

## Pupil premium strategy statement 2018-19

1. Summary information					
School	Darell Primary and Nursery School				
Academic Year	2018-19	Total PP budget	£91,720	Date of most recent PP Review	April 2018
Total number of pupils	301	Number of pupils eligible for PP	68 (23%)	Date for next internal review of this strategy	April 2019

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		
% achieving expected and above in writing		
% achieving expected and above in maths		

Current attainment KS2 (end 2017 30 children, 10 eligible for PP 50% on SEN register)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected level and above in reading	5 (50%)	14 (78%)
% achieving expected level and above in writing	7 (70%)	16 (89%)
% achieving expected level and above in maths	5 (50%)	16 (89%)

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Limited vocabulary – limited by access to high quality texts and use of a variety of new and extensive vocabulary
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 (29% of PPG children are on the SEN register)
<b>External barriers</b> ( <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>
<b>A.</b>	<p>Disadvantaged pupils make at least expected progress in reading, writing and maths combined.</p> <p>Focus group:</p> <p>Progress will be tracked half termly through pupil progress meetings.</p>	The gap is reduced between disadvantaged and non-disadvantaged pupils in reading, writing and maths combined
<b>B.</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>	Equal % of disadvantaged children attend clubs and residential trips as non-disadvantaged.
<b>C.</b>	<p>Parents attend meetings, understand the value of their input and support.</p> <p>Monitor through parent attendance at termly meetings</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.
<b>D.</b>	<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>	The gap is reduced in terms of the progress made by children on both the PPG and SEND register and those not.

3. Planned expenditure					
Academic year	2018-19				
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 2018 (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 2019
<b>Total budgeted cost</b>					3,420
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	Termly through impact summaries
A & D	ELSA & Nurture	Running emotional literacy support to support children in being ready to learn	Participation in lessons, progress overall	CM	Termly through impact summaries
	Beanstalk Charity	Reading regularly and having a love of books, access to high quality texts.			

	Riverbank Trust	Support for families and children. 1:1 sessions for children who are either going through a personal crisis or need nurture and support for a specific barrier. 1:1 sessions for ...	Rvierbank complete detailed baseline and assessments. Parent feedback and teacher feedback	EC	At end of each 'program of support for each child and fully in July 2019
<b>Total budgeted cost</b>					39,100
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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
<b>Total budgeted cost</b>					37,522

**4. Review of expenditure 2017-18**

**Academic Year** 2017-18

**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	<p>Out of 27 children targeted across the school, only three children didn't make the expected progress or attainment in at least 1 area. This means that all others ended the year at the expected attainment level or higher and have often had to make more than the expected 6steps progress to achieve this.</p> <p>The focus group (deprived middle prior attainers made better or the same progress than that or their peers)</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>MPA Average step progress</th> <th>DMPA Average step progress</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6.8</td> <td>9.2</td> </tr> <tr> <td>5</td> <td>6.4</td> <td>6.4</td> </tr> <tr> <td>4</td> <td>6.0</td> <td>6.2</td> </tr> <tr> <td>3</td> <td>6.1</td> <td>6.1</td> </tr> <tr> <td>2</td> <td></td> <td>6.6</td> </tr> <tr> <td>1</td> <td></td> <td>3.7</td> </tr> </tbody> </table> <p>MPA – Middle Prior Attainer DMPA – Deprived Middle Prior Attainer</p>	Year group	MPA Average step progress	DMPA Average step progress	6	6.8	9.2	5	6.4	6.4	4	6.0	6.2	3	6.1	6.1	2		6.6	1		3.7	<p>Having a specific focus group consistent across the whole school has been very successful and will continue as a school strategy.</p> <p>Initial meetings with SENCO and PPG lead and each class teacher, mean that interventions could be started in an effective and timely manner. This will also continue.</p>	£2,000
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**ii. Targeted support**

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
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A	Employ a PPG specific teacher for 2 days a week from January	<p>Impact is shown through the progress data above for focus group and below for all PPG children:</p> <p><b><u>% of children working at expected level (w+ and above) at end of Summer 2</u></b></p> <table border="1" data-bbox="510 411 860 794"> <thead> <tr> <th>Year group and grouping</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>DMPA</td> <td>100</td> <td>50</td> <td>50</td> </tr> <tr> <td>All PPG</td> <td>39</td> <td>31</td> <td>39</td> </tr> <tr> <td>Not PPG</td> <td>82</td> <td>71</td> <td>79</td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>DMPA</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>All PPG</td> <td>53</td> <td>53</td> <td>67</td> </tr> <tr> <td>Not PPG</td> <td>65</td> <td>62</td> <td>74</td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>DMPA</td> <td>75</td> <td>25</td> <td>75</td> </tr> <tr> <td>All PPG</td> <td>40</td> <td>50</td> <td>80</td> </tr> <tr> <td>Not PPG</td> <td>64</td> <td>60</td> <td>80</td> </tr> </tbody> </table> <p>(DMPA = Deprived middle prior attainers) Focus group.</p>	Year group and grouping	Reading	Writing	Maths	Year 3				DMPA	100	50	50	All PPG	39	31	39	Not PPG	82	71	79	Year 4				DMPA	100	100	100	All PPG	53	53	67	Not PPG	65	62	74	Year 5				DMPA	75	25	75	All PPG	40	50	80	Not PPG	64	60	80	<p>Maths interventions and reading interventions proved to be the most effective.</p> <p>Impact statements collected each term worked well when collected during assessment weeks which aligned the data with class data. This will continue next year.</p> <p>The teacher we had was a long term supply. Next year (2018-19) it needs to be a member of school staff, who knows the children, staff and works as part of the school team. E.g. attending staff meetings.</p>	£17,000
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	Family support worker £10,140	<p>This role was filled by Riverbank Trust. The trust supported and continue to support our most vulnerable families as well as our families needing short term advice and support.</p> <p>Impact can be seen in the reviews. These are confidential due the nature of the content.</p>	Riverbank to continue support ½ day 2018-19. We have applied with Riverbank for funding through RPL grant to increase their hours of support to a full day. This would then give us time to run parenting groups.																																																					

	ELSA support	This year this has mainly needed to be 1:1 support in class. Impact of support has mean that these pupils are accessing their learning with their peers during core learning time. Detailed impact reports are available.	<p>First two weeks of term will be a settling in timetable for our children who find transition difficult to manage.</p> <p>In class support will continue for children – help develop their self-esteem and attitude to learning.</p> <p>Baseline assessments need to be tighter and more measurable.</p>
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### iii. Other approaches

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
E	Attendance and punctuality Education Welfare Officer Wrap around care Club spaces	<p><b>Successes</b></p> <ul style="list-style-type: none"> <li>Attendance for the year 2017-18 was 95.1%</li> <li>Persistent absence: We started the year with 41 pupils whose attendance was below 90% (Sept – Oct). We ended the year with only 24 pupils with attendance below 90%</li> </ul>	<p><b>Focus for 2018-19</b></p> <p>1- Building relationships between EWO and vulnerable families has been key.</p> <p>2- Wrap around care has helped support a number of families with punctuality</p> <p>3- Meetings are far more effective than letters home.</p> <p>4- Punctuality for key families. Plan in place. Meeting with EWO and EC with regular review meetings every 3 weeks. Punctuality award for phases in weekly assemblies. (teddy KS1 and trophy KS2)</p> <p>5- Target and monitor attendance below 92%</p>	
	PPG Pledge	Uniform take up – increased from previous year. Parents actively asked for help with trips and uniform.	<p>Wrap around care has helped families a great deal, allowing them to attend volunteering course to help them back to work; single families take longer shifts at work, which has helped keep them in work; parents take up appointments and feel supported by the school.</p> <p>Club take up has not been as great as expected. Next year try to book clubs at lunch time and make sure families know they can have a paid club funded by the school. With regular reminders.</p> <p>Allocate money for fleeces for children who do not have appropriate coats for winter months.</p>	

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	<p>Enrichment resources</p> <p>Books for whole class reading</p> <p>Books and holiday packs</p>	<p>Impact of getting high quality texts into homes. Children are reading good quality texts to improve their vocabulary.</p> <p>Children were able to have their own copies of the class text which meant equal access to the curriculum for those children.</p> <p>Pupil Champions have helped some children to read regularly.</p> <p>Setting a reading challenge over the summer holidays meant lots of children who wouldn't have read otherwise have spent time reading their new books and more.</p>	<p>Reading and developing vocabulary, needs to be a focus next year for these children, across the school (KS2 reading)</p>	
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#### 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