

Primary Academy PUPIL PREMIUM STRATEGY 2019/20

Due to the rapidly changing situation caused by the COVID-19 pandemic, the detail in this Pupil Premium strategy is subject to review. Our use of the funding will be adapted to meet students' needs as they arise, whilst maintaining where possible the principles outlined in this document. We have drawn on these publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>
<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>
https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

We will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders

1. Summary information					
School	Darite Primary Academy				
Academic Year	2020-2021	Total PP budget (2 terms*)	£20,175	Date of most recent PP Review	July 2019
Total number of pupils	75	Number of pupils eligible for PP	15	Date for next internal review of this strategy	December 2020

Current academic outcomes						
No national tests were completed during the previous academic year. Numbers are based on teacher assessment.	School 2020			National 2019		
	PP	NPP	Diff: Sch PP – NPP	PP	NPP	Diff: Nat PP - NPP
EYFS - % Reaching Good Level of Development 2019-20	N/A	100	N/A	57%	74%	-17%
% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1) (4/11 PP Pupils)	N/A	80%	N/A	72%	85%	-13%
KS1 - % Reaching Expected Standard 2019/20 (4/11 PP pupils)						
Reading	75%	71%	+4%	62%	79%	- 17%
Writing	75%	71%	+4%	55%	74%	- 19%
Mathematics	75%	71%	+4%	63%	80%	- 17%
KS2 - % Reaching Expected Standard 2019/20 (2/14 PP children)						
Reading	50%	75%	-25%	64%	80%	-16%
Writing	50%	75%	-25%	67%	83%	-15%
Mathematics	50%	92%	-42%	64%	81%	-17%
GPS	50%	75%	-25%	67%	82%	-15%
R, W & M	50%	83%	-33%	51%	70%	-19%

Identifying Potential Barriers to learning for Disadvantaged Pupils (ie not necessarily present for all PP pupils)

<p>Barrier A Closing the gap due to extended closure from COVID-19. Limited language/restricted vocabulary Poverty (including experience) SEND</p>	
Desirable Outcomes	<p>To diminish average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. To accelerate progress made by disadvantaged children to maximise percentage of pupils attaining age related expectations. All PP pupils to be ready every day to access learning and make the expected progress in reading, writing and maths. To diminish differences as early in possible – ideally within EYFS where identified as EYPP child.</p>
<p>Barrier B Poor attendance Lack of family engagement with learning</p>	
Desirable outcomes	<p>Percentage attendance of PP children increases to be in line with non-PP and expected of 96% (2019/20 was 93.8%) Families engage with learning.</p>
<p>Barrier C Low aspirations Low expectations (of themselves and of them outside school) Lack of positive role-models Lack of confidence and self esteem</p>	
Desirable outcomes	<p>PP children have increased aspirations for the future and improved self-esteem. Pupils are exposed to a wide range of positive role models. Pupils take pride in their learning and outcomes in school.</p>
<p>Barrier D Lack of sleep and poor nutrition.</p>	
Desirable outcomes	<p>All pupils are emotionally ready for learning each day. Pupils are physically ready for learning each day.</p>

2. Planned expenditure

Academic year **2020-2021**

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	Impact
<p>PP children to make accelerated progress (more than one point per term) in reading, writing and maths to diminish the difference.</p> <p>(A & C)</p>	<p>Visible Learning Programme continued to embed effective use of metacognition strategies across the school and continue to support improvement to QFT £600</p> <p>Additional and targeted interventions to provide support for pupils most affected by the COVID-19 closures. £2000</p> <p>Continue to adapt and embed feedback policy to provide clarity of progress and activities to all classroom stakeholders. £700</p> <p>Pupil progress meetings half termly to track progress and attainment of PP children at regular intervals. £575</p>	<p>Quality first teaching with teacher clarity and quality feedback can have the biggest impact (Visible learning effect scores: 0.75 – nearly two years progress)</p> <p>Early intervention – 0.47 effect</p> <p>Evidence from EEF states Metacognition & Feedback + 8months progress</p> <p>Although pupil premium children have made good progress at Darite, their attainment is still below their non disadvantaged peers at the end of KS2. (See table at front of report)</p>	<p>Other CPD needs identified by SMT, time/ training and support given to support this</p> <p>Teacher CPD – whole trust INSET days/ staff meetings/ monitoring</p>	<p>HoS</p> <p>Visible Learning coaches</p>	
budgeted cost £3875					

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	Impact
<p>To diminish differences in attainment as early as possible</p> <p>To increase the % of PP pupils achieving the expected standard at the end of KS1 in reading, writing and maths and increase the percentage of pupils achieving greater depth</p> <p>(A & C)</p>	<p>Two TAs to be deployed in Class One to support high quality speech and language interventions and to release teacher to provide focused support for PP pupils</p> <p>Restructure existing staff and cover maternity leave with EYFS and KS1 specialist.</p> <p>Additional EYFS training and CPD as identified by PP lead.</p> <p>Total Cost: £2800</p>	<p>EEF guidance identifies positive impact of diminishing differences as early as possible.</p> <p>EEF + 5 months</p> <p>Historic data</p>	<p>Regular progress meetings held with class teacher to ensure accelerated progress for PP pupils in Class One</p> <p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress</p> <p>Book monitoring (Eng, Ma, Theme, Guided Reading) by Curriculum Leads</p>	<p>VL HoS Subject leads.</p>	
<p>To increase the % of PP pupils achieving the expected standard (and GDS) at the end of KS2 in reading, writing and maths</p> <p>(A & C)</p>	<p>In Year 5 and 6 pupils will be organised into targeted groups enabling Teacher and TA to target learning effectively.</p> <p>Working with subject and trust leads to identify teacher – led strategies and interventions to boost progress and attainment in these subjects.</p> <p>99 club tracking in maths to allow detailed monitoring of progress.</p> <p>TT Rockstars challenges set to increase engagement with tables facts.</p> <p>Total cost £2500</p>	<p>PP pupils continue to perform less well than their non-disadvantaged peers at the end of KS2 – Teacher assessment data shows that 50% of PP pupils are working at ARE in reading, writing and maths at the end of KS2.</p>	<p>TAs having the relevant knowledge to ensure that they are challenging pupils in their learning.</p> <p>Regular data analysis to monitor progress</p>	<p>Lit Lead Maths lead PP Lead</p>	

<p>To increase the % of PP pupils achieving national expectations in all year groups (A & C)</p>	<p>Each class teacher to attend PP training to allow focussed and targeted strategies to be deployed during class teaching and learning £1750</p> <p>Feedback policy to be embedded and used in all settings.</p> <p>Handwriting scheme to promote handwriting at ARE expectations. £750</p> <p>Total cost £2500</p>	<p>Feedback EEF +8 months</p> <table border="1" data-bbox="1055 277 1368 801"> <thead> <tr> <th colspan="4">% gap of PP pupils vs non-PP working at ARE in July 2020</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>14%</td> <td>11%</td> <td>4%</td> </tr> <tr> <td>2</td> <td>25%</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>3</td> <td>50%</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>4</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>5</td> <td>25%</td> <td>25%</td> <td>42%</td> </tr> </tbody> </table>	% gap of PP pupils vs non-PP working at ARE in July 2020					R	W	Ma	Year 1				1	14%	11%	4%	2	25%	10%	15%	3	50%	36%	36%	4	50%	50%	50%	5	25%	25%	42%	<p>Half termly Pupil progress meetings with HT and AEH to ensure pupils are on track and making progress</p> <p>Book scrutiny</p> <p>Moderation across year group and key stage.</p> <p>Teacher observations</p> <p>Pupil Conferencing</p>	<p>HoS PP Lead Class teachers</p>	<p>NB: High PP pupil mobility.</p> <table border="1" data-bbox="1928 338 2201 671"> <thead> <tr> <th colspan="4">% gap of PP pupils vs non-PP working at ARE in March 2020</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>Ma</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> </tbody> </table>	% gap of PP pupils vs non-PP working at ARE in March 2020					R	W	Ma	1				2				3				4				5				6			
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<p>Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member.</p> <p>(A, B, C)</p>	<p>1:1 reading with identified pupils by trained TAs and parents.</p> <p>Stage not age phonics to promote early reading.</p> <p>Targeted use of Teach Your Monster to Read app for those children working below ARE.</p> <p>Total Cost: £1500</p>	<p>EEF Toolkit + 5 months</p> <p>PP pupils in particular not spending as much time reading at home than non pp pupils (pupil conferencing and home reading data)</p>	<p>Reading survey conducted by subject lead will be redone with additional focus on PP children to allow specific impact to be identified.</p> <p>Revisit survey termly to quantify impact.</p>	<p>SLT Subject lead</p>																																																																	
budgeted cost					£ 9300																																																																

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	Impact
Children able to access experiences which inspire, motivate and build confidence (A, B & C)	<p>Support families to finance residential and trips £2000</p> <p>Whole school days to promote different cultures, religions and experiences. £1500</p> <p>Total Cost £ 3500</p>	<p>Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity.</p> <p>33% of pupils eligible to attend a residential trip are eligible for Pupil Premium funding.</p>	<p>Communication with parents about the availability</p> <p>Pupil feedback and questionnaires on outcomes from trips/ residential</p>	<p>Subject leads</p> <p>PP Lead</p>	
For pupils to be able complete homework challenges which will support them in their learning at school and increase their chance of achieving ARE at the end of the year. (A, B, C)	<p>A homework club set up so that PP pupils have the opportunity and support to access home learning, resources they need and adult support should they need it. Fruit available for snack.</p> <p>Total cost £500</p>	<p>EEF + 2 months</p>	<p>Register kept on number of pupils attending</p> <p>Spare copies of home learning tasks available for pupils to use.</p> <p>Feedback from staff members running the club</p>	<p>PP Lead</p>	
All PP pupils, including high need child, to be ready every day to access learning and make the expected progress in reading, writing and maths. (A, B, C, D)	<p>Use of individual, group and class collaborative based learning.</p> <p>TIS licences and update training. Mindfulness – strategies for focusing, maintaining</p> <p>TD and CS 1 day a week to run sessions 1:1 or in groups</p> <p>Total Cost: £2200</p>	<p>High levels of support by a trusted adult increased percentage of time pupils engage in opportunities to learn.</p> <p>Number of behaviours recorded reduced</p>	<p>Daily and weekly timetables organised in advance to best suit learning and emotional wellbeing.</p>	<p>Class Teacher/</p> <p>TW</p> <p>VL</p> <p>CS</p>	

<p>Aspirations to rise and children to broaden experiences through accessing out of school opportunities (predominantly arts and sports)</p> <p>(B, C)</p>	<p>All disadvantaged pupils to be given a Children's university passport (who do not already have one) and accompanying information.</p> <p>Graduation ceremonies to be attended and literacy workshops to be attended with local authors. Parents invited to attend</p> <p>Total Cost £200</p>	<p>Raising the self-esteem of pupils enables them to access new challenges confidently and with the mind set to succeed.</p> <p>EEF +2 months</p>	<p>Weekly monitoring of passports and giving out of certificates in assemblies.</p>	<p>PP Lead</p>	
<p>All PP children have high expectations of themselves academically and take pride in their work, presentation and attitude.</p>	<p>Focus assemblies on outstanding effort.</p> <p>Introduce handwriting scheme to allow pride and progress in presentation.</p> <p>Celebrate high quality work in classrooms and around the school.</p> <p>Total Cost: £1000</p>	<p>Raising the self-esteem of pupils enables them to access new challenges confidently and with the mind set to succeed.</p> <p>EEF +2 months</p>	<p>Weekly assemblies.</p> <p>Evidence of work on display in class and across the school.</p>	<p>English lead.</p> <p>Class teachers.</p>	
Total budgeted cost					£7400

This plan will be reviewed at the end of term, taking into account the progress of pupils, their wellbeing and opportunities for further support to be implemented.

***Money has been set aside from the total budget to finance the introduction of strategies and support programmes for PP pupils in January. These support programmes include literacy and maths based resources that will enable disadvantaged pupils to diminish the difference between themselves and non-disadvantaged pupils.**