainers are assessed as working at the expected standard for their year group at the end of the year</p>
B.	<p>Provide a broad and balanced curriculum that is accessible to all. All children have opportunities to develop new skills and interests outside of the classroom.</p> <p>Monitored through participation on residential trips, day trips and club spaces</p>	<p>Equal % of disadvantaged children attend clubs and residential trips as non-disadvantaged.</p>
C.	<p>Parents attend meetings, understand the value of their input and support.</p> <p>Monitor through parent attendance at termly meetings</p>	<p>Disadvantaged children are read to regularly at home, parents attend meetings so are well informed about their child's progress and how to support them.</p>
D.	<p>All children make progress in line with their potential in the core subjects</p> <p>Progress will be tracked half termly through pupil progress meetings.</p>	<p>The gap is reduced in terms of the progress made by children on both the PPG and SEND register and those not.</p>

3. Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A & D	Meetings held with class teachers and the PPG and SEND leads to look at needs of individual pupils. prior to provision mapping	With a significant number of pupil son both SEN and PPG registers, the provision mapping for each group will be done in conjunction with both PPG and SEN lead to ensure all children are receiving sufficient support.	Pupil progress meetings to review strategies with class teachers. Impact summaries for each intervention Progress of pupils each term	EC & AB	Dec 2017 (for review of Aut term) and half termly there after
A	Half termly pupil progress meetings to half termly booking supply to ensure meetings are given the time they need, with disadvantaged children as a key group	Monitoring progress on a regular basis enables us to use support more effectively and to be able to review impact of support in a timely manor	Booking time each half term, ensuring PPG lead is at all meetings Impact summaries for each intervention Progress of pupils each term	SLT	July 2018
Total budgeted cost					2,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Designated PPG teacher (2 days per week)	Targeted support with clear objectives move learning forward and 'fill gaps' to enable children to progress towards their targets	Intervention impact summaries Pupil progress meetings Analysis of Target Tracker data	EC	Dec 2017
C	Family support worker	Support for our most vulnerable families. Implementing the Early Help Assessment	Engagement of families with school Attendance of identified families at groups / meetings	CM	July 2018
A & D	ELSA & Nurture	Running emotional literacy support to support children in being ready to learn	Participation in lessons, progress overall	CM	July 2018

Total budgeted cost					38,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	Access to school based educational psychology (upgrade the SLA to gain more hours per term)	To ensure all children get the support they need to progress at school, regardless of the parent's ability to access services	Through pupil progress meetings and data	AB	July 2018
B	Funding for educational trips and visits	Equal access for all to a broad and balanced curriculum	Attendance to these first hand, enriching experiences will show in pupil progress data	Phase leaders	July 2018
B	Pupil Premium Pledge	To ensure PPG families understand what the money can be used for and what they are entitled to. E.g. uniform each term,	Uniform take up – increased from previous year. Increase in participation of club for disadvantaged pupils	EC	July 2018
A	Funding for milk and fruit	Pastoral support to ensure all children start the lessons ready to learn.	Monitoring milk / fruit take up	AW	July 2018
E	Wrap around care and access to clubs	To improve attendance and punctuality	Half termly attendance monitoring report	EC	July 2018
A	Enrichment resources	Books, holiday packs, resources for PPG clubs (home learning, Big read)	Attendance of clubs, enjoyment in reading and holiday activities	EC	July 2018
E	Educational Welfare Officer	Support families with attendance and punctuality	Half termly attendance monitoring report	EC	July 2018
C	AFC Benefit Service	Identification of eligible families to ensure we can support them fully at school	Number of disadvantaged families is as accurate as possible	AC	July 2018
Total budgeted cost					27,830.30

4. Review of expenditure 2016-17																				
Academic Year		2016-17																		
i. Quality of teaching for all																				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
A	Pupil Progress meetings, half termly	<table border="1"> <tr> <td>All Pupils (58 pupils)2017</td> <td>Reading</td> <td>Writing</td> <td>Mathematics</td> </tr> <tr> <td>Progressed by 6 steps or more</td> <td>33 (56.9%)</td> <td>31 (53.4%)</td> <td>35 (60.3%)</td> </tr> </table> <p>Progress of our disadvantaged children has increased this year.</p> <p>Compared to previous year</p> <table border="1"> <tr> <td>All Pupils (58 pupils)2016</td> <td>Reading</td> <td>Writing</td> <td>Mathematics</td> </tr> <tr> <td>Progressed by 6 steps or more</td> <td>17 (29.3%)</td> <td>14 (24.1%)</td> <td>20 (34.5%)</td> </tr> </table> <p>100% of disadvantaged year 1 children passed the phonics screener compared to 46% in 2016</p>	All Pupils (58 pupils)2017	Reading	Writing	Mathematics	Progressed by 6 steps or more	33 (56.9%)	31 (53.4%)	35 (60.3%)	All Pupils (58 pupils)2016	Reading	Writing	Mathematics	Progressed by 6 steps or more	17 (29.3%)	14 (24.1%)	20 (34.5%)	<p>Assessment cycle, including pupil progress meetings to be scheduled in advance for the year to ensure they are timely and in line with governor meetings, reporting.</p> <p>Attainment of disadvantaged pupils in end of key stage 1 tests is still significantly below that of non-disadvantaged peers. Changes in intervention support with more 1:1 conferencing for pupils will be put in place next year.</p>	£1,500
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A	Additional TA support to run focused interventions in phonics, reading, writing and maths	<p>Impact for individual interventions and individual children can be found on the termly intervention impact summaries.</p> <p>Overall impact can be seen in the end of key stage results:</p> <ul style="list-style-type: none"> -EY: 82% of disadvantaged children achieved GLD compared to 62% non-disadvantaged -Phonics 100% of disadvantaged children achieved the standard 	<ul style="list-style-type: none"> - The group of children that did not progress as well were our prior middle attainers, in KS1. Through data analysis of the whole school, this is a key focus group moving forward into September and will form part of our SDP. - The attainment gap in KS2 for maths, in particular and therefore RWM combined is significantly lower than the national for our disadvantaged children and there is a significant gap between them and their peers. 																	

		<p>-KS1 Increase in % of disadvantaged children achieving the expected standard from 2016 results in reading, writing and maths and the attainment gap has reduced between disadvantaged children and their peers.</p> <p>-KS2 % of disadvantaged children achieving the expected standard has risen in line with national for writing.</p>		
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E	Attendance and punctuality Education Welfare Officer Wrap around care Club spaces	We reduced our persistent absentees from 36 to 30 over the year. Increased attendance significantly for individual children with school support (see half termly attendance reports for details of individual cases)	Punctuality is an issue for some of our most vulnerable families, breakfast club spaces help and we will increase the range of breakfast club spaces for next academic year. Attendance monitoring will now start for families who fall below 90% not 95% as previously to enable us to put support in at an earlier stage.	

5. Additional detail

Documents evidencing above impact:
Intervention Impact Summaries
Attendance reports
Target Tracker progress reports
Riverbank trust evaluations and reports
Data spot light document
Minutes of the PPG working party meetings