 **Pupil premium strategy statement: Darley Community Primary School**

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| 1. **Summary information**
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| **School** | Darley Community Primary School |
| **Academic Year** | 2020/21 | **Total PP budget** | **£9035** | **Date of most recent PP Review** | 2 July 2020 |
| **Total number of pupils** | 55 | **Number of pupils eligible for PP** |  | **Date for next internal review of this strategy** | July 2021 |

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|  | 1. **Current attainment**
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| **Key Stage One – (6 pupils) 2019 data as no 2020 data is available** | *Pupils eligible for PP* *(our school = 0 pupils)* | *Pupils not eligible for PP**(our school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected level in reading, writing and maths**  | 0% | 84% | 71% |
| **% achieving expected level in reading**  | 0% | 84% | - |
| **% achieving expected level in writing**  | 0% | 84% | - |
| **% achieving expected level in maths**  | 100% | 100% | - |
| **Key Stage Two – (7 children) 2019 data as no 2020 data is available** | *Pupils eligible for PP (our school = 2 pupils)* | *Pupils not eligible for PP**(our school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected level in reading, writing and maths**  | 50% | 43% | 64% |
| **% achieving expected level in reading**  | 50% | 57% | - |
| **% achieving expected level in writing**  | 50% | 71% | - |
| **% achieving expected level in maths**  | 50% | 57% | - |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers**  |
|  | Low level oral language skills on entry in Reception for some pupils.  |
|  | Lack of experience in the wider world for some pupils |
| **C.** | Some of the pupils eligible for pupil premium have other factors such as SEN, term of birth and gender to consider when planning successful interventions |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D**  | Attendance rates for pupils eligible for PP is 93% attendance of pupils without PP is 96%. This reduces their school hours and decreases their ability to keep up with their peers. |
| **E** | Lack of access to online resources at home |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Improve oral language skills for pupils eligible for PP to improve reading comprehension skills and writing composition. | Increased percentage of Pupils eligible for PP meet expected levels in reading and writing at the end of KS1 & 2 |
|  | Improve language and reasoning skills for pupils eligible for PP to improve Maths outcomes | Increased percentage of Pupils eligible for PP meet expected levels in Maths at the end of KS1 & 2 |
|  | Improve outcomes at the end of KS2 for pupils eligible for PP. | Pupils eligible for PP make as much progress as their peers, across Key Stage 2 in maths, reading and writing. Measured in Years 3 - 6 by teacher assessments and successful moderation practices established across the federation and Nidderdale Cluster |
|  | Increased attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP to 5% or below.  |
|  | Pupils have access to LA provided hardware | Pupils can access online learning from home |

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| 1. **Planned expenditure**
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| **Academic year** | **2020/21** |
| 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.  |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Improved outcomes in Maths for pupils eligible for PP | Develop breadth across the curriculum to make links and improve understandingWhole School ‘Growth Mindset’ approachOpportunities for developing breadth are outlined on planning documents‘Sumdog’ online learning platform is ued to support learning in the classroom and at home.Subscription to ‘Twinkl’ to support teaching & learning | We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, book scrutiny and test results. All of these provide evidence that identifies that PP children are under achieving compared to their peers. A greater focus on reasoning and problem solving in Maths is a key area to develop as highlighted by poor results last year, | Use INSET days to deliver training in conjunction with other local schools.Attend LA specific training Classroom observations, work scrutinies Pupil progress meetingsTracking pupil progress | Headteacher | Summer 2021 |
| B. Improved outcomes in reading & writing for pupils eligible for PP  | Make links across a range of curriculum areas to develop skills further Whole School ‘Growth Mindset’ approachOpportunities for making cross-curricular links are identified on planning documentsSubscriptions to ‘Phonics Play, Reading Plus, Rising Stars and ‘Twinkl’  | We want to invest some of the PP in longer term change which will help all pupils.Many different evidence sources, e.g. EEF Toolkit suggest developing effective reading comprehension strategies is an effective way to improve attainment across all subjects | Use INSET days to deliver training in conjunction with other local schools.Attend LA specific training Classroom observations, work scrutinies Pupil progress meetingsTracking pupil progress | Headteacher | Summer 2021 |
| C. Improved Governor knowledge | Pupil Premium review to be completed in September so that any measures discussed can be implemented | A summary report distributed to the Governing Body sharing how the money for PP has been spent on those pupils eligible and the impact it has had on their outcomes | Those children eligible will receive relevant support through intervention programmes identified through staff meetings and pupil progress meetings | Head Teacher/ SENCO & Class Teachers | Summer 2021 |
| D. Increased online home learning resources | Increase the amount of online resources that can be accessed from home | Schools are required by law to have an online learning resource available for pupils and parents to access in the event of a lockdown or self-isolationOnline resources include:White Rose Maths - £99Twinkl - £510Reading Plus - £3050Sumdog - £270Tapestry - £228Ed Shed - £117(Shared with our Federation Partner School) | Half termly reviews | Head / teacher | Summer 2021 |
| **Total budgeted cost** | **£2137** |
| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Improved outcomes in Maths for pupils eligible for PP | ‘Maths counts’ intervention to support identified pupils mathematical understandingTargeted support to develop mathematical understanding through 1:1 and small group work  | Some of the students need targeted support to catch up and improve understanding of basic mathematical concepts. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Pupil progress meetings | Class teachers and SENCO | Termly  |
| B. Improved outcomes in reading & writing for pupils eligible for PP  | Bespoke interventions to support 1:1 and small group work:Reading comprehension cardsAlan Peat ‘Story Building’Precision TrainingIndividual Dyslexia Programme ‘Socially Speaking’ groupWrite Start | We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, book scrutiny and test results. All of these provide evidence that identifies that PP children are under achieving compared to their peers. A greater focus on reading comprehension, inference and deduction and grammatical awareness in English is a key area to develop as highlighted by poor results last year, Many of our children’s grammatical awareness is impeded by poor speech, dialect and colloquialism  | Extra teaching time and preparation time paid for out of PP budget.Impact overseen by Class teachers and SENCOTeaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. | Class Teachers and SENCO | Termly |
| 1. **Other approaches**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D. Increased attendance rates  | Monitor attendance of identified pupils.Meet with parents to offer supportRefer to outside agencies if necessarySupport parents financially ie with uniform, school trips, swimming etc  | We can’t improve attainment for children if they aren’t actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. | Attendance levels of identified pupils improve due to the appropriate support being put in place for families  | Head Teacher and SENCO | Termly |
| C. Improved outcomes for pupils eligible for PP at the end of KS2 | Booster sessions for Year 6 pupils Teaching in collaboration with staff from federation school to focus on differentiation to meet need due to large mixed age classes | Based on historic data being below National average in Reading, writing & Maths combined at the end of KS2 not only for PP pupils but all pupils over the last 3 years. | Improved percentages for pupils eligible for PP achieving expected level at the end of KS2 | KS2 teacher | Termly |
| **Total budgeted cost** | **£6898** |
| **Total**  | **£9035** |