

Pupil premium strategy statement

Darley Churchtown CE Primary School

1. Summary information					
School	Darley Churchtown CE Primary School				
Academic Year	2019/20	Total PP budget	£	Date of most recent PP Review	October 2018
Total number of pupils	82	Number of pupils eligible for PP	16 (%)	Date for next internal review of this strategy	July 2020

2. Current attainment	KS2 Outcomes 2019		
	Pupil premium	Non pupil premium	
% achievement in combined reading, writing and maths	67%	71%	
% achievement in reading	100%	76%	
% achievement in writing	100%	88%	
% achievement in maths	67%	67%	

3. 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.	Pupils lack independence, resilience and confidence to access learning
B.	Behaviour and attitudes to learning are inhibiting their progress
C.	Aspiration is low, linked to self-esteem, social and emotional needs ;requires development
D.	Financial issues require subsidies for access to trips, etc
E.	Vocabulary and language acquisition is low on entry, access to learning is more difficult for pupils as they move through the school
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance levels require improvement.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for PP in reading, writing and maths by end of key stage	Progress for disadvantaged pupils improves from starting points
B.	Improved attendance for PP	Attendance for PP improves (% PA also improves)
C.	Improved behaviour, attitudes to learning leading to better confidence, resilience and independence	PP pupils accessing lessons and able to apply themselves to their learning (outcomes)
D.	Improved vocabulary for access to learning	Improved vocabulary assists in progress towards end of KS outcomes.

5. 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?
Improve pupil vocabulary	Whole school approach to teaching vocabulary CPD for teaching staff and TA's in improving pupil vocabulary from EYFS to Y6 Speaking and listening focus in English lessons Display of vocabulary in each classroom – working walls, topic displays.	EEF research shows quality first teaching has the biggest impact on pupil progress. Evidence suggests that pupil vocabulary and spoken language has a marked impact on progress. Vocabulary training £250 Release time for JB	School Improvement Plan – evaluations, monitoring of lessons, pupil progress meetings	JB	3 termly points throughout the year Autumn 2 Spring 2 Outcomes at end of KS
Improve behaviour and attitudes to learning	Whole school revision of behaviour policy, reward systems and implementation. Pupils informed of changes and reasoning behind to secure engagement.	Research into attitudes to learning and behaviour and impact of this on learning	Observations of lessons, as well as reports from MDS at lunch time.	TO	End of each half term
Improve attendance	Review of attendance data to identify PA/groups. Share importance of attendance with parents Reward pupils for strong attendance Use FSW to tackle poor attendance	Attendance reports show need for improvement	Attendance data reported to Governors each term.	TO ST	End of each half term

Improved outcomes in writing	Talk For Writing strategies embedded in each class, used frequently across the whole school for a consistent approach to writing.	Talk for writing techniques evidenced through research. Talk for Writing used effectively in previous years to establish strong progress in writing across the school, target disadvantaged pupils who will benefit from this form of teaching. Talk For writing training £300 Release time for LH	Lesson observations, pupil progress meetings, work scrutiny. Unaided writing assessments.	JB	End of each term, pupil progress meetings. Outcomes from assessments at end of year
Improve teaching and learning	Introduce teaching and learning action plans across the school	Quality teaching first – approach used	Lesson observations, staff meeting discussions, external advisor visits.	TO	Progress meetings, outcomes at end of year.
Total budgeted cost					£5,000
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?
Improvement outcomes in reading for all pupils in EYFS and by end of KS1.	Early reading for EYFS improved by securing phonic/reading resources including early phonic reading books.	EEF research – into matching phonic reading to ability to read. Accessing reading books at early phase engages readers from the start. New reading display areas required in EYFS/KS1 room to promote love of reading. £600 resources	LH to observe in EYFS/KS1 to see phonics teaching in action, to secure progression through. Pupils accessing quality reading texts observations and discussion with LH.	LH	End of each term.

Improve reading outcomes for all pupils by end of KS2.	KS2 to use Accelerated reading programme with all pupils	Evidence from previous outcomes and subject lead analysis. £9 per pupil = £117 (pupil premium)	LH to monitor AR programme	LH	End of each term
Improvement in maths outcomes for all pupils		Interventions £3,822 for TA hours	SP to monitor maths interventions	SP	End of each term
Y6 make improved progress in reading and maths	Small group support for focus in areas where gaps in learning are evident.	Interventions held twice per week - out of class support for 20 minutes at a time, securing precision teaching where need is required. £955.50 –TA hours	JB to monitor progress in group	JB	End of each term
Improve pupil attitudes to learning, behaviour	Nurture/Lego Therapy	TA support for SEND +PP pupils to ensure pupils improve their confidence to access learning within the classroom as well as having some quality support 1-1. £2,385 – TA support for specific interventions	CB to record evidence of progress and outcomes of group therapy sessions.	TO	End of each term

To ensure equality and inclusion for all pupils to all school activities	Financial support given	School to use PP finance to subsidise residential trips to White Hall (Y6 4 nights) and Lea Green (overnight) for Y4 £4,500 – subsidy	Feedback from parents and pupils on success of attendance on trips.	TO	After each trip.
Total budgeted cost					£17,379 Contingency £1,727

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
Improve outcomes in reading, writing and maths for PP pupils	Reduction in class size –Y6 taught by HT ams	Outcomes were improved and closer to National.	Unable to continue to withdraw Y6 for am teaching.	£6,900
	Target support for groups	Marked improvement for disadvantaged pupils in reading and writing due to Talk for Writing and accelerated Reader programme.	Talk for writing to continue.	£3,000
	Targeted TA training	Maths outcomes improving picture but new Maths programme still being embedded.	Accelerated reader programme to continue	£1,200
	Improve quality of teaching	Quality of teaching improved.	Maths No Problem to continue.	£1,200
	Develop sustainable leadership	Leadership for writing, reading and maths is well established and effective.	Leadership remains as per last year.	£1,200 £800
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
Accelerate progress for PP in reading	Accelerated reader	100% disadvantaged pupils in reading – success for programme. Phonics in KS1	To continue.	£135 £850
Provide additional TA support for PP/SEN pupils	TA support CB	Progress of disadvantaged improved.	To continue.	£3,822
% Greater depth for PP pupils		33% achieved greater depth in reading writing and maths.	Continue to challenge pupils.	As in HT hours above
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
To remove attendance for PP pupils	Subsidy for PP to attend breakfast club	Attendance data	Monitor attendance for disadvantaged pupils.	£693