

Pupil Premium Strategy Statement: South Darley CE Primary School 2017/2018



1. Summary Information				
School: South Darley C.E. Primary School				
Academic Year: 2017/18	Total PP budget: £5280	Number of pupils eligible for PP: 4	Date of most recent PP Review: September 2017	Date for next PP strategy review: September 2018

2. There are no results available for KS2 for 2017 as there were no Year 6 pupils to take assessments		

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

4. Outcomes (<i>desired outcomes and how they will be measured</i>)	Success Criteria
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.

5. Planned Expenditure: academic year 2017/2018: £ 5,280					
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.					
I. Quality of teaching for all					
Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation

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: £2,630

II. Targeted support

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
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	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

	equipment.	creative curriculum.	learners.		
Total budget cost: £700					
III. Other approaches					
Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
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
Total budget cost: £1,950					

6. Review of expenditure

Previous academic year: 2016/17				
I. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
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 were generally in line with their peers although in one case achievement was clearly aligned to emotional issues outside school.	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. When extra adults were in the classroom the individual needs of the PP children could be better met.	£1310
II. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
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	We need to make sure that arrangements are reviewed regularly and parents need to renew an application.	£700

		of the PP children themselves, which helps performance		
III. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
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.	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.	It is essential that this provision is maintained.	£1,950

7. Additional Detail

