

**Primary Academy
PUPIL PREMIUM STRATEGY 2019/20**

1. Summary information					
School	Darite Primary Academy				
Academic Year	2019-2020	Total PP budget (2 terms*)	18,480	Date of most recent PP Review	July 2019
Total number of pupils	77	Number of pupils eligible for PP	14	Date for next internal review of this strategy	December 2020

Current academic outcomes						
	School 2019			National 2018		
	PP	NPP	Diff: Sch PP – NPP	PP	NPP	Diff: Nat PP - NPP
EYFS - % Reaching Good Level of Development 2018-19	NA	73%	NA	57%	74%	-17%
% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1) (4/11 PP Pupils)	75%	71%	+3%	72%	85%	-13%
KS1 - % Reaching Expected Standard 2018-19 (3/12 PP pupils)						
Reading	67%	78%	-11%	62%	79%	- 17%
Writing	67%	67%	0%	55%	74%	- 19%
Mathematics	67%	91%	-24%	63%	80%	- 17%
KS2 - % Reaching Expected Standard 2018-19 (1/10 PP children)						
Reading	100%	67%	+32%	64%	80%	-16%
Writing	0%	89%	-89%	67%	83%	-15%
Mathematics	0%	67%	-67%	64%	81%	-17%
GPS	0%	78%	-78%	67%	82%	-15%
R, W & M	0%	68%	-68%	51%	70%	-19%
KS2 - Average Scaled Score 2018-19						
Reading	100	101	-1	103	106	-3
Grammar, Punctuation and Spelling	96	104	-8	104	107	-3
Mathematics	95	100	-5	102	105	-3
KS2 – Average Progress Score 2018-19						
Reading	2.3	-3.4	+5.7	-0.6	0.3	-0.9
Writing	6.65	3.56	+3.09	-0.4	0.2	-0.6
Mathematics	-3.65	-4.55	+1.1	-0.6	0.3	-0.9

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

Barrier 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 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.
Barrier B Poor attendance Lack of family engagement with learning	
Desirable outcomes	Percentage attendance of PP children increases to be in line with non-PP and expected of 96% (2018/19 was 93%) Families engage with learning.
Barrier C Low aspirations Low expectations (of themselves and of them outside school) Lack of positive role-models Lack of confidence and self esteem	
Desirable outcomes	PP children have increased aspirations for the future and improved self-esteem. Pupils are exposed to a wide range of positive role models.
Barrier D Lack of sleep and poor nutrition.	
Desirable outcomes	All pupils are emotionally ready for learning each day. Pupils are physically ready for learning each day.

2. Planned expenditure					
Academic year		2019-2020			
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
PP children to make at least expected progress (one point per term) in reading, writing and maths with an increased proportion making accelerated progress to diminish the difference. . (A & C)	<p>Visible Learning Programme continued to embed effective use of metacognition strategies across the school and continue to support improvement to QFT £900</p> <p>Visible learning development plan (Teacher clarity and feedback) – Teacher CPD and additional TA meetings/ training £1000</p> <p>Continue to adapt and embed feedback policy to provide clarity of progress and activities to all classroom stakeholders. £680</p> <p>Pupil progress meetings half termly to track progress and attainment of PP children at regular intervals. £500</p> <p>Total Cost: £2400</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 KS1 and 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>	HoS Visible Learning coaches	<p>Pupil voice shows greater understanding of feedback.</p> <p>Pupils are responding to feedback in a timely way.</p> <p>Verbal feedback reduces barrier of reading and decreases stress of responding through writing.</p> <p>Key children are highlighted ready for the next term. Barriers to learning is shared with all stakeholders and interventions planned.</p> <p>Difference is diminishing in Year 2 and 3 pupils.</p>
					budgeted cost £3080

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>TA 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</p> <p>Total Cost: £500</p>	<p>EEF guidance identifies positive impact of diminishing differences as early as possible.</p> <p>EEF + 5 months</p> <p>Historic data: 25% of PP children did not reach GLD</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>CA HoS Subject leads.</p>	<p>Additional staffing ensures that small group work occurs.</p> <p>Job-share CT in C2 has dedicated time to work with identified children.</p> <p>Behaviour logs show decreased incidents of negative behaviour – OFSTED agreed that this is working.</p>
<p>To increase the % of PP pupils achieving the expected standard (and GDS) at the end of KS2 in 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>Whole school fluency to be brought in from Year 2 to promote quick mental calculations. Use of TT Rock Stars to encourage maths at home.</p> <p>Total cost £2500</p>	<p>PP pupils continue to perform less well than their non-disadvantaged peers at the end of KS2 - July 2019 data shows that 0% of PP pupils are working at ARE in 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>CT leads on English and HoS on Maths. Trust training has brought in strategies that are employed in both subjects.</p> <p>Progress from older tests and revisiting answers in small groups is impacting on confidence and progress.</p> <p>No formal testing was given this year. Impact was seen in first two terms.</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 £1250</p> <p>Feedback policy to be embedded and used in all settings.</p> <p>Handwriting scheme to promote handwriting at ARE expectations. £250</p> <p>Total cost £1500</p>	<p>Feedback EEF +8 months</p> <table border="1" data-bbox="1055 277 1370 737"> <thead> <tr> <th colspan="4">% gap of PP pupils vs non-PP working at ARE in July 2019</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>4%</td> <td>4%</td> <td>-11%</td> </tr> <tr> <td>Year 2</td> <td>-11%</td> <td>0%</td> <td>-22%</td> </tr> <tr> <td>Year 3</td> <td>-23%</td> <td>-57%</td> <td>-13%</td> </tr> <tr> <td>Year 4</td> <td>-50%</td> <td>-50%</td> <td>-33%</td> </tr> <tr> <td>Year 5</td> <td>-25%</td> <td>-25%</td> <td>-33%</td> </tr> <tr> <td>Year 6</td> <td>-78%</td> <td>0%</td> <td>-78%</td> </tr> </tbody> </table>	% gap of PP pupils vs non-PP working at ARE in July 2019					R	W	Ma	Year 1	4%	4%	-11%	Year 2	-11%	0%	-22%	Year 3	-23%	-57%	-13%	Year 4	-50%	-50%	-33%	Year 5	-25%	-25%	-33%	Year 6	-78%	0%	-78%	<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 % gap of PP pupils vs non-PP working at ARE in March 2020</p> <table border="1" data-bbox="1928 344 2197 780"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>14%</td> <td>-</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> <tr> <td>6</td> <td>14%</td> <td>11%</td> <td>4%</td> </tr> </tbody> </table> <p>mobility.</p>		R	W	Ma	1	14%	-	4%	2	25%	10%	15%	3	50%	36%	36%	4	50%	50%	50%	5	25%	25%	42%	6	14%	11%	4%
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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>Roll out reading karate across all schools</p> <p>Targeted use of Teach Your Monster to Read app for those children working below ARE.</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 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>SLT Subject lead</p>	<p>PP children read with reading ambassadors 2x weekly.</p> <p>Focus of reading karate has made sure that the children are heard more regularly.</p> <p>Pupil voice shows that children love reading.</p>																																																												

budgeted cost					£ 5500
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)	Support families to finance residentials and trips £2000 Whole school days to promote different cultures, religions and experiences. £1000 Total Cost £ 3000	Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity. 33% of pupils eligible to attend a residential trip are eligible for Pupil Premium funding.	Communication with parents about the availability Pupil feedback and questionnaires on outcomes from trips/ residential	CG PP Lead	All PP in Y5 and 6 were taking part in the residential. This did not happened due to COVID but funding was provided.
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)	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. Total cost £500	EEF + 2 months	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	PP Lead	Homework layout changed in autumn to me more choice-driven. High uptake from PP children.
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)	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 Total Cost: £2200	High levels of support by a trusted adult increased percentage of time pupils engage in opportunities to learn. Number of behaviours recorded reduced	Daily and weekly timetables organised in advance to best suit learning and emotional wellbeing.	Class Teacher/ TD CS	TD, VL, TP and TW are all TIS trained. Levels of disruption and focus (arbor tracked) have dropped off.

<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>Less uptake than expected.</p> <p>Paralympic footballer visit, joining in with world book day lessons.</p>
Total budgeted cost					£5900

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.**