



PPG strategy statement for Darell Primary and Nursery School 2020-2021

Our vision:

The Staff and Governors of Darell are committed to ensuring that learning and teaching opportunities meet the needs of every pupil, so that everyone makes maximum progress and reaches their full potential. We welcome and share the government's aim of tackling all forms of disadvantage, and will work tirelessly to ensure inclusion and equal access for all learners. To that end, we pledge to use the pupil premium grant to make a difference as a school to those who need it the most.

Our PPG numbers and funding allocation can be broken down as follows:

Number of Ever 6 FSM	56	Number of LAC or Post-LAC	1	Number of EYs (Nursery) PPG	TBC
Ever 6 Funding	£73,920	Funding	£1900	Funding	

Total number on PPG register	57	Total funding for KS1/2 (including LAC/Post-LAC)	£75,820	Total funding across whole school, including EYs	TBC
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What are the main approaches we use to ensure our disadvantaged children make progress and achieve?

We have identified 4 key strands that we believe improve the outcomes and increase the life opportunities for our PPG learners.

Ready; *this involves support with uniform, attendance, breakfast and after school club and pastoral support to ensure that children are at school and ready to learn.*

Reading; *we make it explicit to children that there is a link between regular reading and achievement. We have a number of reading initiatives across the school that are both universal and targeted at disadvantaged children.*

Resilience; *we use a growth mind-set model and teach positive attitudes to learning. We offer children support with being resilient through nurture support both in house, through pupil champions and through the Riverbank Charity.*

Responsibility; *we want all our learners to take full responsibility for their learning. We make sure that our pupil premium children get opportunities to be reading buddies, a member of the school council, part of the eco-warrior team or have opportunities to represent the school in sporting teams. We ask that parents take responsibility by attending workshops, parent meetings and communicating regularly with the class teachers. School staff take responsibility through pupil progress meetings, clear monitoring of the progress of our pupil premium children and an SLT member championing this group.*

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching (for example professional development, recruitment and retention)
- Targeted Academic Support (for example interventions and one-to-one support)
- Wider strategies (for example behaviour approaches, breakfast clubs, attendance)



Pupil Premium Grant Allocation 2020/21:
(rounded to £75,000 for the purpose of planning)

Teaching					Approx. contribution from Pupil Premium Grant: £16,300
Rationale: We understand the quality of teaching that our children receive is the single most important driver of pupil attainment; therefore, we have maximised the quality of teaching through the effective deployment and development of our teachers to ensure our children, in particular year 6, are accessing this high quality teaching and for some this is in smaller class groups for their core learning.					
Action <i>What do we want to happen?</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what we are going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
Staffing & recruitment:					
Year 6 to be well supported to close any gaps that have arisen due to lockdown	Yr6 Core learning will be taught in small focussed groups through the deployment of additional experienced year 6 teachers	Boxall assessments (beginning and end of year) Salford Reading assessments (termly) SATs papers	£16,000	End of year Boxall assessments Reading age increase from Salford assessment Reading for pleasure questionnaires SATs	Mid-year update: End of year evaluation:
Quality teaching and professional development:					
Reading in the early years. We aim to give the children the best start to their school journey by ensuring they	EEF Phonics program 'Flexible Phonics' will train Reception teachers to optimise and complement their existing phonics	Phonics baseline & termly tracker	no cost to school	Phonics assessments will show children leaving reception on track for the expected level in reading	Mid-year update: End of year evaluation:



<p>are given high quality phonics and reading strategies to help them become a successful reader.</p>	<p>teaching. Phonics is increasingly an established part of Reception teaching. This project will generalise the application of the approach to a larger number of words - including recognition of exception words (eg, 'wasp') - to aid the ultimate goal of reading all words fluently.</p>				
<p>Our HLTAs often cover classes and we are committed to making sure the quality of teaching that our children receive is of the highest standards; therefore giving all our staff access to high quality CPD is essential.</p>	<p>Andy Hind training Effective guide from the side. Training for HLTAs & TAs around delivering high quality lessons across the curriculum</p>	<p>Lesson observations before, during and after the training. Professional development meetings & appraisal targets</p>	<p>£300</p>	<p>Staff lesson observations will show strategies implemented and as a result the lesson delivery improved from initial observations. Staff confidence and subject knowledge will also be increased.</p>	



Targeted Academic Support					Approx. contribution from Pupil Premium Grant: £19,200
<p>Rationale: ‘High-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult.’ EEF</p>					
Action <i>What do we want to happen?</i>	Implementation <i>(how, what, who and when?)</i>	Measuring impact <i>(what we are going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
<p>Interventions: We drill down into the individual progress of each child every half term. This information informs our next steps of support. When specific gaps are apparent, using clear baseline assessments, we implement short intensive interventions where the progress and impact is clearly measured. The below summary should be read alongside the ‘intervention impact statements’ for individuals and groups.</p>					
<p>Year 1 & 2 children to be supported with their phonic knowledge to ensure they leave year 1 being able to decode and use strategies at an age appropriate level to access the curriculum in year 2 Reading groups year 1 & 2 -</p>	<p>KS1 phonics group interventions Year 2 - early morning interventions daily in Autumn term</p> <p>reading groups Children who are not read to regularly at home have time to share and talk about a</p>	<p>Baselines & impact statements - each h/t</p> <p>Lesson observations of phonics sessions</p>	<p>£6100</p>	<p>Number of children achieving the expected level in phonics screener will meet targets set.</p> <p>Children will be confident to use decoding strategies.</p>	<p>Mid-year update: ✓</p> <p>End of year evaluation: ✓</p>



	text with an adult				
Year 5 and identified KS2 children to be supported with reading strategies which develop their confidence and ability to access age appropriate texts	KS2 targeted support - precision teaching reading support - groups Interventions set from pupil progress meetings each term.	Baselines & impact statements - each h/t	£12,100	Progress data will show accelerated learning towards targets set. Increase in reading attitudes questionnaire.	Mid-year update: ✓ End of year evaluation: ✓
Children are excited and motivated to read. Develop a love of reading, be exposed to high quality texts and learn the enjoyment that comes from reading for pleasure	Reading initiatives will be implemented through the year and will include: -High quality books sent home to build a home library each term. Competition set up through the holidays with good incentives as prizes e.g. Kindle Kids edition Book vouchers for our	Reading attitudes baseline & exit questionnaire.	£1000	Children's attitudes to reading and their own reading ability will have increased (data from reading questionnaires) Reading progress across the year will have increased (Salford)	



	<p>local book shop</p> <p>Online library of staff reading aloud to the children on Google Classroom so children have access to high quality texts if their parents are unable to read to them or if they are isolating and not in school.</p>				
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Wider Strategies

Rationale:

This year, more than ever, we need to focus on our children’s wellbeing. All our children will have had vast and varied experiences during lockdown and we need to be building on those positive experiences and sensitive and responsive to those for which lock down was not such a positive experience. There is much evidence that suggests that outdoor learning and forest schools sessions make a difference in the following ways: build confidence, develop social skills, improve communication, motivation, physical skills and knowledge and understanding. EEF states that “A wide range of adventure activities are linked with increased academic achievement... Outdoor adventure experiences could have positive impacts on self-confidence, self-efficacy and motivation.”

As part of our Pledge, we want our pupils to have equal access to all opportunities we can offer them, especially extracurricular activities. Research conducted by the Social Mobility Commission states: The breadth of extra-curricular activities, spanning the musical,artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people,regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.

Attendance

There is a direct correlation between good attendance and academic attainment: In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. We will work with our families to support them, establish good routines and enable them to get their children to school regularly and on time.

**Approx. contribution
from Pupil Premium
Grant:
£35,000**

<p style="text-align: center;">Action <i>What do we want to happen?</i></p>	<p style="text-align: center;">Implementation <i>(how, what, who and when?)</i></p>	<p style="text-align: center;">Measuring impact <i>(what we are</i></p>	<p style="text-align: center;">Approx cost</p>	<p style="text-align: center;">Impact <i>(How we will recognise</i></p>	<p style="text-align: center;">Evaluation notes</p>
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		<i>going to look at)</i>		<i>success)</i>	
Enrichment:					
Forest School Monday mornings Year 1 - Autumn Term Year 2 - Spring Term Year 6 - Summer Term Monday afternoons Nursery - Spring Term Reception - Summer Term	Groups of 14 children 2 x adults - 1 school staff 1 parent		£5,500		Mid-year update: End of year evaluation:
All PPG children to have access to an extracurricular club each term	Extra-curricular clubs With current Covid guidance we are unable to offer enough spaces for all PPG children. We have identified children who have particular interests or needs and who will benefit most from extracurricular clubs		£9,000 (30 children a club each term)		



<p>All PPG children have access to the enrichment activities we offer, without worry of financial limitations</p>	<p>Funding Trips The expected number of trip is less; however, to avoid use of public transport we have budgeted to cover costs of coach hire</p>		<p>£4,000</p>		
	<p>Wellbeing:</p>				
<p>Many of our children do not have adequate access to outside space. We want to give these children access to a garden area, an opportunity to participate in gardening activities and growing food. The gardening club will be aimed at those who don't have access at home to outside space and or those who show a keen interest</p>	<p>Create a wellbeing space - KS2 playground garden</p> <p>Develop the KS2 playground area to include an area for chickens (phase 1)</p>	<p>Feedback from children who are using the space. Observations of children accessing and using the space</p>	<p>£3,000</p> <p>£5,000</p>	<p>The space will be an area that children can use away from the hustle and bustle of the main playground. Observations and feedback from children, parents and staff.</p>	<p>Mid-year update:</p> <p>End of year evaluation:</p>
<p>We want all our children to be ready and able to focus on learning.</p>	<p>Fruit, Milk, breakfast bars</p>	<p>The frequency and need is</p>	<p>£1000</p>	<p>Monitoring in ongoing and</p>	



		monitored by all staff		impact for individual children is measured individually for some that will be through meetings with social care and other individual meetings with class teachers.	
Attendance:					
PPG children's attendance will be comparable to non PPG children and breakfast club support for families to help with morning routines	Regular EWO support for families	Termly attendance report. Weekly attendance monitoring	£3780	Reports and analysis termly.	
Family Support:					
We want to offer support to families who need specific input around	Riverbank support 1 day a week in school,		Possible Grant		Mid-year update:



<p>housing, routines and boundaries, budgeting and changes in family circumstances. Riverbank charity offers both support for the child and the parent. Both in school and outside of school.</p>	<p>which involves meetings with parents and sessions with children.</p>				<p>End of year evaluation:</p>
	<p>Wraparound care - breakfast & afterschool club</p>		<p>£2,000</p>		
	<p>AFC PP Checking service</p>	<p>Ensuring all families are identified within our grant and strategies</p>	<p>£500</p>		
<p>With the grant we are aiming to diminish the difference as much as possible between our disadvantaged families and their peers. Uniform is a visible and important part of that. Offering support to families also helps alleviate the anxieties families have around the financial pressures of providing uniform bringings.</p>	<p>Uniform - always available but at the beginning of term an email is sent to parents and orders are made.</p>		<p>£1,500</p>		



Total expenditure: £71,000