Darley Churchtown School Pupil Premium Strategy Statement 2018-2019

A. Summary information					
School	Darley Churchtown CE Primary School				
Academic Year	18/19	**Total PP budget**	£19800	**Date for next internal review of this strategy**	Sept 2019
Total number of pupils	90	**Number of pupils eligible for PP**	15	Percentage of PP pupils	17%
Pupil Premium Leader		Janine Stillwell	Pupil Premium Governor	Aoife Galletly	
Deprivation Quintile		Lowest 40% (0.1)	Percentage of PP Pupils with SEN	33%	

B. Current Attainment (KS2 Outcomes 2018)				
Progress Scores	Reading	Writing	Maths	
Disadvantaged pupils	-1.42	-0.48	-1.32	
National average for Non-disadvantaged pupils	0.31	0.24	0.31	
Dif+/-	-1.73	-0.72	-1.63	
% Attainment (expected standard or higher)	Reading	Writing	Maths	RWM combined
Disadvantaged pupils	67	67	33	0
National average for Non-disadvantaged pupils	80	83	81	70
Dif+/-	-13	-16	-48	-70
% Attainment (higher standard)	Reading	Writing	Maths	RWM combined
Disadvantaged pupils	0	0	33	0
National average for Non-disadvantaged pupils	33	24	28	12
Dif+/-	-33	-24	+5	-12

C. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Some PP pupils lack sufficient levels of independence, resilience and confidence;
B.	Some PP Pupils require support with social, emotional and behavioural issues;
C.	Some PP Pupils require support for learning and are on the SEND register;
D.	Some PP Pupils lack high academic aspirations and their expectations of life choices in the future are limited;

E.	Some PP Pupils require financial support to enable them to engage with extra-curricular activities or to widen their life experiences;
External barriers *(issues which also require action outside school, such as low attendance rates)*	
F.	Some PP Pupils require support to raise their attendance;

Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved academic outcomes in reading, writing and maths for PP pupils	Outcomes at the end of EYFS, KS1 and KS2 in reading and writing show an increase on 2018 data
B.	Accelerated progress for PP pupils in reading	PP Pupils make above the expected 3 points progress across the academic year
C.	Improved attendance of PP pupils	Reduce the persistent absence (PA) of PP pupils from 2017-18 data
D.	Increased number of PP Pupils achieving greater depth across the curriculum	Data shows most able PP pupils are in line with most able nationally
E.	Provide additional support for PP pupils with additional SEND needs	PP pupils on the SEN register make at least 3 points progress across the academic year

D. Planned expenditure					
Academic year	**2018 - 2019**				
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 / Cost**	**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 academic outcomes in reading, writing and maths for PP pupils	1. **Reduce class size** for UKS2 by using HT teaching hours **COST £1,150 per pupil (6 Y5/Y6 PP pupils) = £6,900** 2. **Targeted support** within class for individual/groups of children **COST £200 per pupil = £3,000** 3. **Targeted TA training**/individual coaching and mentoring support	1 Reducing Class Size - EEF research +3 months 2) Within-class grouping – EEF +4 months 3) Teaching Assistants – EEF research +1 month	Focus of actions in School Development Plan Monitor the quality of teaching to ensure it is consistently at least good or better Continue to support staff to develop effective feedback through tailored CPD	**Head** **Middle Leaders**	**At half-termly PP meetings with all staff present.** **Performance Management Reviews**

	COST £80 per pupil = £1,200 4. **Improve the quality of teaching** for PP pupils by a) **Metacognition** and self-regulation approaches to help pupils to think about their own learning more explicitly (Churchtown Champions) **COST £80 per pupil = £1,200** b) Continue to improve **quality feedback** for Pupil Premium children **COST £80 per pupil = £1,200** c) Using digital technology to enhance teaching **COST £20 per pupil for CPD = £300** 5. **Develop sustainable leadership** and management of PP through the Ambition Leaders Programme **COST £500 for CPD package**	4a) Metacognition - EEF research +7 months 4b) Feedback – EEF research +8 months 4c) Digital Technology – EEF research +4 months	Pupil Progress meetings will hold all staff to account for progress through discussion and data analysis		
				Total budgeted cost	**£14,300**

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?
Accelerate progress for PP pupils in reading	1. Implementation of Accelerated Reader Programme throughout KS2 **COST £9 per pupil = £135** **2. Targeted teaching of Phonics in EYFS/KS1** **COST £850 for Class 1 additional TA**	Accelerated Reader – EEF research +5 months 5) Phonics – EEF Research +4 months	Focus of actions in School Development Plan Pupil Progress meetings will hold all staff to account for progress through discussion and data analysis Star Reader Tests provide data for analysis by Reading Leader	**Teachers** **Head** **Reading Leader**	**At half-termly PP meetings with all staff present.**
Provide additional support for PP SEN pupils	Teaching assistant provision to support emotional wellbeing and improve attitudes to learning Additional appointment of a TA with specialism in supporting challenging behaviour Nurture support for pupils **COST £3,822 for 8 additional TA hours**	Social & Emotional Learning – EEF Research +4 months	Timetabled interventions will be monitored SENDCo will closely monitor progress of all SEND pupils who are also eligible for PP	Head SENDCo	**At half termly PP meetings with all staff present.**

Increasing the number of PP pupils reaching a greater depth across the curriculum	Staff identify pupils with the potential to reach a higher standard in their learning cross the curriculum. Quality first teaching (as above) **COST as in section i) Quality of Teaching**	(See above)	Produce a list of targeted pupils and track progress Performance management linked to progress target	Head	**At half termly PP meetings with all staff present.**
				Total budgeted cost	**£4,807**

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?
Improve attendance of PP pupils	Sports participation and/or extra-curricular activities targeted for specific children (eg breakfast club, after school clubs, additional curriculum trips and visits) **COST including contingencies £693**	Sports participation – EEF +2 months	Tracking of attendance/administration	Head School Business Officer	Termly report to governors re attendance
				Total budgeted cost	**£693**

E. Review of expenditure				
Previous Academic Year		**2017 – 2018 - £21,450**		
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**
Accelerate progress for PP pupils in writing	Supported learning with teaching assistants No Nonsense Spelling scheme purchased	Pupil progress in writing for PP pupils: Pupil 1 +4.6 Pupil 2 +4.6 Pupil 3 -10 Total -0.48	This approach worked well for pupil 1 and pupil 2 but not effectively for the third pupil. Continue with this approach but ensure that provision is tailored and targeted.	£7,000 £300
Accelerate progress for PP pupils in maths	Supported learning with teaching assistants Maths No Problem scheme purchased	Combined progress for PP pupils in maths (-1.32) was better than for non PP pupils (-1.51); 33% off PP pupils achieved the higher standard compared to 24% nationally for all pupils Pupil 1 -9.3 Pupil 2 -2.3 Pupil 3 +7.6	This approach worked well for pupil 3 but not effectively for the third pupil. Continue with this approach but ensure that provision is tailored and targeted.	£7,000 £1,150
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**
To raise attainment of PP pupils in Year 6	Year 6 booster resources	See above	See above	£500
To improve the quality of teaching and learning for PP pupils	Digital technology upgrade in classrooms	It is not yet possible to demonstrate the impact of digital technology in the classrooms as this initiative is still in an early stage.	Continue with additional CPD for staff.	£3,000
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 barriers and raise aspirations of PP pupils	Breakfast Club subsidy Enrichment resources Contingencies	One of the PP children was also PA. A combination of these strategies was successful in reducing this to within normal range.	Continue with this approach.	£1,000 £500 £1,000

F. Additional detail
In this section you can annex or refer to **additional** information which you have used to inform the statement above.