

## Pupil Premium Strategy Statement: South Darley C.E. Primary School 2018/2019



| 1. Summary Information                          |                                   |  |  |   |
|---|-----------------------------------|--|--|---|
| <b>School: South Darley C.E. Primary School</b> |                                   |  |  |   |
| <b>Academic Year:<br/>2018/19</b>               | <b>Total PP budget:<br/>£3960</b> | <b>Number of pupils<br/>eligible for PP:<br/>3</b> | <b>Date of most recent<br/>PP Review:<br/>September 2018</b> | <b>Date for next PP<br/>strategy review:<br/>September 2019</b> |

| 2. There was one PP child taking End of KS2 SATs tests.<br>Therefore publishing results below will clearly identify the achievements of this child, which is unfair. A version of this document which includes the results is available from the school office if you have a valid request. |  |  |
|---|--|--|
|   | <i>Pupils eligible for PP at KS2: 1<br/>(whole school: 3 pupils)</i> | <i>Pupils not eligible for PP at KS2<br/>(national average 2016 53% RWM with<br/>5% nationally at higher standard)</i> |
| % achieving expected or above in RWM  | <i>Supp</i>  | <b>Supp</b>  |
| % making progress at least in line with national (zero score) in reading  | <b>Supp</b>  | <b>Supp</b>  |
| % making progress at least in line with national (zero score) in writing  | <b>Supp</b>  | <b>Supp</b>  |
| % making progress at least in line with national (zero score) in mathematics  | <b>Supp</b>  | <b>Supp</b>  |

| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>              |  |
|---|--|
| <b>In-school barriers (<i>issues to be addressed in school</i>)</b>               |  |
| <b>A.</b>   | <b>Emotional barriers to learning</b>                          |
| <b>B.</b>   | <b>Access to equipment / resources</b>                         |
| <b>C.</b>   |  |
| <b>External barriers (<i>issues which also require action outside school</i>)</b> |  |
| <b>D.</b>   | <b>Family Instabilities</b>                                    |
| <b>E.</b>   | <b>Difficulty in affording similar opportunities to others</b> |
| <b>F.</b>   |  |

| <b>4. Outcomes (<i>desired outcomes and how they will be measured</i>)</b>   | <b>Success Criteria</b>  |
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| <b>Outcomes for Pupil Premium Children are in line with non PP children.</b> | <b>Assessment data shows that PP children are progressing at a rate similar to non PP children in their cohort.</b>        |
| <b>PP children have the same opportunities as non PP children.</b>           | <b>PP children have taken part in the same educational experiences as non PP children.<br/>Recorded in school records.</b> |

| <b>5. Planned Expenditure: academic year 2018/2019: £ 3,960</b>   |                               |   |   |                   |                                 |
|---|-------------------------------|---|---|-------------------|---------------------------------|
| The headings below outline how pupil premium funding is being used to improve classroom pedagogy for all pupils and to provide targeted support for whole school strategies. Where possible targeted support for pupils is outlined but where this would identify an individual pupil/s this information is held in school rather than being published. |                               |   |   |                   |                                 |
| <b>I. Quality of teaching for all</b>   |                               |   |   |                   |                                 |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b> | <b>Evidence and rationale for this approach</b> | <b>Monitoring and evaluation strategies to be used to ensure effective implementation</b> | <b>Staff Lead</b> | <b>Review of implementation</b> |
|   |                               |   |   |                   |                                 |

|   |  |  |  |         |        |
|---|--|--|--|---------|--------|
| PP children progress at a rate at least the same as those in their cohort | Use TA provision to enhance learning by taking booster groups, offering 1:1 targeted support where necessary. Employment of an additional Apprentice Teaching Assistant to provide further support to groups and to allow senior TAs to take a stronger role in supporting children. | In mixed age classes, TAs are able to support the differentiation of children's learning. They also provide another body to help meet children's emotional and physical needs. | Reviews in termly assessments. Reviews through discussions with Teaching Assistants. Progress Reviews. Provision mapping | PW / JG | Termly |
|---|--|--|--|---------|--------|

**Total budget cost: £2,000**

**II. Targeted support**

| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>Evidence and rationale for this approach</b>   | <b>Monitoring and evaluation strategies to be used to ensure effective implementation</b>                   | <b>Staff Lead</b> | <b>Review of implementation</b> |
|---|--|---|---|-------------------|---------------------------------|
| Enable vulnerable children to take part in the full curriculum, including inspirational trips and visits, including | Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips or necessary school | This enables all children to be able to access the curriculum fully - enables the school to provide a stimulating and | Discussions with staff involved. Evidenced by witnessing children who are highly motivated and enthusiastic | PW / AM           | Termly                          |

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| residential. Children don't miss out on healthy opportunities other children have. | equipment. PP children are also able to access individual music lessons for free as this enhances aspirations and learning capacity. Children have a piece of fruit at each breaktime | creative curriculum. Personal motivation for learning through Music. Healthy body is a healthy mind. | learners. |  |  |
|--|---|--|-----------|--|--|

**Total budget cost: £900 (inc. £300 = Music Lessons for the year and £75 per year for breaktime fruit)**

**III. Other approaches**

| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>Evidence and rationale for this approach</b>   | <b>Monitoring and evaluation strategies to be used to ensure effective implementation</b> | <b>Staff Lead</b> | <b>Review of implementation</b> |
|--|--|---|---|-------------------|---------------------------------|
| Children's emotional wellbeing is enhanced and they are able to deal with difficult personal situations in a positive way. | Use of positive play to develop a safe place for children to develop emotional resilience. Use of educational psychologist services and referrals to MAT team when necessary. Provide time for staff to develop positive | Emotional wellbeing leads to better quality work and a greater resilience to deal with difficulties. Work with adults to address these needs is an important route to achieving this, as is work with the families to ensure a consistent | Termly review of how the children are doing.  | PW/JG             | Termly                          |

|                                  |  |                       |  |  |  |
|----------------------------------|--|-----------------------|--|--|--|
|                                  | relationships with the children.<br>Work closely with parents to support home life difficulties. | approach is provided. |  |  |  |
| <b>Total budget cost: £1,060</b> |  |                       |  |  |  |

| <b>6. Review of expenditure</b>   |   |   |   |             |
|---|---|---|---|-------------|
| <b>Previous academic year: 2017/18</b>                                    |   |   |   |             |
| <b>I. Quality of teaching for all</b>                                     |   |   |   |             |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>Estimated impact</b>   | <b>Lessons Learned</b>  | <b>Cost</b> |
| PP children progress at a rate at least the same as those in their cohort | Use TA provision to enhance learning by taking booster groups, offering 1:1 targeted support where necessary. | PP children's results in line with their peers. One child with previous emotional difficulties made much better progress over the course of year 6 although progress from KS1 varied between subject. Overall however, it is similar to the rest of the cohort. | We need to make sure that progress compared to KS1 level is good, and not just look at attainment compared to cohort. Provide even further targeted support to ensure this. | £2630       |
| <b>II. Targeted support</b>   |   |   |   |             |
| <b>Desired outcome</b>  | <b>Chosen</b>   | <b>Estimated impact</b>   | <b>Lessons Learned</b>  | <b>Cost</b> |

|  |   |  |   |             |
|--|---|--|---|-------------|
|  | <b>action/approach</b>  |  |   |             |
| Enable vulnerable children to take part in the full curriculum.  | Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips or necessary school equipment  | It has made the families of the PP children more relaxed about issues to do with funding their children's academic activities and in turn this has lessened the stress of the PP children themselves, which helps performance  | We need to make sure that arrangements are reviewed regularly and parents need to renew an application. Music lessons will be a good way to ensure an expansion of opportunities. | £700        |
| <b>III. Other approaches</b>   |   |  |   |             |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Estimated impact</b>  | <b>Lessons Learned</b>  | <b>Cost</b> |
| Children's emotional wellbeing is enhanced and they are able to deal with difficult personal situations in a positive way. | Use of positive play to develop a safe place for children to develop emotional resilience.<br>Use of educational psychologist services and referrals to MAT team when necessary.<br>Provide time for staff to develop positive relationships with the children.<br>Work closely with parents to support home life difficulties. | This has had a big impact on the children. MAT team and Ed Psych provide a high level of expertise and give us an invaluable insight into home life that enables us to respond quickly to any emotional or learning needs. The school has been very engaged with and supportive of the children's families and this gives those families | It is essential that this provision is maintained.  | £1,950      |

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|  |  | a positive view of education and learning. |  |  |
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## 7. Additional Detail

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