

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Darrington CE School
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	20
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	1 <sup>st</sup> September 2021
Date on which it will be reviewed	6th October 2022 30 <sup>th</sup> September 2023
Statement authorised by	Lyndsay Ranby
Pupil premium lead	Christopher Lunn
Governor / Trustee lead	Michelle Wraith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,485
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,485

## Part A: Pupil premium strategy plan

### Statement of intent

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 and to the cultural capital 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 feel that it is important to benefit children who are in receipt of pupil premium but also acknowledge that some pupils, on the cusp of disadvantaged, can also benefit from the strategies we employ. It is therefore important to use the Pupil Premium Grant in a precise, research-based manner to support pupils to thrive. Our key objective is to ensure that barriers to learning are overcome, and the gap experienced by disadvantaged pupils is closed.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some disadvantaged pupils enter school with limited language acquisition and phonic awareness. This leads to a gap in reading and phonic outcomes in EYFS, KS1 and KS2
2	Disadvantaged pupils sometimes display lower confidence in mathematical fluency and arithmetic
3	Some disadvantaged children find it difficult to demonstrate resilience and perseverance in their learning which leads to children struggling to know more and remember more
4	Some children, who are disadvantaged, have limited opportunities to have experience of wider aspects beyond their locality which in turn leads to limited knowledge acquisition and vocabulary development.
5	A number of disadvantaged children with SEMH issues which provide barriers to learning

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The school is above average for the number of disadvantaged children passing the phonics screening check and achieving the expected standard in Reading at KS1 and KS2	<ul style="list-style-type: none"> <li>Continued improvement of the PSC results at the end of Year 1 remain above average for all pupils including those who are disadvantaged.</li> <li>Disadvantaged pupils to achieve national average in end of KS1 and KS2 SATS.</li> <li>All disadvantaged children have more rapid progress from their starting points.</li> </ul>
All pupils, including those identified as disadvantaged, achieve well in mathematics as a result of a well-planned, sequential and spiral curriculum, which is focused on pupils' securing a deeper understanding of the fundamental basics of maths alongside developing good mathematical talk.	<ul style="list-style-type: none"> <li>Disadvantaged pupils are able to use mathematics fluently and apply this across areas of maths.</li> <li>Disadvantaged pupils are able to take effectively about maths which supports their problem solving and reasoning.</li> <li>Outcomes for all pupils but in particularly the disadvantaged pupils are in line with or above national at the end of KS1 and KS2</li> </ul>
To ensure all staff are trained in research-led practice that supports children to know more and remember more based on cognitive load theory. (Rosenshine's)	<ul style="list-style-type: none"> <li>Disadvantaged pupils access a well-planned curriculum which enables them to achieve agreed end outcomes in each subject.</li> <li>Disadvantaged pupils make gains in their learning as a result of highly effective teaching rooted in pedagogy based on cognitive load theory.</li> </ul>
To ensure that all staff are trained in research led practice that supports pupils to develop their academic vocabulary. (Quigley)	<ul style="list-style-type: none"> <li>Children are exposed to wide vocabulary through the use of high-quality texts</li> <li>Children are able to articulate their learning through the use of subject specific, tier 3 vocabulary.</li> </ul>
To ensure that all children have access to all experiences and resources offered by the school	<ul style="list-style-type: none"> <li>Pupil premium children access subsidised music tuition</li> <li>Pupil premium children access breakfast club which is fully subsidised</li> <li>School visits are subsidised for pupil premium children</li> <li>Text-books are subsidised for Pupil premium pupils</li> </ul>
To ensure the social and emotional development of disadvantaged pupils is effectively supported in order to remove and overcome barriers to learning.	<ul style="list-style-type: none"> <li>Children are referring to Building Learning Powers when they are overcoming barriers and are becoming more resilient as learners.</li> </ul>

	<ul style="list-style-type: none"> <li>• An increased number of pupils are able to self-regulate leading to them accessing and enjoying learning.</li> <li>• Serious incidents and low- level incidents of behaviour are significantly reduced.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD- Rosenshine Principles of Instruction training for teachers and teaching assistants</p> <p>Leaders to monitor the impact of the CPD on teaching and learning in particular elements such as fluid groupings, scaffolding, instructional teaching, questioning. External monitoring by SIA</p>	<p>Teaching Walkthrus- Instructional coaching linked to Tom Sherrington &amp; Oliver Caviglioli</p> <p>Rosenshine's principles approach, Mary Myatt Tom Sherrington and Chris Quigley</p> <p>Research around cognitive load theory</p> <p>EEF: SEN in Mainstream schools. Key recommendation Ensuring all pupils have access to high quality teaching</p> <p>EEF- Metacognition and self-regulated learning. Recommendation 1 &amp; 2</p> <p>teacher professional understanding and explicit teaching of skills</p>	1,2,3
<p>Continued implementation of Read Write Inc and Reading scheme including purchasing resources and staff CPD</p> <p>Teachers and teaching assistants to access reading programme to develop reading culture, fluency and comprehension</p> <p>Reading leader to access TSRC training</p>	<p>DfE The Reading framework</p> <p>Improving Literacy in KS1: Key Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</p> <p>Ofsted- Bold Beginnings. Key finding reading at the heart of the reception curriculum</p> <p>Alex Quigley- Closing the reading gap</p> <p>Christopher Such- The art and science of teaching primary reading</p>	1
<p>Use of Effective Maths to teach a spiral model of sequenced lessons.</p> <p>EYFS and KS1 staff to be trained using Mastering Number as part of NCTEM</p>	<p>Mastery maths research</p> <p>Shanghai Maths</p> <p>Rosenshines Principles of Instruction</p> <p>Daniel Willingham – Why Children Don't like School</p>	2,3

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group reading interventions for disadvantaged pupils falling behind age-related expectations. This will involve short term interventions using PiXL therapies.	DfE Reading framework EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning EEF Improving literacy. Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics. EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions	1,2,3
Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.  Fluency in maths will be improved by using TTRockstars for multiplication and daily review of number facts.	EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions  Rosenshine's Principles of Instruction.	2
Morning breakfast clubs for KS2 – targeting children who need support (lowest 20%) in Reading Writing and Maths	EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning	1,2,3
PiXL Therapy sessions in Reading, GPS and Maths	EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions  EEF: Making Best Use of Teaching Assistants	1,2

Tutor to be employed by the school to work with children in upper KS2 to identify gaps and accelerate learning. These will take place within the classroom and before/after school so that children still have the full curriculum offer.	EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions  DFE - School-led Tutoring Guidance	1,2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) employed by the school to support children with SEMH issues. This is done through bespoke 1:1 support and children are identified by class teachers.  Additional staff member to support pupils identified with significant needs	Covid school support guide 2020 (EEF Guidance Report) Working with parents to support children's learning. (EEF Guidance Report) NSPCC 2020 Children's mental health post COVID-19 EEF Teaching and Learning Toolkit- The very high impact of metacognition and self-regulation EEF- Metacognition and self-regulated learning. Recommendation 1 & 2 teacher professional understanding and explicit teaching of skills	5
Educational visits and visitors to school subsidised	Chris Quigley – Closing the Vocabulary Gap  Tom Sherrington – The Learning Rainforest	4
Music lessons provided by Wakefield Music Services subsidised	EEF: Arts Participation	4

Fully subsidised breakfast club places for identified pupils	Working with parents to support children's learning. (EEF Guidance Report)	2
CGP books provided for children preparing for KS2 SATS		4

**Total budgeted cost: £ 12,000**