



Durley CE (Controlled) Primary School Pupil Premium Strategy

2018-2019 outcomes and how the funding will be spent 2019-2020.

What is the Pupil Premium?

Pupil Premium is additional funding given to schools to support their disadvantaged pupils and close the attainment gap between them and their peers.

Pupil Premium Funding is allocated to pupils:

- who are eligible for Free School Meals;
- who have been in receipt of Free School Meals (FSM) at any point in the past 6 years;
- who have been continuously looked after for the past six months;
- whose parents are currently serving in the armed forces;
- who are adopted from care under the 2002 Adoption Act or who left care under a Special Guardianship Order on or after 30 December 2005.

Schools will also receive the Pupil Premium for children who left care under a Residence Order on or after 14 October 1991.

At Durley Primary School we refer to pupils who are eligible for Pupil Premium funding as Pupil Premium pupils (PP pupils)

Pupil Premium Provision and Interventions

All children are individuals, with different needs and different strengths and this is reflected in the wide variety of ways we utilise Pupil Premium funding. The provision we provide encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly, enhance pupils' social and emotional well-being. Although the Pupil Premium has been used to specifically impact on individual pupils, it has also been used to impact on the wider school, as all pupils, including those eligible for the grant, benefit from whole school initiatives which improve learning for all. Interventions for each pupil are decided on an individual, needs-led basis thus enabling the children to benefit from more than one intervention which is directly matched to their needs.

Funding for the benefit for every child

Inclusion is at the heart of everything we do. Government funding is ring fenced specifically for this group of children, however, as with every group of children, we supplement and enhance this further to provide the best possible resources for all Pupil Premium and non-Pupil Premium pupils.

How we will spend the Pupil Premium Grant 2019-2020 and projected outcomes.

Pupil Premium Grant (PPG) for 2019-2020 (from January 2019 census)		
Number on Roll	Number Eligible for PPG	Total Pupil Premium Budget 2019-20
122	8 Pupils (4 SEND) (3 previously in care, 6 FSM, 1 Ever6)	£15 720
Barriers to Future Attainment (for pupils eligible for Pupil Premium)	In school barriers <ul style="list-style-type: none"> • 50 % of PP pupils on the SEN register (compared to 11% of the rest of the school population) • Significant emotional and behavioural needs of some PP children affect their academic progress and particularly to achieve greater depth in their learning. • Oral language skills on entry are generally lower for pupils eligible for pupil premium. • Noticeably lower self-esteem and a lack of belief in themselves has an effect on both their opportunities taken up and their achievement External barriers <ul style="list-style-type: none"> • Emotional and social needs including keeping safe. • Parental engagement and support • Financial constraints mean some families are unable to provide a broad range of experiences and enrichment opportunities for children. 	
Our Objectives and Outcomes	To increase the rate of progress of Pupil Premium pupils and narrow the gap between their attainment and that of other pupils nationally. <ul style="list-style-type: none"> • To carefully track the progress of PP pupils and ensure appropriate provision is in place to speed up progress and prevent pupils from falling behind. Combined attainment of PP pupils (YR-Y6) is currently at 37% ARE which is in line with Hampshire (39%) and National figures (39%) from 2018, however we would like to increase this to 62% combined ARE+, by July 2020 and all pupils making at least expected progress from their starting points. • To raise attainment of PP pupils in reading, writing and maths by accelerating progress so that it is at least in line with national expectations • To reduce the individual barriers to learning identified for each PP pupil • To provide resources, experience and support which reduce the disadvantage between PP pupils and their peers • To provide emotional and social support to pupils • Increase parental engagement 	

How we will spend the Pupil Premium Grant for 2019-2020	
<p>Objectives</p> <p>To carefully track the progress of pupils who belong to disadvantaged groups to enhance their experiences and progress within learning.</p>	<p>Action</p> <ul style="list-style-type: none"> • Subject managers and Headteacher monitor standards across the school evaluate any differences between PP and non-PP and make provision to close any gaps. They also track pupil progress and monitor provision for PP children. • Pupil progress meetings focus on PP children through the scrutiny of work, and teacher’s planning to check that teaching and learning is meeting the needs of PP pupils. • Increase in Teaching Assistants to support the progress of all pupils allowing teacher and teaching assistant support time for PP pupils. PP children, targeting their specific needs and planning interventions to overcome their barriers to learning. • Additional time for targeted intervention groups to support pupils within class, who are at risk of falling behind. • Staff training to continue to develop strategies for high quality inclusive teaching for all pupils, with a specific focus on how to overcome barriers to learning. • Staff training and implementation of new support schemes for literacy including precision teaching, Handwriting ‘Penpals’, ‘No Nonsense Spelling’. • Employment of outside agencies to support staff in raising the attainment of disadvantaged pupils (e.g. Educational Psychologist consultations with teachers, behaviour support, CAMHS) <p>Measuring Impact:</p> <ul style="list-style-type: none"> • PP children always have access to high quality teaching providing them with outstanding learning opportunities; • PP children have been successfully tracked and class-based interventions are put in place to promote rapid and sustained progress for these pupils; • Class Action plans have been successfully implemented to close gaps and show evidence of progress for pupils; • Attainment of PP children has improved to be in line with non PP children in reading, writing and maths
<p>Additional support for PP pupils with SEND in English and mathematics to reduce the academic barriers to learning.</p>	<p>Action:</p> <ul style="list-style-type: none"> • Curriculum time spent on supporting children understanding of online safety. Whole school taking part in Safer Internet Day (11 Feb 2020) • NSPCC assembly and workshops keeping children safe.(April 2020) <p>• Governors interview PP pupils asking for views on how safe they feel in school, and online safety.</p>
<p>To ensure pupils have access to additional social and emotional support to enable them to focus on their learning.</p>	<p>Action:</p> <ul style="list-style-type: none"> • Provision of small group room for ELSA support – a learning support base that provides a safe and welcoming space for vulnerable learners who need a quiet space to work or reflect; • Training cost and Release time for ELSA (Emotional Literacy Support Assistant) to support individual pupils based on their emotional needs; • Whole staff training with schools in Wyvern Cluster to support children’s mental health. • Greater outside Agency support – Behaviour Support, CAMHS, EP

	<ul style="list-style-type: none"> • Key stage 2 positive thinking diaries.
<p>To reduce the financial barriers to pupils' learning so they can access all resources to enhance their experiences and progress within learning.</p>	<p>Measuring Impact:</p> <ul style="list-style-type: none"> • Pupils feel happy and safe in school; • Pupils are emotionally ready to engage in learning • Pupils have strategies they can use independently to support with managing and communicating their emotions. <p>Action:</p> <ul style="list-style-type: none"> • Financial support for educational visits, visitors, residential trips and participation in extra- curricular activities to give pupils memorable experiences; • Funding for additional resources to complete home learning tasks; • Funding for after-school clubs to allow children additional extra-curricular activities (e.g. football, peripatetic music lessons); • Attendance at lunchtime homework club for PP pupils to provide support and guidance with completing their homework tasks. <p>Measuring Impact:</p> <ul style="list-style-type: none"> • All PP pupils attend educational visits, residential trips and participate in extra-curricular activities; • An increased percentage of PP pupils complete their homework to a good standard; • The percentage of PP pupils participating in after-school clubs is in line with other pupils.
<p>To increase parental engagement</p>	<p>Action</p> <ul style="list-style-type: none"> • Continued employment of Sue Foster Family Support worker to resolve issues around home life; • Headteacher regular presence on the school gate and available to meet with first thing every morning (HT's calendar left clear) to encourage communication with vulnerable parents; • Class Teacher on the playground every day after school to provide parents with an opportunity to talk to them; • EYFS home visits, visits to preschool and in-depth induction to build strong relationships with families • Release time for teachers to run specific curriculum workshops to enable parents to effectively support their children's learning at home; • Parents invited to topic outcomes to enable parents to have the opportunity to view the work their children have produced and share in their successes; <p>Measuring Impact:</p> <ul style="list-style-type: none"> • Parents engage in their children's learning as shown through attendance at events, notes in the home school reading diary and completion of homework. • Parents attend parents' evenings, curriculum workshops and class assemblies to enable them to support their child with their learning.

Pupil Premium 2018-2019 Evaluation

Pupil Premium Grant (PPG) for 2018-2019		
Number on Roll	Number Eligible for PPG (from January 2018 census)	Total Pupil Premium Budget
122	6 Pupils - (3 SEND) (2 post looked after, 2 Ever 6, 2FSM)	£10 780
Projects and interventions employed to close the gap between disadvantaged pupils and their peers		
Project/Intervention	Impact	Investment
Increase in Emotional Literacy Support Assistant (ELSA) hours to work with individuals and groups of pupils to enhance their emotional wellbeing – 3 afternoons per week.	<ul style="list-style-type: none"> • ELSA sessions have supported the emotional and social wellbeing of pupils in order for them to be in a good mind set ready to access and benefit from quality first teaching. • The ELSA provides additional support and training for staff in overcoming social and emotional barriers within the classroom. This has resulted in staff being able to put provision in place to support pupils' confidence and readiness to learn in the classroom, particularly when working in group situations. • ELSA training with teachers to implement Lego therapy for pupils with issues associated with attachment. 	20%
Financial support for trips, visitors, residential and participation in extra-curricular activities. Provision of additional resources e.g. uniform when required. Funding for attendance at holiday club.	<ul style="list-style-type: none"> • 100% PP pupils attending after school clubs. • 100% PP pupils attending school educational trips, residential and visits. 	60%
Termly Pupil Progress meetings with individual staff highlight progress of PP pupils and the support they have received. Barriers to learning discussed in depth. Time used to analyse data. Classroom observations used to meet with children and review progress. Organising additional enrichment	<ul style="list-style-type: none"> • Teaching staff and teaching assistants have an increased awareness of the needs of PP pupils. They can articulate their individual barriers to learning and explain the impact of strategies put in place to overcome them. • Staff recognize that these barriers to learning may not be academic. Staff have worked hard to increase the confidence of PP pupils and develop their love of learning (see individual case studies for evidence of impact). 	20%

<p>activities to offer to pupils including opportunities to play a musical instrument, attend clubs, be class representative on the school council.</p>	<ul style="list-style-type: none"> • Improved engagement with parents of PP pupils, as shown through increased attendance at parents' evenings and class events. Involvement of parents with outside agencies (CAMHS, no limits, EP, Speech and Language, Outreach) • Percentage of PP pupils attending after school activity clubs increased • Barriers to learning for each PP child identified and addressed termly. Effective interventions are being put in place to begin to overcome these barriers. • Combined attainment of PP pupils (YR-Y6) – 33% ARE (or above) is in line with Hampshire (39%) and National figures (39%) from 2017, however all 6 pupils have made at least expected progress from their starting points. 	
<p>High Quality Inclusive Teaching in the classroom.</p>	<ul style="list-style-type: none"> • Ongoing assessment used to plan and deliver Catch Up and Pre Teaching intervention to improve progress, focusing on specific skills. • Learning walks and learning evaluations show that strategies are being used within the classroom to promote confidence within PP pupils and positive feedback is being used to develop their willingness to engage in learning tasks. • Work scrutiny shows that PP pupils are receiving effective feedback on their work that is giving clear direction for what they need to do next to improve. There was clear evidence of teachers providing effective scaffolding and high quality models to ensure that PP children are able to fully engage in tasks and work independently. 	
<p>Increased involvement of Parents/carers with pupil's education.</p>	<ul style="list-style-type: none"> • Families in need have been rapidly identified and outside agencies have been contacted to provide support.(e.g. Hampshire Youth Access Counselling, Parent Link worker) • Homework club in school time to ensure homework is completed on time. 	

2018-2019 comparison data for pupil premium children reaching the expected standard for reading writing and maths compared to non-pupil premium children. (Data for year groups containing pupils receiving pupil premium funding).

Year 6 internal assessment data (18 Pupils)		Reading		Writing		Maths		Combined Reading, Writing and Maths	
	Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils
Pupil Premium Children	1	0	0	1	100%	1	100%	0	0
Non Pupil premium children	15	13	87%	13	87%	13	87%	11	69%

Year 5 Internal assessment data (18 Pupils)		Reading		Writing		Maths		Combined Reading, Writing and Maths	
	Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils
Pupil Premium Children (3)	3	3	100%	2	33%	2	33%	1	33%
Non Pupil premium children (15)	15	14	93%	13	87%	13	87%	9	60%

Year 4 Internal assessment data (1 Pupils)		Reading		Writing		Maths		Combined Reading, Writing and Maths	
	Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils
Pupil Premium Children	2	1	50%	1	33%	1	50%	1	50%
Non Pupil premium children	13	9	100%	10	82%	11	100%	11	82%