

## Pupil Premium Strategy Statement: South Darley CE Primary School 2016/2017



### 1. Summary Information

**School: South Darley C.E. Primary School**

<b>Academic Year:</b> 2016/17	<b>Total PP budget:</b> £3960	<b>Number of pupils eligible for PP:</b> 3	<b>Date of most recent PP Review:</b> March 2017	<b>Date for next PP strategy review:</b> September 2017
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**2. Attainment information for KS2 results in 2016 cannot be published because it relates to just one pupil and would therefore be identifiable. This information is held confidentially in school. This pupil was classed as disadvantaged late in year 6 and so the school never received any additional funding for them.**

	<i>Pupils eligible for PP at KS2: 1 (whole school: 3 pupils)</i>	<i>Pupils not eligible for PP at KS2 (national average 2016 53% RWM with 5% nationally at higher standard)</i>
% achieving expected or above in RWM	x	10/10 (100%)
% making progress at least in line with national (zero score) in reading	x	9/9 (100%)
% making progress at least in line with national (zero score) in writing	<i>Insert numbers and %</i>	9/9 (100%)
% making progress at least in line with national (zero score) in mathematics	<i>Insert numbers and %</i>	9/9 (100%)

<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>
Outcomes for Pupil Premium Children are in line with non PP children.	Assessment data shows that PP children are progressing at a rate similar to non PP children in their cohort.
PP children have the same opportunities as non PP children.	PP children have taken part in the same educational experiences as non PP children. Recorded in school records.

<b>5. Planned Expenditure: academic year 2016/2017: £ 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.	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	PW / JG	Termly
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**Total budget cost: £1,310**

**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.	Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips or necessary school equipment.	This enables all children to be able to access the curriculum fully - enables the school to provide a stimulating and creative curriculum.	Discussions with staff involved. Evidenced by witnessing children who are highly motivated and enthusiastic learners.	PW / AM	Termly

**Total budget cost: £700**

**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</b>	<b>Staff Lead</b>	<b>Review of implementation</b>

			<b>effective 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 relationships with the children. Work closely with parents to support home life difficulties.	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 approach is provided.	Termly review of how the children are doing.	PW/JG	Termly
<b>Total budget cost: £1,950</b>					

<b>6. Review of expenditure</b>				
<b>Previous academic year: 2015/16</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 KS2 results were generally in line with their peers. Progress by other PP children was also in line with their cohorts. Use of TAs and reading support helped boost the academic achievement of these children.	Academic achievement had a strong correlation with settled emotional situation. Use of TAs in booster groups or 1:1 helped identify these emotional needs early and intervene where possible.	£1450
<b>II. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
Enable vulnerable children to take part in the full curriculum.	Money provided to supply resources to PP children to enable them to access the curriculum in a way in line with their peers.	The school would ensure that all pupils have the correct equipment and resources and mostly our PP children supply their own necessary resources without a problem.	The help needed most was for school visits and this has been made more specific in the next action plan.	£500
<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>

<p>Children's emotional wellbeing is enhanced and they are able to deal with difficult personal situations in a positive way.</p>	<p>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 relationships with the children.          Work closely with parents to support home life difficulties.</p>	<p>This would appear to have had a very big impact on the children. MAT team and Ed Psych services provide a level of expertise our school is unable to and they give us an invaluable insight into home life that enables us to respond quickly to any emotional or learning needs.</p>	<p>It is essential that this provision is maintained.</p>	<p>£1,950</p>
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**7. Additional Detail**