

Pupil premium strategy statement 2022 – 2023

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	62
Proportion (%) of pupil premium eligible pupils	27 children = 44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022
Date this statement was published	21 st November 2022
Date on which it will be reviewed	- Governors: 1st December - SLT: Monthly
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 current academic year (2022 – 2023)	£35,548
Recovery premium funding allocation this academic year (2022 – 2023)	£3,480

Pupil premium (and recovery premium*) funding carried forward from previous years	£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>	£39,028

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
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
7	Maths
8	Writing

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	➤ Punctuality shows improvement and 96+% of PP children are at school on time.
All children arrive ready to learn so they can fully access the planned curriculum	➤ Punctuality improves so all children arrive for the start of the school day and access all elements of planned learning.
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: ○ music, ○ residentials, ○ sporting events, ○ roles in school including: librarians, sports leaders, playground buddies, sports clubs
All children are included in all learning	➤ Curriculum plans are adapted so that all children are included. ➤ Subject leaders have secure awareness of how to include all children within their subject areas.
All children achieve in line with their peers nationally	➤ All children achieve from their various starting points and at all stages i.e. EY, phonics, KS1, MTC and KS2.

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: £12,139.38

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>£1,588</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.	Challenge 6, 7 & 8: attainment in core subject.
Establish a new writing curriculum, which identifies small, progressive steps in transcription and composition and train staff to deliver effectively so all children are learning appropriate next steps. <i>£1,500 for review of practice in partnership schools and effective implementation.</i>	Ofsted's research review on the teaching of English (published 15th July 2022) states that: <i>Children get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing.</i> <i>Carefully chosen dictation activities enable pupils to practise and apply their spelling knowledge and segmenting skill to use the content they have been taught and to do so without having their working memories overloaded by composing sentences.</i>	Challenge 8: writing

Responsive teaching: develop an appropriate feedback and marking policy so teachers provide all disadvantaged pupils with clear feedback which effectively supports learning and supports self-esteem. <i>£1,500 for staff training, time to work with colleagues in a range of settings and implementation.</i>	The EEF evidence on feedback states that, <i>'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'</i>	Challenge 6, 7 & 8: attainment in core subject.
Ensuring staff use evidence-based whole-class teaching approaches and interventions – ensuring use of MARK assessment data and evidence gleaned from AFL to set next step targets in maths and ensure children have no gaps in understanding. <i>£3,000 for time NB: includes TAs joining staff meeting for joint review and forward planning</i>	Internal data shows attainment in reading, writing and maths for our disadvantaged pupils is low compared to their non-PP peers. Evidence from EEF on the impact of mastery learning suggests that the mastery learning approach can benefit pupils particularly low attaining pupils who benefit from spending longer on a concept before moving on. If conducted appropriately (i.e. ensuring children are successful with at least 80% - 90% of learning), then <i>the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i> Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.	Challenge 6, 7 & 8: attainment in core subject.
Sustain three, smaller classes so that highly trained and effective teachers provide responsive teaching. <i>Addition of a third teacher – adjusted cost for PP children and reduced class size - £3,801.38</i>	The EEF research on the impact of reducing class sizes (July 2021) suggests that there are positive impacts when reducing class sizes. We recognise one of the key findings which states <i>'Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.'</i>	Challenge 4, 5, 6, 7 and 8

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

Budgeted cost: £12,334.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy and embed use of Little Wandle to improve progress and attainment in early reading phonics. <i>15 minutes daily, every day, for 190 days: £4,569</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, for 38 weeks £697.49</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
One-to-one and small group tutoring program for key disadvantaged children to rapidly close gaps in attainment and progress in phonics, reading and writing led by qualified teacher (2 days a week) <i>£6,480 funded by recovery premium and catch up.</i> <i>This one-to-one and small group tuition is being delivered by a qualified teacher who works within a school within our partnership.</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> ’ 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	Challenge 4, 5, 6, 7 and 8
One-to-one and small group tutoring program for key	As above.	Challenge 4, 5, 6, 7 and 8

disadvantaged children to rapidly close gaps in attainment and progress in core skills within KS2 <i>Head of School booster groups 11 weeks of an hour a week totalling: £588.28</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,553.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: daily attendance check undertaken by School Business Officer and Head of School of at least one hour a day. Senior, non-class based staff positively engage with families on a daily basis (visible on the gate, daily phone call, positive strategy meetings) which, for one hour a day, totals: £7,238.05	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 needs of individual pupils was also found to be effective</i>'.	Challenge 1: attendance.
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 access planned residential: Lea Green for children in Year 3 &	The current evidence based for the support for outdoor and adventurous activities remains unclear (EEF: July 2021).	Challenge 3: Low aspiration for the future and participation in life

4 (115.20 per child) and Whitehall for children in Year 5 & 6 (£191.20 for each child). £1,186.80 & £2,634 = £3,820.80 £60 for LG and £85 for Whitehall with all PP children fully funded. NB: Trip code for PP.	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>'	enriching activities and experiences
Opportunity for all to take part in wider sporting opportunities. 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, Young Voices and Pantomime. Wider Opportunities: £895 Young Voices: £550	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
Wellbeing: establishment of nurture ELSA Nurture Funded by the partnership so no cost to school	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 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>')	Challenge 1 & 2: attendance and punctuality

Total budgeted cost:

Teaching	Targeted academic support	Wider strategies	Total
£12,139.38	£12,334.77	£14,553.85	£39,028

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key stage 1 results for 2021/22 show that FSM children did not reach the same level of attainment as non-FSM children. Average scaled scores are shown in this table:

	<i>Non-FSM</i>	<i>FSM</i>
<i>Reading</i>	<i>106.3</i>	<i>95.7</i>
<i>Maths</i>	<i>102.3</i>	<i>100</i>
<i>Combined</i>	<i>104.3</i>	<i>97.8</i>

It is difficult to draw statistically valid conclusions from this, however, as there were only six children in the year group – three FSM and three non-FSM. Of the three FSM children, one is on the SEND register, so it is not clear from the data whether the lower attainment of FSM children is related to their FSM status or SEND.

There is a similar picture in KS2, with FSM children failing to reach the same level of attainment as their non-FSM peers. The differences in the scaled scores at the end of KS2 are shown in the table below.

	<i>Non-FSM</i>	<i>FSM</i>
<i>Reading</i>	<i>104.8</i>	<i>102</i>
<i>Maths</i>	<i>98.8</i>	<i>95</i>
<i>GPS</i>	<i>104.1</i>	<i>98</i>

As in key stage 1, the small size of the cohort makes it hard to draw statistically valid conclusions. There were three FSM children in the group and 10 non-FSM so the differences between the average scaled scores are due to the performance of individual children rather than the FSM/non-FSM group as a whole.

Attendance for FSM children during 2021/22 was 88.1 per cent compared with a national average for FSM children of 90.5 per cent. For non-FSM children the school's attendance was 92.6 per cent, which is also down on the national average of 93.7 per cent. The difference between the school's attendance figures for FSM and non-FSM is explained by a high level of persistent absence from one FSM child.

Many of the challenges that were identified in the 2021/22 Pupil Premium Strategy are being addressed, but not necessarily by the means that were planned at the time. The school has now formed a partnership with other local schools to improve efficiency and share expertise. A permanent head of school and an executive headteacher have been appointed and the teaching team has been strengthened. These measures should lead to improved outcomes for all pupils during 2022/23 and beyond.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Catch Up Phonics	Little Wandle SSP
Rapid Writing	Pearson
Rapid Maths	Pearson
Balanceability	Balanceability
ELSA	Derbyshire ELSA
Nurture	Derbyshire Nurture

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable

