



## Darrington C of E Primary School

### Pupil Premium Strategy Statement



The Pupil Premium Grant is a Government initiative that provides additional funding to schools in England in order to raise the attainment of disadvantaged pupils. The EEF in their research document 'The Attainment Gap' found that 'the attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage) and those assessed with special educational needs.' 'Pupil premium pupils' include children who are entitled to free school meals (FSM) or those who have been eligible at any point within the last six years; children who are in the care of the Local Authority; children who have been adopted from care and children of armed service personnel.

We have high aspirations and ambitions for all of our children, regardless of their background and believe that they should have equal access to a curriculum which will enable them to flourish, develop a love for learning and realise their full potential. Every child is special and unique. In school we ensure that appropriate provision is made for all pupils, including those who are socially disadvantaged and those who belong to a range of other vulnerable groups. We recognise that not all pupils who are eligible for FSM are socially disadvantaged. Equally, there are pupils who are not eligible for FSM but have significant barriers to learning. It is therefore important to use the Pupil Premium Grant to support pupils who would benefit from the additional support this provides. Our key objective for the pupil premium funding is to accelerate progress and raise attainment for all pupils including those considered 'disadvantaged'.

#### Funding allocations 2020- 2021. Schools will receive the following funding:

Category:	Allocation:	Funding in school:
<b>Ever 6 FSM</b>	£1, 320 per pupil	£11,880 (9 pupils)
<b>Looked-after children (LAC)</b> defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300 per pupil	£0 (0 pupils)  £4,600 (2 pupils)
<b>Post-LAC</b> Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300 per pupil	
<b>Service children</b>	£300 per pupil	£0 (0 pupils)
	<b>Total</b>	£16,480

In 2019- 2020 the school received **£16,380** in pupil premium funding.

**How the grant will be used in the academic year 2020- 2021** When making decisions about the pupil premium funding it is important to consider the context of the school and the subsequent challenges and barriers the school and pupils face and need to overcome. Funding allocations will also link directly to school development planning. Our curriculum drivers are based on the needs of our pupils and our school, which are basic skills, diversity and spirituality, aspirations and growth and well-being. Pupil premium funding will also be focused with this in mind.

**Main barriers to the educational achievement at the school:**

- **Emotional well- being, self- esteem, behaviour and social development**. This requires specialist and targeted support from an Emotional Literacy Support Assistant and other staff who provide individual mentoring for children and families as well as small group work based on pupils social and emotional development and self-confidence. Support also needs to be provided at social times such as playtimes to ensure pupils are well supported and develop essential communication and collaboration skills. The school have found an increase in pupils with social, emotional and mental health needs. It is anticipated that these needs will be even greater this academic year because of the school closures in light of the Covid-19 pandemic.
- At Darrington there is a large disparity between disadvantaged and non-disadvantaged children. Some pupils' opportunities to gain a wider cultural capital are limited. Therefore, the school will continue to use some of the funding to further enhance the curriculum through educational visits and wider curriculum opportunities, which are closely linked to the key curriculum drivers.

**How the Pupil Premium funding will be used to address the barriers linked to school development planning**

Pupil premium funding will be allocated in support of the EEF Guide to the Pupil Premium and the tiered approach guide, which is:

1. Teaching (including CPD, recruitment and retention, support for early career teachers).
2. Targeted academic support (e.g. structured interventions, small group tuition and one to one support)
3. Wider strategies (e.g. behaviour approaches, breakfast club, increasing attendance).

This year we aim to continue to ensure that the teaching across the school is highly effective and that all pupils receive high quality day to day teaching and learning by skilled and knowledgeable adults. Through carefully targeted and structured interventions, driven by data and carefully matched to pupils' needs, we are working to eliminate the barriers to learning and progress. Our highly skilled and knowledgeable senior and middle leaders will be planning, delivering and tracking the impact of interventions which are based around the acquisition and application of key literacy (reading and phonics in particular) and mathematical knowledge, understanding and skills. Teachers will also be embedding our same day intervention approach across the school to ensure that misconceptions are quickly picked up and basic knowledge, understanding and skills are taught in order to apply this within a context.

The research carried out by the Education Endowment Foundation (EEF) has also been used to support decision making about the pupil premium spending. For further information about the EEF Teaching and Learning Toolkit: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

## Our Pupil Premium provision map

Pupil emotional well-being and social development				
Targeted spending/ project What?	Aim/ Objective Why is this important?	How will this be done?	Outcome- What do we want to achieve?	Cost
<b>Pastoral support for pupils and families.</b>  <b>EEF. 2- Targeted academic support and 3 wider strategies</b>	<p>To provide targeted support for pupils and their families to overcome barriers.</p> <p>To provide pastoral care, working with families to ensure children are safeguarded at all times.</p> <p>To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p>	<p><i>Teaching assistant is trained as an Emotional Literacy Support Assistant (ELSA)</i></p> <p><i>Emotional Literacy is an understanding and awareness of thoughts and feelings and the ability to deal with them appropriately.</i></p> <p><i>Some areas an ELSA may work on:</i></p> <ul style="list-style-type: none"> <li><i>Recognising a variety of emotions</i></li> <li><i>Determining triggers and developing coping strategies</i></li> <li><i>Supporting children with loss and bereavement.</i></li> </ul> <p><i>Children will work closely with the ELSA over 6 – 12 weeks to build self-awareness and independent skill sets.</i></p> <p><i>The ELSA will liaise with the class teacher so that any strategies are consistent and supportive for the child/ren.</i></p>	<p>Children feel supported in their learning and able to find coping strategies to deal with difficult situations.</p> <p>Children to be able to make accelerated academic progress because of less anxiety and improving self-confidence</p>	<p><b>Resources - £500</b></p> <p><b>ELSA - £5000</b></p>
<b>Subsidised revision guides/ study books</b> <b>EEF 3. Wider strategies</b>	<p>To ensure pupils eligible for pupil premium are provided with extra work linked to their needs</p>	<p><i>CGP study books bought for all PP children</i></p> <p><i>Books bought for wider curriculum areas if needed.</i></p>	<p>Pupils are able to access extra support to close the attainment gap to their peers.</p>	<p><b>Books- £320</b></p>

Curriculum enrichment					
Targeted spending/ project What?	Aim/ Objective	Why is this important?	How will this be done?	Outcome- What do we want to achieve?	Cost
<b>Subsidised educational visits and extra-curricular events</b>  <b>EEF-1. Teaching and curriculum &amp; 3. Wider strategies</b>	To ensure that the curriculum is broad, balanced and creative to provide high quality learning opportunities through regular educational visits, which all pupils access.	To provide a memorable and enriched curriculum to ensure all pupils gain good subject specific knowledge, understanding and skills.	<i>Fully subsidised educational visits for PP and LAC pupils</i> <i>Curriculum planning includes at least one educational visit and an enhancement e.g. workshop, themed day, per term including more frequent local area visits.</i>  <i>Subsidised extra-curricular music lessons.</i>  <i>*Due to the Covid-19 pandemic these enrichment opportunities will not take place in the first half term. This will be reviewed regularly and funding will be allocated.</i>	The curriculum is enriched with high quality learning opportunities, which promotes higher order thinking and questioning skills. All pupils access these opportunities and have a love for learning and excellent attitudes.	<b>£1,200</b> Educational visits <b>£237</b> residential visit  <b>£2000- Extra curricular events. Eg visitors*</b>  <b>£672</b> Based on 4 children partaking in music lessons.  <b>Total £3309</b>
High quality teaching, targeted and structured interventions					
Targeted spending/ project What?	Aim/ Objective	Why is this important?	How will this be done?	Outcome- What do we want to achieve?	Cost
<b>Teaching of reading and phonics to narrow the vocabulary gap and accelerate progress.</b>  <b>EEF- 1. Teaching</b>	To ensure that phonics teaching is of a consistently high quality, delivered by all staff and is clearly differentiated to target the current needs of the pupils.  To ensure that pupils acquire good phonics knowledge and skills  To ensure that progress is accelerated for those pupils ‘at risk of falling behind’ and that these pupils are identified early and are provided with targeted support.		<i>Release time for English lead to monitor phonics teaching and lead targeted interventions.</i>  <i>CPD session to take place with a focus on phonics for new HLTA</i>  <i>Reading books for each year group purchased for higher quality story time and whole class reading.</i>	All pupils make substantial progress in their reading and phonics including those considered disadvantaged. All staff are highly effective in their teaching of phonics. Phonics outcomes improve and higher % of pupils meet the required standard in Y1 phonics and KS1 reading.	Resources, including books, and rewards for reading <b>£500</b>  Release time to monitor phonics <b>£240</b>  HLTA to lead targeted

	<p>To further develop pupils vocabulary and oracy to have an impact on reading development.</p>	<p><i>Parent meetings and workshops led by teachers to support parents and families with reading at home.</i></p>	<p>Pupils in Key Stage One read widely and often to a high standard with fluency and comprehension across the curriculum.</p> <p>Targeted and timely interventions for phonics and reading are carefully and consistently planned and are impacting on progress.</p> <p>Reading for pleasure is a high priority across the school.</p>	<p>interventions <b>£860</b></p> <p>CPD <b>£800</b></p> <p><b>Total: £2400</b></p>
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