

Pupil premium strategy statement 2019-20

1. Summary information					
School	Darell Primary and Nursery School				
Academic Year	2019-20	Total PP budget	£96,400	Date of most recent PP Review	April 2018
Total number of pupils	263	Number of pupils eligible for PP	68 (26%)	Date for next internal review of this strategy	Mar 2020

2. Current attainment KS1 end 2019 (38 non PP children, 10 eligible for PP)		
	<i>Pupils eligible for PP (8)</i>	<i>Pupils not eligible for PP (28)</i>
% achieving expected and above in reading	6 (60%)	17 (61%)
% achieving expected and above in writing	6 (60%)	14 (50%)
% achieving expected and above in maths	6 (60%)	16 (57%)

Current attainment KS2 end 2019 (27 children, 8 eligible for PP)		
	<i>Pupils eligible for PP (8)</i>	<i>Pupils not eligible for PP (18)</i>
% achieving expected level and above in reading	7 (88%)	17 (89%)
% achieving expected level and above in writing	7 (88%)	17 (89%)
% achieving expected level and above in maths	7 (88%)	18 (95%)

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.	Poor reading proficiency and vocabulary – limited by access to high quality texts and use of a variety of new and extensive vocabulary
B.	Disparity in life experiences and 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 (40% of PPG children are on the SEND register)
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, if working at expected levels and rapid progress to close the gap for target to be on track by end of key stage</p> <p>Focus group: children in each year group not working at expected levels and who don't have significant SEND needs around reading</p> <p>Progress will be tracked half termly through pupil progress meetings.</p>	<p>The gap is reduced between disadvantaged and non-disadvantaged pupils in reading</p> <p>% on track at end of Summer 2019 in reading PPG 54.2% Non PPG 76.2%</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>Parent voice more prominent in the PPG strategy</p> <p>Parents attend meetings, understand the value of their input and support.</p> <p>Monitor through parent attendance at termly meetings including specific reading workshops & events</p>	<p>Parents feel involved in school life, feel like they are supported and have a voice.</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

2019-20

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 pupils on 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	Half termly
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	Termly
Total budgeted cost,					4,000

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, C, D & E	New role of full time Nurture Lead	Our vulnerable families and children often need emotional and practical support to ensure that the children come to school, ready to learn. Families need support with morning & bedtime routines, accessing support, filling out forms	Close monitoring of new role, SMART for children	AB & EC	3 month probationary meetings

A	Beanstalk Charity The charity volunteers will read twice a week with the identified children. Using books carefully chosen to engage reluctant readers.	Developing a love of reading can be more important for a child's educational success than their family's socio-economic background. The chosen children are those who have not made significant progress in their reading in the previous academic year and who those not showing they are reading regularly at home	Close monitoring of the identified children's progress and attitude to reading – PP meetings	EC	PP meetings each term
A & D	Reading interventions Big Read Reading Buddies Picture Book Society Book Club 1:1 teacher consultations	Children identified in pupil progress meetings who are either not working at the expected standard or making the expected progress in reading will be targeted for specific support to develop their confidence as a reader, to widen their access to high quality texts	Close monitoring of the identified children's progress and attitude to reading – PP meetings	Class teachers and SLT	PP meetings each half term
A	Post LAC pupils – in class support	Specific support in class during lessons, maths. The best support for children is to support within class when they are getting quality first teaching.	Termly monitoring of progress in supported subject	EC & class teacher	PP meetings
A & C	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 families	Riverbank 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
Total budgeted cost					66,900

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?
A	Holiday packs given to PPG children at the end of each full term. This includes high quality books for the children to keep	Research from..... 58% of children who read below the expected standard for their age had books of their own 80% of children who read above the expected standard for their age had books of their own	Feedback from parents & children	EC	At PPG parent coffee mornings through questionnaire (termly)

		A positive relationship exists between the estimated number of books in the home and attainment. Children who have books of their own enjoy reading more and read more frequently – twice as likely to read daily (Clark & Poulton, 2011)			
A	Purchase class books for PPG children Ensure a range of fiction and non-fiction to develop vocabulary and background knowledge of a topic	Studies have shown that having books in the home has as big an impact on a child's attainment as parental education level. (Evan et al.) There is a huge disparity between the vocabulary used and understood by some of our PPG children and their peers. Including access to non-fiction texts will not only widen the children's knowledge, bridging the gap but also developing vocabulary and exposure to more sophisticated vocabulary than some children are exposed to in fiction texts.	Pupil progress meetings, data analysis and at PPG working party meetings	EC	Monitoring through PP meetings each half term – final evaluation being at the end of the summer term
C	Parents as partners Coffee mornings Workshops Parent groups	Building up the relationship with our vulnerable family to ensure they are aware of the support we can offer and their vital role as parents to make certain their children progress at least in line with their peers. To give them confidence and tools to help their children at home.	Feedback from parents at events and attendance. Feedback from initial coffee morning was very positive and as a result, more will be planned through the year.	EC	Final over all evaluation Summer term Monitoring attendance at each event will inform changes of approach for the follow event
A, B & D	Forest School sessions for Reception Children	Many of our children do not spend enough time outdoors, they do not have confidence to take risks or experience the outdoor environment. The benefits of forest schools are widely researched: Building confidence and independence. Feeling empathy for others and nature. Physical fitness. Health benefits. Improved mental health. ... Learning by experience. ... Exposure to manageable risk. Better sleep and mood.	Trained forest school teacher. Observations completed by GB Termly assessment tracking	GB	

C	PPG half termly newsletter	At the first PPG coffee morning, it was agreed with parents that a regular newsletter would make sure they were up to date with how money was being spent e.g. Bookshop author trips and act as a reminder to what we can support with e.g. clubs, trips and uniform.	Feedback from parents Uptake on pledge – club space, wrap around care, trip payments	EC	Summer Term
B, C & D	PPG Pledge Uniform, club spaces, wrap around care, financial support for trips and residential	50% of yr4 & 6 residential Uniform each term Support with wraparound care – helps parents get back into work, hold down jobs which are low paid and wouldn't cover child care. Club spaces offered so all children have the opportunity to access extra-curricular activities, which otherwise would not be affordable to families.	Feedback from parents, coffee mornings, questionnaires, club & funded spaces take up.	EC	Termly
B	Milk – daily	Children often don't have an adequate breakfast, as a result are not ready to learn. Families have the option of paying for milk cartons each day for their children, we pay for the PPG children so that disparity is eliminated	Are children taking it?	LG	Termly
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	EC	PPG working party meetings
E	Educational Welfare Officer	Support families with attendance and punctuality	Termly attendance monitoring report	EC	Termly
Total budgeted cost					28,580

