

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Darell Primary and Nursery School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	49 (24%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Emma Claridge
Governor / Trustee lead	Joanne Winship

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,000
Recovery premium funding allocation this academic year	£ not yet confirmed
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79,000

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Pledge

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 make a difference as a school to ensure that barriers to learning are removed. 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 to develop their resilience through nurture support using both school staff and external professionals, which includes 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.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and punctuality 1st week of term non pp recipients attendance 96.2% pp recipients 94.9%. Punctuality 11 children late in first week 7 of the 11 (63%) were pp recipients
2	Children arriving at school being ' school ready ' Having correct and well fitting uniform. Having a calm, steady morning routine, which includes a good breakfast.
3	Wider life experiences - trips out, holidays. This is a barrier when accessing and relating to the wider school curriculum.
4	Poor oral language , limited vocabulary and communications skills have been identified as a barrier in the early years and limits the success in which children can express themselves and limits their play with peers. Further up the school this becomes a barrier when talking about stories and texts and completing comprehension activities.
5	Reading attainment. As a group, not pp children outperform pp children. 2021 internal data showed 36% of non pp children ended the year working at greater depth compared to 10% of pp children. 6% of non pp children ended the year working below expected levels (majority have additional needs) compared to 30% of pp.
6	Parental engagement and ability to support children with their learning at home. As a group, pp children read less at home and are less self motivated to read out of school.
7.	Limited play opportunities (specifically related to covid restrictions) - this has significantly declined through the pandemic and through the financial impact on families being able to offer these opportunities through the summer (limited days out, trips away)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Identified vulnerable families will have adequate support in place to enable their children to be at school everyday and on time	There will be no significant difference to the attendance and punctuality of pp recipients compared to their peers.
Support in place to ensure all children attend school ready to learn. As a school we will have high expectations of all our families	Families will understand the support available from school and how to access it. (uniform, financial support for trips and visits)
Children who are eligible for pp, will have the academic and pastoral support to achieve in line or above the age related expectations in reading.	Data will show no significant difference in attainment when comparing pp groups to peers and / or accelerated progress towards this goal.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted inhouse professional development for KS2 teaching staff, specifically ensuring our most vulnerable children are engaged, motivated and supported to learn</i></p> <p>£24,000</p>	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the pupil premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the PP’</p> <p>EEF</p>	<p>1 and 4</p>
<p>The curriculum will be designed to ensure children are exposed to varied and interesting topics which develop their vocabulary, oracy and comprehension. The clear progression from early years to year 6 shows how the vocabulary and topics are revisited, built upon and developed.</p> <p>£2,500 (supply cover for approx 25% of cover needed for curriculum development)</p>	<p>‘The most effective providers visited provided a curriculum that was effective in meeting the differing needs and interests of their learners and had a strong focus on basic skills.’ Removing barriers to literacy, Ofsted</p>	<p>4 and 5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality first teaching & Little Wandle phonics interventions. Catch up program and reading books that follow the phonic scheme</i> £5,000</p>	<p>‘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>	<p>4,5 & 6</p>
<p><i>Morning and after school interventions</i> £7,000</p>	<p>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.</p>	<p>1, 2, 4, 5 & 6</p>
<p><i>Pupil Progress meetings</i> Supply cost £1000</p>		<p>1-7 (pp meetings encompass the whole child)</p>
<p><i>Forest School</i> £3,000</p>	<p>There is much evidence that suggests that outdoor learning and forest school 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.”</p>	<p>3, 4, 5 & 7</p>
<p><i>Books and bagels, reading breakfast club</i> 3xweek £500</p>	<p>Our internal evidence suggests that many of our pp eligible children are not reading frequently enough at home. Bringing them in early enables us to give them a calm, purposeful space and time to read, with the additional benefit</p>	<p>1, 2, 4, 5 & 6</p>

	of reading to knowledgeable school staff and it not taking up curriculum time.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Parent Hub</i> <i>Running sessions for parents on a range of topics to support them in their understanding of how to support their children at home. Academically and emotionally reading materials, hospitality, external professionals</i> £1000</p>	<p>EEF recommends schools to ‘plan group-based initiatives (regular workshops) at a convenient time and location. Face to face recruitment, trusting relationships and an informal welcoming environment are the most important factors for parents to attend group sessions.’</p>	<p>1, 2, 4, 5 & 6</p>
<p><i>Education Welfare Officer support</i> £4,000</p>	<p>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.</p>	<p>1, 2 & 6</p>
<p><i>Clubs</i> £3,000</p>	<p>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</p>	<p>1, 3, 6 & 7</p>

	<p>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.</p>	
<p><i>Trips, visits and residentials</i> £900 - trips <i>Residential for yr6</i> (50% £700)</p>	<p>We state in our pledge that ‘<i>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.</i>’</p> <p>“<i>Learning Away has shown that a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residentials are fully integrated with a school’s curriculum and ethos.</i>” <i>Learning Away, final evaluation report, York Consulting</i></p>	3, 4 & 7
<p><i>Wraparound care</i> <i>2 spaces a day (£10 per session)</i> £3,800</p>	<p>Internal evidence shows that this support has enabled a number of families in the past to access training and then get back into work. We also use this for respite for vulnerable families and adhoc support for single families.</p>	1, 2, 3, 6 & 7
<p><i>Uniform</i> <i>(including new PE t shirts for PPG families)</i> £1500</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>	2 & 7
<p><i>Milk and fruit</i> £1000</p>	<p>We want all our children to be ready and able to focus on learning.</p>	2
<p><i>AFC PP checking service</i> £500</p>	<p>We use this service regularly through the year ensuring all families are identified within our grant and</p>	6

	strategies	
<i>Nursery lunch and session support</i> £2000	Support for vulnerable families is at the heart of strategy.	1, 2 & 7
School garden and outdoor provision £5,000	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	3, 4 & 7

Total budgeted cost: £ 67,400

Part B: Review of outcomes in the previous academic year

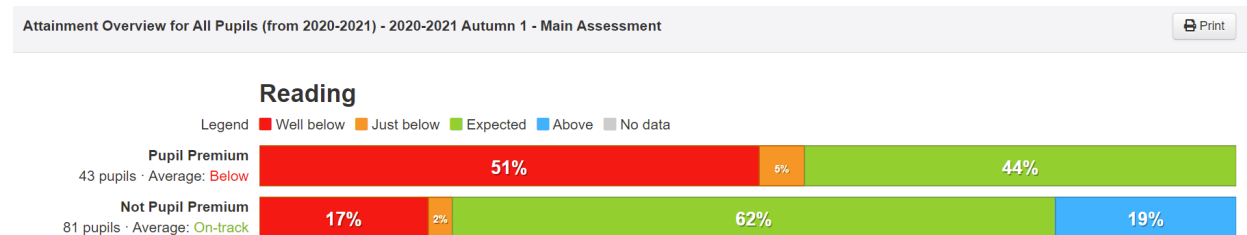
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Internal data for reading 2020-21

Whole school - Data showed impact this year (2020-21) moved pp children from 'just below' to to expected but the 'below' group were still working below at end of year. However, for those children, the individual intervention impacts show improvements in phonics scores, improved knowledge of common exception words. (See *Intervention Summary Impact for details in PPG report to governors, Summer 2021*)



Year 6 data shows impact for those receiving additional support. Reading progress for year 6: 50% of PP children made better than expected progress compared to 35% of non PP. 2 PP children didn't make expected progress in R/W/M

KS1 data shows impact for those receiving phonics interventions. 75% of the PPG children made expected or better than expected progress in reading 25% made better than expected progress. 1 child made less than expected. 100% of PPG pupils made expected progress in reading in yr2.

Further information (optional)

Alongside this strategy, there are a number of initiatives linked to the universal catch up funding which will support the progress of pp eligible children.

Number sense - maths intervention (y3-6)

NCTEM - Mastering maths program (yR-2)

Documents that should be read with this strategy, which give details context to the actions - whole school SDP - specifically Curriculum focus & Phonics & early reading

