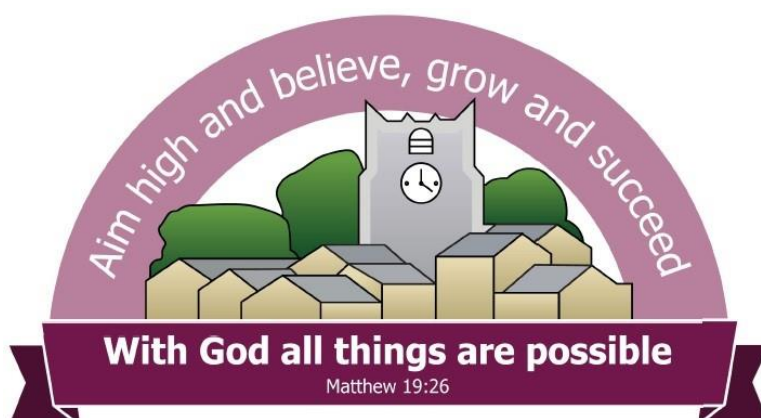


Pupil premium strategy statement 2023 – 2024

Darley Churchtown CE Primary



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	23 children = 48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 to 2025/26
Date this statement was published	21.11.23
Date on which it will be reviewed	Governors: 21.11.23, 23.1.24, 23.4.24 & 11.7.24 SLT: Monthly Updated statement: October 2024
Statement authorised by: Headteacher	Ben O'Connell
Pupil premium lead: Head of School	Tom Lloyd
Governor / Trustee lead	Elisabeth Stanners

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,845

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure all pupils who attend Darley Churchtown school have access to the same opportunities to make good progress and achieve high attainment, regardless of their background or the challenges they face. The additional financial support we receive for pupil premium children is used for a variety of purposes, which are detailed in the remainder of this strategy, with the common aim of ensuring all children have equity in terms of their learning and access to wider experiences.

This approach is not limited to meeting the needs of children who are working below age-related expectations. High attaining pupils who have pupil premium status will also receive additional support that is in excess of that provided to other high attaining pupils. Similarly other pupils for whom the school receives additional funding, such as young carers or looked after children, will receive additional support irrespective of the level of disadvantage they may face.

Measures to ensure high quality teaching in the classroom are at the core of our strategy. This has been demonstrated to have a significant impact in closing the gap between disadvantaged and non-disadvantaged pupils. It also ties in with our wider school aim to improve attainment for all children, regardless of background. Alongside this, we are also using the additional recovery premium funding for small group tuition to support pupils who may have fallen behind in their learning due to the ongoing impact of the Covid-19 pandemic.

We monitor the impact of our strategy to support pupil premium children through formative assessment in class and summative termly reviews of data. Attendance is monitored on a daily basis for all children, but with a particular emphasis on those with a high level of need, and reviewed each week with a focus on pupil premium children. Any concerns are acted on swiftly through discussions with class teachers, parents and – where relevant – external partner agencies.

As well as supporting the academic attainment of children through our pupil premium strategy, we also seek to develop the wider social and emotional skills of our pupils. A proportion of pupil premium funding is used to ensure children from disadvantaged backgrounds can access the extra-curricular experiences that the school offers alongside their peers. These opportunities are tailored to the needs of our pupils and include – but are not limited to – our list of '11 by 11' experiences that we believe all children should have the opportunity to access.

Challenges

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

Challenge number	Detail of challenge
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1	Attendance: too many of our children have missed too much of their schooling over time.
2	Punctuality: too many children arrive late and miss planned learning.
3	Low aspiration for the future and participation in life enriching activities and experiences such as: music tuition, out of school sports and activities, trips out of the area, books in the home and access to IT.
4	SEND: ensure all children are included and that they benefit from appropriate adaptations.
5	Communication and language: low on entry.
6	Reading: not all children are read to regularly or have access to high quality texts.
7	Maths
8	Writing
9	Not all families engage with all opportunities to support their children with their learning.

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
All children attend school regularly, at least in line with national	Attendance shows improvement and 96+% of PP children are at school on time. High quality Breakfast Club actively promoted and provides high quality support for all children.
All children arrive ready to learn so they can fully access the planned curriculum	Tracking system established for punctuality. Punctuality improves so all children arrive for the start of the school day and access all elements of planned learning. All children have all that they need to access all aspects of school life.
All the children at Darley Churchtown have at least the same planned opportunities as their peers within the Matlock and Dales Partnership including: Forest Schools, planned trips including residentials, swimming and music.	100% of our PP children regularly access non-academic activities including: - o music, - o residentials, - o sporting events, Roles in school including: librarians, sports leaders, playground buddies, sports clubs
Children develop greater understanding of careers and opportunities within the local and regional area	Children are aware of employment opportunities and businesses in the region Children have the opportunity to speak to successful local individuals

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: £22,035.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality texts: all teaching staff ensure that all children benefit from daily exposure to high quality texts. <i>£1000 to purchase up-dated texts for school library, including those recommended by children.</i>	EEF evidence shows that struggling readers are likely to require a coordinated effort across the curriculum and a combination of approaches but that reading comprehension has a high impact on attainment and progress. By sharing high quality texts we are able to ensure that all children are exposed to carefully chosen reading material.	Challenge 5 & Challenge 6: communication and reading.
Ensuring all staff use evidence-based teaching approaches and interventions: direct instruction, deliberate practice and assessment for learning (based upon <i>Rosenshine's principles of effective teaching</i>). <i>£750 for resources and staff CPD (including visits to partnership schools/each other's classrooms)</i>	Evidence from EEF suggests that the mastery learning approach can particularly benefit low attaining pupils who benefit from spending longer on a concept before moving on. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Lower attaining pupils may gain one or two more months of additional progress from this strategy than higher attaining students. Evidence from The Sutton Trust (2011) suggests disadvantaged pupils gain more from high-quality teaching than pupils from other groups.	Challenge 6, 7 & 8: attainment in core subject.
High staff:pupil ratio to allow discrete teaching of individual year groups, focusing on identifying and filling	EEF research suggests lower class sizes can have a positive impact on learning – particularly with younger children and where class sizes are reduced to fewer than 20 children.	Challenges 4, 6, 7 and 8.

gaps in knowledge, prioritising disadvantaged groups. <i>Head of school providing 15 hours a week of additional teaching capacity - £20,285.80 (reduced through maternity cover arrangements).</i>	For this approach to be effective, the higher staff:pupil ratio has to allow children to be taught differently, for example by minimising disruption and having higher quality interactions with pupils.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,626.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching support staff to provide catch up sessions using Little Wandle SSP scheme resources. <i>15 minutes daily - £870.67 staff cost.</i>	The EEF research on the impact of phonics states that ' <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> '	Challenge 4, 5, 6 and 8
Additional catch up provided by qualified teacher. <i>30 minutes once a week - £715.84</i>	The EEF research on small group tuition states that when targeted effectively it ' <i>has an average impact of four months' additional progress over the course of a year.</i> They conclude that ' <i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i> '	Challenge 4, 5, 6, 7 and 8
Teaching assistant to evaluate schemes to improve communication and language and provide support for children in the early years and KS1 who would benefit. <i>30 minutes, twice a week - £696.54 plus £1,500 for CPD – total £2,196.54</i>	EEF research on communication and language has found: • Communication and language approaches typically have a very high impact and increase young children's learning by seven months. • Positive effects have been identified on early language and literacy skills. • Staff are very likely to benefit from training or professional development to use programmes and approaches successfully.	Challenges 4, 5, 6 and 8
One-to-one and small group tutoring program	The EEF research on small group tuition states that when targeted effectively it ' <i>has</i>	Challenge 4, 5, 6, 7 and 8

for key disadvantaged children to rapidly close gaps in attainment and progress in core skills within KS2 <i>Head of School booster groups – 2 hours a week for 11 weeks - £1,384.92</i>	<i>an average impact of four months' additional progress over the course of a year'.</i> <i>They conclude that 'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</i> To ensure 1:1 and small-group support is more likely to be effective we will use the evidence to ensure: ○ children with the greatest needs are supported by the most experienced staff; ○ training, support and resources are provided for staff using targeted activities; ○ sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching	
Member of staff to be trained in providing mental health support and allocated time to work with pupils to support their emotional well-being. <i>Training funded through DFE. Time allocated: 30 mins a week for 39 weeks - £458.18</i>	Government research has found: Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning.	Challenges 3, 6, 7 and 8.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,183.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: daily attendance check undertaken by School Business Assistant and Head of School of at least one hour a day. Senior, non-class based staff positively engage with families on a daily	The rapid evidence assessment undertaken by the EEF (published in March 2022) concluded that '<i>Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the</i>	Challenge 1: attendance.

basis (visible on the gate, daily phone call, positive strategy meetings) which, for one hour a day, totals: £7,238.05	<i>needs of individual pupils was also found to be effective’.</i>	
Establishment of high-quality Wrap-Around Provision through Breakfast Club at Ks1 and KS2 offered free of charge to disadvantaged pupils. Run by a member of staff at Level 4. £2,050	Evidence suggests creating and embedding a school Breakfast club provides a nurtured, nutritious and educational start to the day and ensures additional learning opportunities and enables the children to ‘experience and do’ more.	Challenge 2: punctuality.
Opportunity for all to take part in wider sporting opportunities extended to KS1 NB: £0 with funding coming from sports for purchase of sports partnerships	EEF has published two guidance report related to character and essential life skills – Improving Behaviour in Schools and Improving Social and Emotional Learning in Primary Schools. The evidence from the Teaching and Learning Toolkit indicates that both sports and arts participation can have small, but positive, impacts on attainment.	Challenge 3: Low aspiration for the future and participation in life enriching activities and experiences
Opportunity to take part in cultural experiences including: Wider Opportunities provided by Derbyshire Music Partnership and Pantomime. Wider Opportunities: £895	EEF research reports that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium	Challenge 3: Low aspiration for the future and participation in life enriching activities and experiences
Subsidised places on educational visits and experiences, including residencies, and support with cost of food and transport where required. <i>£1,000 allocated for 2023/24 to fund lunch boxes for FSM children and support with cost of Summer term trip to sea-side.</i>	The current evidence based for the support for outdoor and adventurous activities remains unclear (EEF: July 2021). However, we recognise the EEF’s summary that ‘ <i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i> ’	Challenge 3: Low aspiration for the future and participation in life enriching activities and experiences
Wellbeing: establishment of nurture ELSA Nurture	The EEF summary on the impact of social and emotional learning support (July 2021) states that ‘ <i>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional</i>	Challenge 1 & 2: attendance and punctuality

Funded by the partnership so no cost to school	<i>progress in academic outcomes over the course of an academic year’.</i> We recognise the caution shared by the EEF (that ‘<i>this finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i>’)	
Provide variety of welcoming opportunities for parents to engage learning EY & KS1: Stay and play with a story KS2: Story time: choose a book from the library and read together Family Support run monthly engagement.	The EEF summary on parental engagement	Challenge 9: parental engagement

Total budgeted cost: £38,845

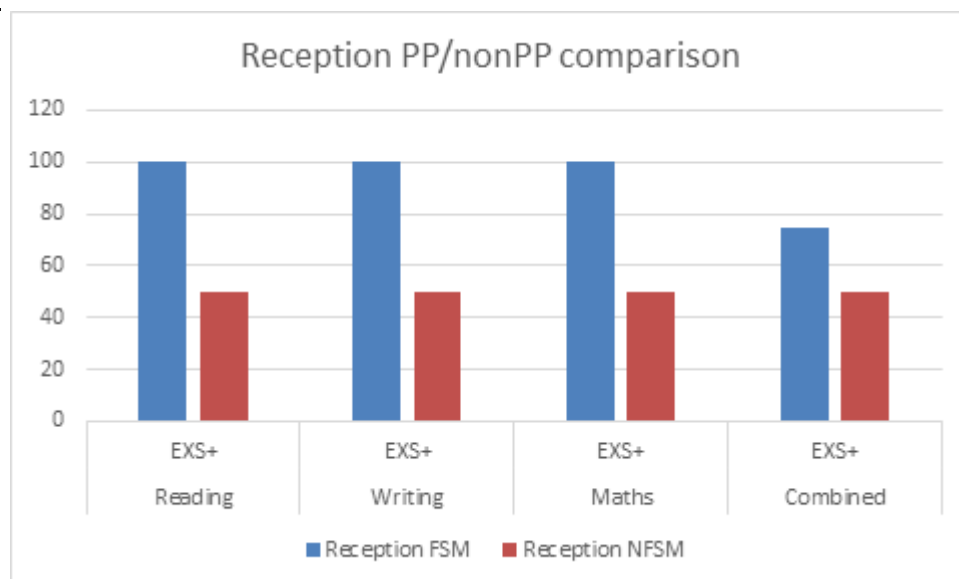
Teaching	Targeted academic support	Wider strategies	Total
£22,035.80	£5,626.15	£11,183.05	£38,845

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of attainment at the end of the 2022/23 academic year shows that in most year groups children from disadvantaged background were outperforming their peers. This can be attributed to the additional support that is in place for these children although the small cohort sizes do not allow for particularly robust statistical analysis. Break down by year groups is as follows.

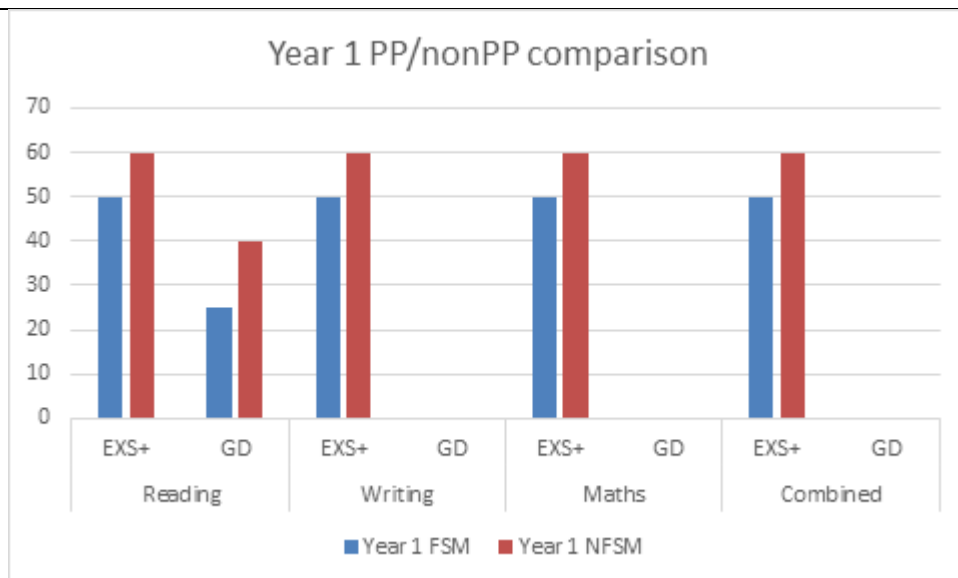
Reception



We had eight children in reception last year. Of these 5 are PP and 3 are not. The five PP children all met their early learning goals for reading, writing and number. One did not meet all the goals in other areas and this is indicated in the combined section of the chart above.

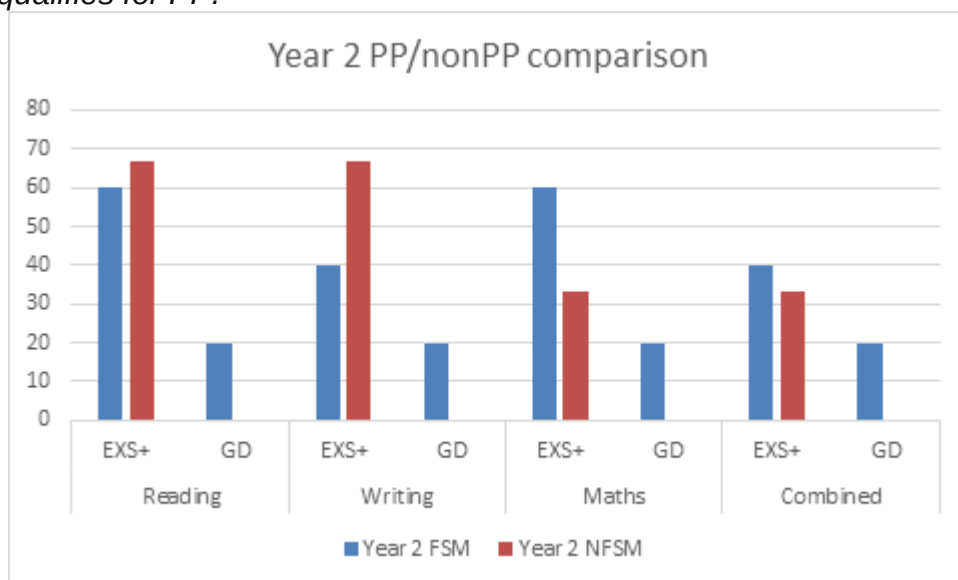
Year 1

Of the nine children in Y1 last year, 4 qualified for PP support. The chart shows a narrow attainment gap for this year group. There is one child with additional needs in both the PP and non-PP categories. In the phonics screening check, 50% of FSM children met the expected standard and 83.3% of non FSM children met the standard.



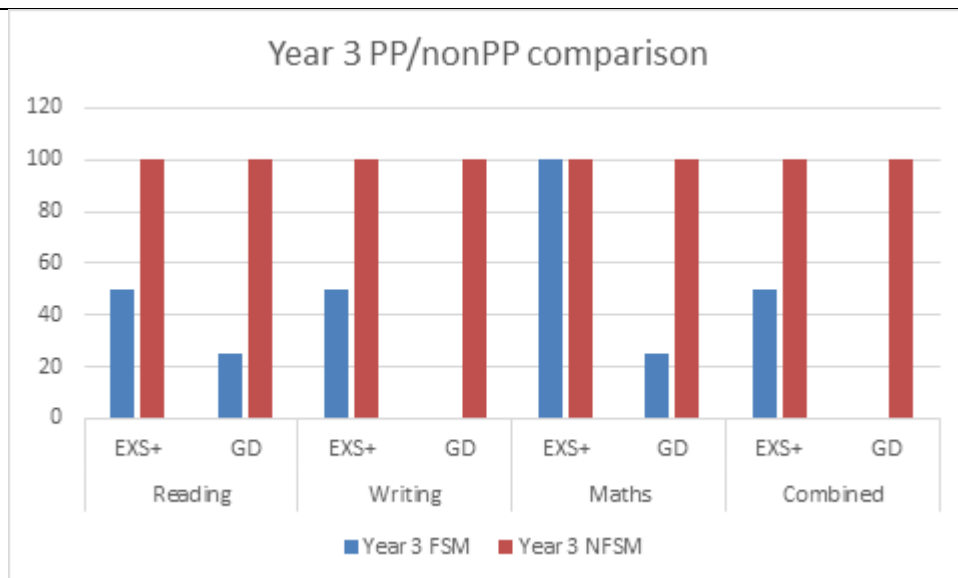
Year 2

The year 2 results show a stronger trend towards PP children than some other year groups, particularly in terms of greater depth. This is primarily due to one higher ability child who qualifies for PP.



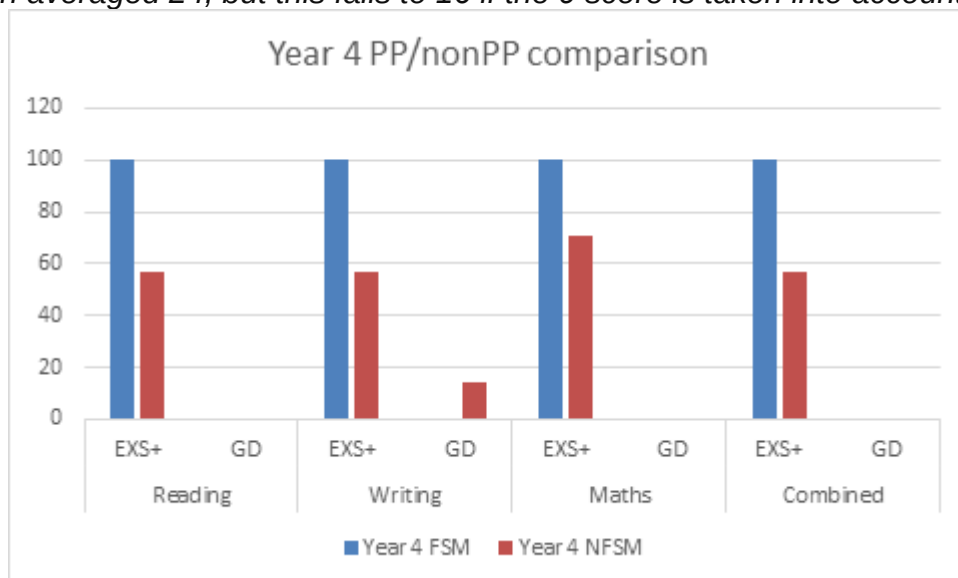
Year 3

In year 3 there are five children, four of whom qualify for PP support. The one child who does not is working above age related expectations and, as a result, the chart is not representative of other year groups.



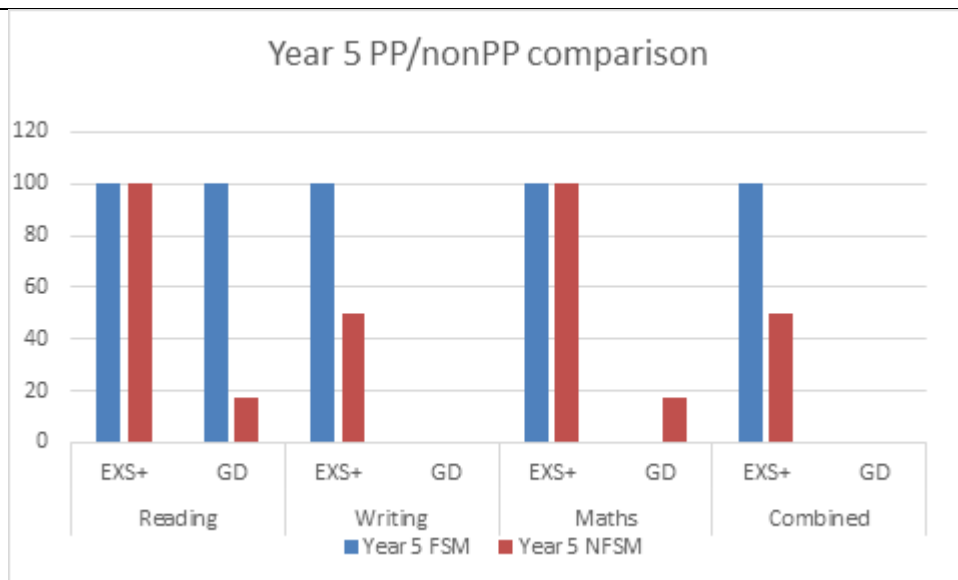
Year 4

Year 4 has a similar proportion of PP children compared with other year groups and the school as a whole. The results show PP children outperformed their non-PP counterparts in most areas. In the multiplication tables check, non-PP children scored an average of 21.29. One PP child did not take the test due to absence. Without their score, the other PP children averaged 24, but this falls to 16 if the 0 score is taken into account.



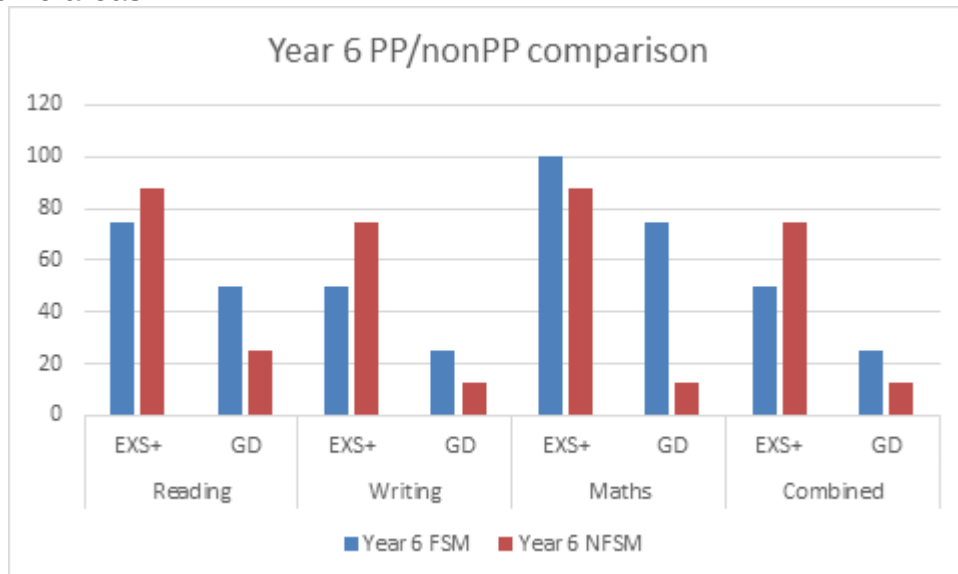
Year 5

There is only one PP child in the current Y6 so the attainment data from last year is not representative of the whole school results.



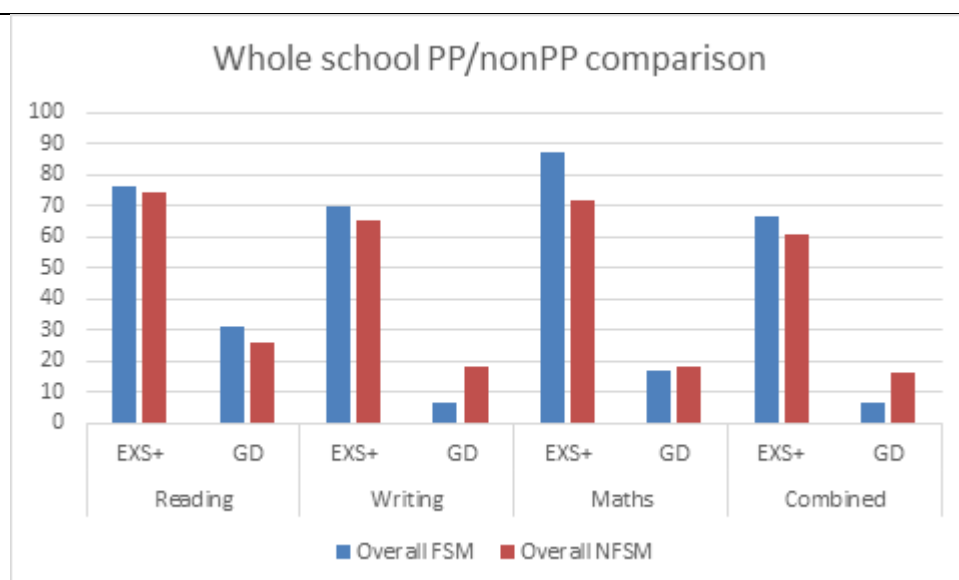
Year 6

There were four children in last year's Y6 cohort of 12 who qualified for PP support. The results from the KS2 SATs show a mixed picture with PP children outperforming their peers in some areas.



Whole school

Combining the data for the whole school shows that PP children are out performing their peers in most areas, with the exception of greater depth writing. This suggests the measures that have been put in place to support disadvantaged children are having a positive impact, and the gap between PP children and non-PP children has closed over the last year when compared with the analysis from last year's report.



Attendance

Attendance for FSM children during 2022/23 was 87.7%. This was lower than that of non-FSM children, at 95.5%, and lower than FFT National FSM, at 91.3%. Analysing the data by year group shows particularly low attendance amongst FSM pupils in year 2 and 4. In both cases, this is due to a single pupil in each year group who is persistently absent. High levels of support are in place for both families

Difference			+1.3%	+4.0%	+1.0%	+3.3%	+0.0%	+12.3%	+1.2%	+2.0%
FSM6			All	R	1	2	3	4	5	6
FSM6	26	School	87.7%	90.9%	94.5%	80.5%	93.1%	62.3%	96.7%	93.7%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	-3.6%	+1.5%	+3.9%	-10.9%	+1.4%	-29.4%	+5.1%	+2.1%

Personal development

All pupils had the opportunity to participate in sports events during the course of the year. Children who qualify for PP-support were offered additional opportunities and any costs were either met by the school or subsidised. Residential trips were organised for all children in KS2 and those who qualify for PP had the costs fully covered through the PP budget. Children in EYFS and KS1 went on day trips and the costs of these were also covered by the school for PP children. In response to a lack of confidence around water, we also extended our school swimming offer so that all children in KS2 would have lessons each week.

Externally provided programmes

Programme	Provider
Catch Up Phonics	Little Wandle SSP
Rapid Writing	Pearson

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
No applicable.
The impact of that spending on service pupil premium eligible pupils
Not applicable.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.