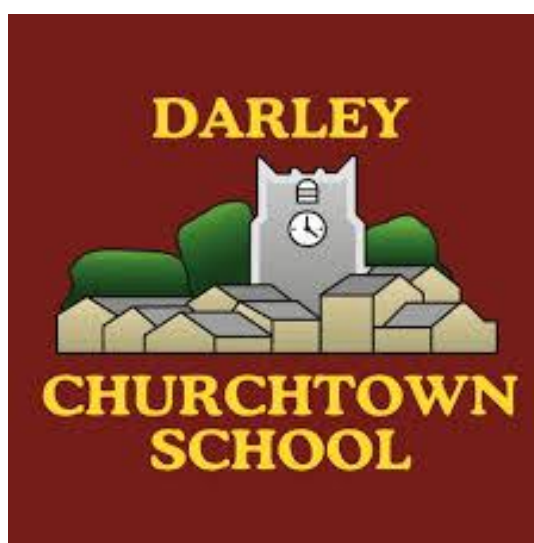


Darley Churchtown CoE Primary School



Pupil Premium Strategy 2021-22

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	Darley Churchtown CoE Primary School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	2 nd November 2021
Date on which it will be reviewed	2 nd November 2022
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Suzanne Forster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32, 056.00
Recovery premium funding allocation this academic year	£3,335
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	£35,391

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are living in a local refuge. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first class teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention delivered by school staff, whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Aspiration is low, linked to self-esteem and social and emotional needs. Social and emotional issues for many pupils, have risen since the pandemic. and a lack of enrichment opportunities during school closure

	have particularly affected disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
2	Negative behaviour and attitudes to learning are inhibiting progress. The wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
3	20% of pupils have identified and complex SEND.
4	Pupils lack independence, resilience and confidence to access learning.
5	Vocabulary and language acquisition is low on entry and this impacts on the level of understanding in relation to the curriculum. Assessments and observations show that there are underdeveloped oral skills and vocabulary gaps from reception to key stage 2.
6	Assessments , observations and discussions with pupils demonstrate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
7	Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
8	Key stage 2 staff are new to the profession and therefore lack experience.
9	Due to the capacity of staffing in a small school, extra capacity for catch up provision in house, is difficult to staff.
10	Some pupils have poor attendance for varying reasons eg health issues, which impacts upon attainment. Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils with persistent absence being 7% lower.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. The following of our broad, balanced, challenging and enriched curriculum enables the pupils to be exposed to and learn new vocabulary. This is evident when triangulated with other sources of

	evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2021/22 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2021/22 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by: • the overall absence rate for all pupils is 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent will be 10% and the figure for disadvantaged pupils will be no more than 15%.

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: £30, 056.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure assessments are interpreted and administered correctly, including the use of FFT and target setting.	FFT can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	3,6,7,8,9
To develop speaking and listening skills across the school including a focus on greater oracy within the curriculum.	A well structured, sequenced and progressive curriculum is in place and is used by all teaching staff. Monitoring of lesson visits and pupil discussion evidences high quality classroom discussion takes place.	1,3,5,8
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	3,4,6,8
Lead Practitioner of Teaching and Learning models high quality maths teaching and curriculum planning in line with the DfE and EEF guidance.	All teaching staff are confident in the delivery and planning of their maths curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.	3,4,7,8
Lead Practitioner of Teaching and Learning models high quality reading and writing teaching and curriculum planning in	All teaching staff are confident in the delivery and planning of their reading and writing curriculum which meets the needs of all pupils, including those that are disadvantaged. This	3,6,8

line with the DfE and EEF guidance.	will impact upon attainment and progress for all pupils across school.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Launchpad to literacy programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Attendance at training by the senior teacher. Release time for the senior teacher to visit local schools to see good practice and disseminate back to colleagues. Purchase of resources to support the implementation of the programme.	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Targeted phonics interventions take place effectively when for regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	6
To provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to-one and in small groups.	1,5,6,7,9

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce and embed a new school wide philosophy around behaviour and attitudes.	Consistent practice across the school both in and out of the classroom with behaviour and attitudes being rooted in positive comments and strong relationships.	1,2,4
To improve pupils attitudes to learning, behaviour and their concentration and resilience through Nurture/Lego therapy and Jungle group.	Pupils' confidence in accessing their learning is improved. Behaviour and attitudes to learning are positive.	1,2,4
To improve attendance for all pupils but in particular the attendance of pupils who are persistently absent through targeted strategies and support.	Attendance demonstrates that there is a reduction in persistent absence for these targeted groups.	10
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6,7,8,9,10
To ensure equality and inclusion for all pupils to all school activities including breakfast club and school visits.	All pupils are able to access residential trips and school visits. Breakfast clubs are available to help support the attendance of pupils who are persistently absent.	1,2,4

Total budgeted cost: £35,391

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Reading was particularly weak in key stage 2 for disadvantaged pupils. Writing was weaker for key stage 1 pupils. Maths was noticeably below non-disadvantaged pupils in both key stages.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, where Google Classroom was used to provide direct teaching as well as online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was 95.13%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers and persistent absence was 7% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Kip McGrath individualised tutoring for 10 pupils for 10 sessions	Kip McGrath training centre in Matlock Derbyshire.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service pupil premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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