

1. Summary information

School	Darite Primary Academy				
Academic Year	2018-2019	Total PP budget (2 terms*)	£15840	Date of most recent PP Review	July 2019
Total number of pupils	82	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Dec 201

Current academic outcomes

	School 2018			National 2017		
	PP	NPP	Diff: Sch PP – Nat PP	PP	NPP	Diff: Sch PP - Nat NPP
EYFS - % Reaching Good Level of Development 2017-18	50%	66%	-16%	54%	72%	-1%
% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)	66%	90%	-24%	70%	83%	+8%
KS1 - % Reaching Expected Standard 2017-18						
Reading	66%	91%	-25%	63%	79%	- 19%
Writing	33%	81%	-48%	54%	72%	- 32
Mathematics	66%	91%	-25%	62%	79%	- 19%
KS2 - % Reaching Expected Standard 2017-18						
Reading	0%	100%	-100%	60%	77%	-21%
Writing	0%	83%	-83%	66%	81%	-13%
Mathematics	0%	83%	-83%	63%	80%	+ 7%
GPS	0%	%	%	66%	82%	
R, W & M	0%	83%	-83%	48%	67%	+ 23%
KS2 - Average Scaled Score 2017-18						
Reading	101.5	106.2	-4.7	101	105	-4.5
Grammar, Punctuation and Spelling	99.5	105.2	-5.7	104	107	
Mathematics	98	104.4	-6.4	102	105	-1.7
KS2 – Average Progress Score 2017-18						
Reading	2	2.8	-0.8	-0.7	0.3	+ 0.19
Writing	2	2.7	-0.7	-0.4	0.2	-0.21
Mathematics	2.6	3	-0.4	-0.6	0.3	+ 1.22

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

Barriers A Limited language/restricted vocabulary Poverty (including experience) SEND	
Desirable Outcomes	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, including high need child, 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
Barriers B Low aspirations Low expectations (of themselves) Low expectations (of them outside school) Lack of positive role-models Lack of confidence and self esteem	
Desirable outcomes	Aspirations to rise and for pupils to believe that they are capable and can achieve if they really want to.
Barriers C Self esteem, Body image, Management of feelings and emotional wellbeing. Changes at home, Poor sleep and nutrition	
Desirable outcomes	All pupils physically and emotionally ready for learning every day.

1. 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	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 at least expected progress in reading, writing and maths with an increased proportion making accelerated progress.</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 quality first teaching</p> <p>3 x 1 day teacher Inset led by Wendy Delf (external trainer) Visible Learning coaches to attend additional VL training session and cascade learning to Teachers and support staff. Supply cover Total cost £900</p> <p>Visible learning development plan (Teacher clarity and feedback) – Teacher CPD and additional TA meetings/ training (£1000)</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) Early intervention – 0.47 effect Evidence from EEF states Metacognition & Feedback + 8months progress</p> <p>Although pupil premium children have made good progress at LPA their attainment is still below their non disadvantaged peers at the end of KS1 and KS2. (caution low numbers)</p>	<p>Other CPD needs identified by SMT, time/ training and support given to support this Teacher CPD – Visible learning INSET days/ staff meetings/ monitoring Cascading Visible learning training and understanding to support staff In class intervention records show children included and impact had IRIS – Micro teaching to monitor feedback to children</p>	<p>HoS Visible Learning coaches</p>	<p>PP children sucesfully tracked over the year.</p> <p>Focus on PP children during pupil progress views.</p> <p>67% of PP children at KS1 achieved EXS in R, W and Ma</p> <p>100% PP children reached EXS in reading at KS2</p>

budgeted cost £1900

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
To diminish differences in attainment as early as possible (A & C)	Identify PP children unlikely to hit target 1:1 interventions with TA / Teacher to address areas of concern	EEF guidance identifies positive impact of diminishing differences as early as possible.	Regular progress meetings held with EYFS Lead to ensure accelerated progress for PP pupils Scrutiny of PP files and impact of interventions	CA	Internal gap analysis shows PP children making greater or equal progress in 5/6 classes (reading) 4/6 classes (writing) 4/6 classes (maths)
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 (A & C)	Additional LSA hours to be deployed across KS1 to enable teacher led intervention and ensure PP pupils are effectively supported – particularly in reading and writing After school KS1 club run by TA to support Total cost £500	Historic data shows that PP Pupils did not achieve as well as their non disadvantaged peers 2 of these 7 pupils did not achieve GLD at the end of EYFS July 2018.	Half termly Pupil progress meetings with HoS to ensure pupils are on track and making progress Book monitoring (Eng, Ma,) by HoS	HoS NM	67% of PP children at KS1 achieved EXS in R, W and Ma 100% PP children reached EXS in reading at KS2 0% PP achieved GDS in either KS.
To increase the % of PP pupils achieving the expected standard (and GDS) at the end of KS2 in reading (A & C)	1:1 reading with identified pupils by trained LSA's and Teacher. In Year 5 and 6 pupils will be organised into targeted groups enabling Teacher and LSA to target learning effectively. IRIS used to capture best practice with teaching of disadvantaged pupils in reading and used to refine practice across the school. 1 afternoon additional TA support (TP) Total cost £1000	PP pupils made accelerated progress in reading in Year 6 due to this successful intervention last year. PP pupils continue to perform less well than their non disadvantaged peers at the end of KS2	LSA's having the relevant knowledge to ensure that they are challenging pupils in their learning. Regular data analysis to monitor progress	HoS to monitor Year 4/5/6 teaching team CG VP CD	

<p>To increase the % of PP pupils achieving the expected standard at the end of KS2 in writing (A & C)</p>	<p>In Year 4/5 and 6 pupils will be organised into targeted groups enabling Teacher and LSA to target learning effectively. Increased LSA hours to help ensure progress by providing release time for teacher led intervention.</p> <p>1 afternoon week additional TA support (CD)</p> <p>Total Cost: £1,000</p>	<p>Although PP pupils made accelerated progress in writing in Year 6 last year, the PP child last year did not make standard</p>	<p>Half termly Pupil progress meetings with HoS 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>HoS CG</p>	<p>See above</p>																										
<p>To increase the % of PP pupils achieving national expectations in writing in all year groups (A & C)</p>	<p>Yr 4/5/6 Class split in mornings into 3 groups (teacher / 2 TAs) to allow smaller group work with targeted children</p> <p>In Year 4/5/6 target groups created which enable pivotal pupils to be taught in a smaller group whilst ensuring HA pupils have sufficient challenge and LA pupil's needs are met in other targeted groups.</p> <p>Yr 2/3 target groups to support writing for PP children</p> <p>1 afternoon week extra TA support (CD) Total cost £1000</p>	<p>Although progress in writing for PP pupils in KS2 is good, the % of PP pupils currently working at ARE is 40% across Key Stage 2. (July 2018) Reducing class size EEF +3 months</p> <table border="1" data-bbox="826 906 1115 1129"> <tr> <td colspan="2">of PP pupils working at ARE in July 2018</td> </tr> <tr> <td>Year 2</td> <td>33%</td> </tr> <tr> <td>Year 3</td> <td>66%</td> </tr> <tr> <td>Year 4</td> <td>50%</td> </tr> <tr> <td>Year 5</td> <td>0%</td> </tr> <tr> <td>Year 6</td> <td>0%</td> </tr> </table>	of PP pupils working at ARE in July 2018		Year 2	33%	Year 3	66%	Year 4	50%	Year 5	0%	Year 6	0%	<p>Half termly Pupil progress meetings with HT and AHT 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>SLT PP Lead Eng Lead</p>	<table border="1" data-bbox="1776 754 2029 1018"> <tr> <td colspan="2">of PP pupils working at ARE in July 2019</td> </tr> <tr> <td>Year 1</td> <td>75%</td> </tr> <tr> <td>Year 2</td> <td>67%</td> </tr> <tr> <td>Year 3</td> <td>33%</td> </tr> <tr> <td>Year 4</td> <td>33%</td> </tr> <tr> <td>Year 5</td> <td>50%</td> </tr> <tr> <td>Year 6</td> <td>100%</td> </tr> </table>	of PP pupils working at ARE in July 2019		Year 1	75%	Year 2	67%	Year 3	33%	Year 4	33%	Year 5	50%	Year 6	100%
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<p>To increase the % of PP pupils achieving ARE in Maths in current Years 3,4, 5 and 6 (A & C)</p>	<p>Class split in mornings into 3 groups (teacher / 2 TAs) to allow smaller group work with targeted children</p> <p>In Year 4/5/6 target groups created which enable pivotal pupils to be taught in a smaller group whilst ensuring HA pupils have sufficient challenge and LA pupil's needs are met in other targeted groups.</p>	<p>September data 66% of PP pupils in Year 4 working at ARE in maths.</p> <p>September data 50% of PP pupils in Year 5 working at ARE in maths.</p> <p>September data 0% of PP pupils in Year 6 working at ARE in maths.</p>	<p>Half termly Pupil progress meetings with HT and AHT 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>SLT PP Lead Maths Lead</p>	<table border="1"> <tr> <td colspan="2">of PP pupils working at ARE in July 2019</td> </tr> <tr> <td>Year 1</td> <td>75%</td> </tr> <tr> <td>Year 2</td> <td>67%</td> </tr> <tr> <td>Year 3</td> <td>67%</td> </tr> <tr> <td>Year 4</td> <td>33%</td> </tr> <tr> <td>Year 5</td> <td>50%</td> </tr> <tr> <td>Year 6</td> <td>0%</td> </tr> </table>	of PP pupils working at ARE in July 2019		Year 1	75%	Year 2	67%	Year 3	67%	Year 4	33%	Year 5	50%	Year 6	0%
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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. (A, B, C)</p>	<p>1:1 reading with identified pupils by trained LSA's and Teachers</p> <p>Paired reading sessions across whole school</p> <p>I afternoon a week extra TA support (TP)</p> <p>Total cost £1000</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 data)</p> <p>In KS1 % of PP pupils achieving ARE is 16%, - the % of Non PP pupils working at ARE is 84%. (July 2018 data)</p> <p>In KS2 % of PP pupils achieving ARE is 67%, the % of Non PP pupils working at ARE is 76%. (July 2018 data)</p>	<p>HoS will conduct 1:1 reading conversations with PP and non-PP pupils alike to establish whether or not there is a difference between the two groups. The work of the designated TA(s) will also be monitored and evaluated.</p>	<p>HoS</p>	<p>Reading karate introduced</p> <p>Reading ambassadors from Y5 and 6 read to those children who are not read to at home and PP pupils.</p>														
budgeted cost					£4500														
iii. Other approaches																			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?		Staff 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>	<p>1:1 adult support throughout the school day for 2 pupils</p> <p>Use of individual, group and class collaborative based learning. TIS licences and update training. Mindfulness – strategies for focusing, maintaining TD and CS 1 day a week to run sessions 1:1 or in groups</p> <p>Total Cost: £3200</p>	<p>High levels of support by a trusted adult increased percentage of time pupils engage in opportunities to learn. 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 / TD CS</p>	<p>Support staff in place in each class.</p>
<p>Children able to access experiences which inspire, motivate and build confidence (A, B & C)</p>	<p>Support families to finance residential and trips</p> <p>Total Cost £1650</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>17% of pupils eligible to attend a residential trip are eligible for Pupil Premium funding.</p>	<p>Communication with parents</p> <p>Pupil feedback and questionnaires on outcomes from trips/ residential</p>	<p>HoS</p>	<p>Funding has been used to support clubs and trips.</p>
<p>Pupils to be ready to learn and engage in learning at the start of school</p>	<p>Breakfast club to start at 7.30 and breakfast offered every day – provided free for PP children if requested</p> <p>Total cost £1390</p>	<p>Ensuring children are well fed and ready to learn in the morning</p>	<p>Register kept on number of children attending Feedback from staff children and parents through informal interviews</p>	<p>CD</p>	<p>Breakfast club register kept.</p> <p>Analysed by secretary.</p>

<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>	<p>A hot chocolate 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. Snacks available . Total cost £1000</p>		<p>Register kept on number of pupils attending Spare copies of home learning tasks available for pupils to use. Feedback from staff members running the club and from pupils.</p>	<p>CG</p>	<p>Hot chocolate club was run in Y6 and attended by PP child.</p>
<p>Aspirations to rise and children to broaden experiences through accessing out of school opportunities (predominantly arts and sports) (B, C)</p>	<p>All disadvantaged pupils to be given a Children's university passport (who do not already have one) and accompanying information. Celebration assemblies/ graduations with Parents invited to attend. Total Cost £800</p>	<p>Raising the self-esteem of pupils enables them to access new challenges confidently and with the mind set to succeed.</p>	<p>Weekly monitoring of passports and giving out of certificates in assemblies.</p>	<p>HoS</p>	<p>Alternative sports day and weekly celebration assemblies were held. All PP children were involved.</p>

<p>Pupils broaden experiences through opportunity to be taught a musical instrument. (B, C)</p>	<p>Pupils encouraged to sign up for guitar lesson with specified much teacher who will come into school and teach in groups or on an individual basis.</p> <p>Total Cost £600</p>	<p>Raising the self-esteem and self-belief of pupils that they can do things outside of the 'norm' and succeed.</p> <p>Currently 4% of eligible pupils have taken up this opportunity.</p> <p>EEF +2</p>	<p>Regular contact with music teacher to establish pupils are happy and taking part in the music lesson.</p> <p>Whole school assemblies to showcase what pupils have learnt</p> <p>Regular taster sessions by music teacher.</p>	<p>PPL/MT</p>	<p>2 PP children have been taking piano lessons on a weekly basis.</p>
<p>For pupils to develop their social skills. Become more aware of good nutrition through baking and cooking healthy meals and for pupils to feel a sense of belonging. To help raise self-esteem, self-confidence and self-belief. (A,B,C,D)</p>	<p>Cooking club – 1 term</p> <p>Girls club – 1 term</p> <p>Total Cost: £800</p>	<p>Collaborative learning + 5 months</p> <p>Outdoor adventure learning + 4 months</p> <p>Social and emotional learning +2 months</p>	<p>Pupil conferencing/feedback</p> <p>Regular updates as part of half termly pastoral team meeting.</p>	<p>GS, SLT</p>	<p>Each class have a dedicated Wild Tribe afternoon each week.</p> <p>Healthy eating assemblies were done in Autumn term and when cooking took place, healthy eating was always discussed.</p>
budgeted cost					£9440
Total budgeted cost					£15840

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.**