

Delph Side Community Primary School

Pupil Premium Strategy 2019-2020



| 1. Summary Information | | | | | |
|---|----------|---------------------------------------|----------|---------------------------------------|----------|
| Academic Year | 2019/20 | Total Combined PP budget | £121,616 | Date of most recent PP Review | 30.9.19 |
| Total PP budget Main School | £118,800 | Number of pupils eligible for EYFS PP | 8 | EYFS PP | £2816.00 |
| Amount per pupil | £1320 | | | Amount per pupil | £352 |
| Total number of pupils | 199 | Number of pupils eligible for PP | 90 | Date for next internal review of this | 21/3/20 |
| 2019 attainment KS2 | | | | | |
| | | <i>Pupils eligible for PP (14)</i> | | <i>National Average (other)</i> | |
| % achieving ARE or ARE+ in reading, writing and maths | | 64% | | 65% | |
| % achieving ARE or ARE+ in reading | | 79% | | 73% | |
| % achieving ARE or ARE+ in writing | | 86% | | 78% | |
| % achieving ARE or ARE+ in maths | | 79% | | 79% | |
| % achieving ARE or ARE+ in GPS | | 79% | | 78% | |
| Targeted attainment for 2020 KS2 | | | | | |
| | | <i>Pupils eligible for PP (17)</i> | | <i>National Average (other)</i> | |
| % achieving ARE or ARE+ in reading, writing and maths | | 76% | | - | |
| % achieving ARE or ARE+ in reading | | 76% | | - | |
| % achieving ARE or ARE+ in writing | | 76% | | - | |
| % achieving ARE or ARE+ in maths | | 76% | | - | |
| 2019 attainment KS1 | | | | | |
| | | <i>Pupils eligible for PP (11)</i> | | <i>National Average (other)</i> | |
| % achieving ARE or ARE+ in reading, writing and maths | | 45% | | Not yet published | |
| % achieving ARE or ARE+ in reading | | 54% | | Not yet published | |
| % achieving ARE or ARE+ in writing | | 45% | | Not yet published | |
| % achieving ARE or ARE+ in maths | | 45% | | Not yet published | |



| Targeted attainment for 2020 KS1 | | |
|--|------------------------------------|---------------------------------|
| | <i>Pupils eligible for PP (13)</i> | <i>National Average (other)</i> |
| % achieving ARE or ARE+ in reading, writing and maths | 57% | - |
| % achieving ARE or ARE+ in reading | 64% | - |
| % achieving ARE or ARE+ in writing | 64% | - |
| % achieving ARE or ARE+ in maths | 64% | - |
| Attendance 2018-2019 | | |
| | PP children 93.9% | Non PP children 95.5% |

2. Barriers to future attainment (for pupils eligible for PP)

| In-school barriers | |
|---------------------------|---|
| A. | Key skills in Reading and writing in KS1 behind school Other pupils impacting on attainment |
| B. | Attainment in Maths in KS1 behind school Other pupils |
| C. | Disadvantaged pupils lack a 'Love of Reading' impacting their attainment in line with Other pupils |
| D. | Attainment of the Higher Standard for reading, writing and maths in KS1 and KS2 for Disadvantaged pupils is below that of Other pupils. |
| External Barriers | |
| E. | Attendance of Disadvantaged children below that of other children |
| F. | Self-esteem issues/aspirations/goals/confidence |



| 3. Desired Outcomes | | Success Criteria |
|---------------------|--|---|
| A. | <p>KS1 Disadvantaged reading and writing to be targeted</p> <ul style="list-style-type: none"> • 64% of Disadvantaged pupils achieving the standard in reading • 21% of Disadvantaged pupils in KS1 achieving the Higher standard in reading • 64% of Disadvantaged pupils achieving the standard in writing • 21% of Disadvantaged pupils in KS1 achieving the Higher standard in writing | <ul style="list-style-type: none"> • <i>Data reflects a higher % of Disadvantaged Pupils are achieving ARE in reading and writing compared to cohort baseline (Summer 2019)</i> • <i>Data reflects progress of Disadvantaged pupils is at least Good</i> • <i>Learning Walks and Work Scrutiny evidence consistently good teaching of reading and children making progress (Monitored through SIP)</i> |
| B. | <p>KS1 Disadvantaged maths to be targeted</p> <ul style="list-style-type: none"> • 64% of Disadvantaged pupils achieving the standard in Maths • 29% of Disadvantaged pupils achieving the Higher standard in maths • 57% of Disadvantaged Pupils targeted for ARE combined | <ul style="list-style-type: none"> - <i>Data reflects a higher % of Disadvantaged Pupils are achieving ARE in maths compared to cohort baseline (Summer 2019)</i> - <i>Data reflects progress of Disadvantaged pupils is at least Good</i> - <i>Learning Walks and Work Scrutiny evidence consistently good teaching of reading and children making progress</i> - <i>Mastery Maths approach embedded and used across the school successfully</i> |

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| C. | <p>% of Disadvantaged pupils achieving GLD in EYFS closer to that of Other pupils</p> <p>18% on track from Baseline assessments September 2019</p> <p>73% Targeted by summer 2020</p> | <ul style="list-style-type: none"> • 73% of Disadvantaged pupils in Reception class achieving GLD • Disadvantaged pupils accessing additional hours offered in 3 year old provision • Disadvantaged pupils accessing additional intervention and making progress • WellComm assessments reflect that Disadvantaged pupils are making significant progress towards targets • Learning walks and monitoring evidence consistently good teaching of WellComm • Specific children targeted and monitored |
| D. | <p>14% KS1 Disadvantaged Pupils reaching the higher standard in reading, writing and maths.</p> <p>29% KS2 Disadvantaged Pupils reaching the higher standard in reading, writing and maths.</p> | <ul style="list-style-type: none"> • Targeted boosting intervention in class on a weekly basis having impact • Regular tracking and pupil progress meetings to monitor progress • 14% of Disadvantaged Pupils in Year 2 targeted for Greater Depth combined • 29% of Disadvantaged Pupils in Year 6 targeted for Greater Depth combined |
| E. | <p>Disadvantaged attendance to be closer to 'other' pupils and moving closer to the national figure</p> | <ul style="list-style-type: none"> • Attendance of Disadvantaged pupils to be closer to that of Other pupils • Continued development of attendance lead as part of the Senior Leadership Team • Attendance to have high profile in school • Half termly monitoring of attendance shows a closing of the gap |
| F. | <p>Targeted pupils show increased resilience in learning and impacts on pupils progress in reading, writing and maths</p> | <ul style="list-style-type: none"> • Data reflects targeted pupils have made at least expected progress in reading, writing and maths. • Growth mindset PAQ reflect increase in resilience/confidence |

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| Planned Expenditure | | | | | |
|--|--|---|--|---|---|
| 1. Improving Outcomes | | | | | |
| Desired Outcome | Action/ Approach | What is the evidence & rationale for this choice? | How will you measure the impact? | Staff lead | When will you review implementation? |
| To improve attainment in reading and writing | Teaching of comprehension strategies through Whole class reading and guided reading groups | EEF research shows that by directly teaching comprehension strategies, pupils can make up to 6 months additional progress. | Termly Pupil Progress meetings Data analysis Learning walks Observations Whole school SIP priority Staff Appraisals | Liz Burton and Jonathan Fyne | Termly – PP meetings Sept 2019 Dec 2019 March 2020 June 2020 Total cost: £11800 |
| | Purchase new synthetic phonics and spelling scheme (Read Write Inc) | The school recognises that, despite meeting the national average year 1 phonics assessment, these skills are not being transferred to reading and writing across the school, thus creating a barrier to the number of children achieving the standard in reading and writing in KS1 and 2 | Monitoring shows targeted pupils are reading regularly Data analysis | Jonathan Fyne Heather Hains | Termly – PP meetings Sept 2019 Dec 2019 March 2020 June 2020 Total cost: £10800 |
| | Targeted intervention | The school recognises that high percentages of its Disadvantaged pupils are working below ARE for reading. Children who do not read at home need to be | Termly Pupil Progress meetings Data analysis Weekly discussions with staff delivering | Liz Burton Ian Morris Jonathan Fyne | Termly – PP meetings Sept 2019 Dec 2019 March 2020 June 2020 |

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| | | heard read on a daily basis to provide high quality 1-1 reading opportunities | | | Total cost: £8150 |
| To improve attainment in Maths | Subscription and resources for Maths Mastery Approach | EEF research reports that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. | Work scrutiny Regular Learning walks Data analysis Termly pupil Progress meetings Formal lesson observations PAQ Staff meeting agenda item | Liz Burton | Ongoing throughout the year Formally – Dec 2019 March 2020 June 2020 |
| | | | | | Total cost: £3500 |
| | Targeted intervention | EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. | Termly Pupil Progress meetings Data analysis Weekly discussions with staff delivering | Liz Burton Ian Morris Jonathan Fyne | Termly – PP meetings Dec 2019 March 2020 June 2020 |
| | | | | | Total cost: £9150 |

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| To access a broad and balanced curriculum | Music tuition in Year 4 and 5 | As a school, we acknowledge that many of our Disadvantaged pupils do not have access to the same opportunities as pupils from Non-Disadvantaged homes. It is important that we broaden the children's horizons, through offering a wealth of opportunities to enrichment activities that they may not access during time at home. These promote creativity and first-hand experience that they can bring to their learning. | Learning walks PAQ data Observations Subject leader data | Chloe Breckell/ Emma Bentham | Termly with Class teachers and via pupil voice |
| | Total cost: £2590 | | | | |
| | Whole school theme weeks | As a school, we acknowledge that many of our Disadvantaged pupils do not have access to the same opportunities as pupils from Non-Disadvantaged homes. It is important that we broaden the children's horizons, through offering a wealth of opportunities to enrichment activities that they may not access during time at home. These promote creativity and first-hand experience that they can bring to their learning. | Learning walks PAQ data Observations Subject leader data | Ian Morris | Prior to and following theme weeks through consultation with staff and pupils. |
| | Total cost: £1300 | | | | |

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| To improve the % of Disadvantaged pupils achieving GLD in EYFS | Develop whole school understanding of EYFS (SIP Priority) | In house information suggests that staff across the school have limited knowledge and understanding of EYFS and the EYFS curriculum. | Termly monitoring Evidenced in learning walks and book scrutinies | Heather Hains Jonathan Fyne | Curriculum review meetings – spring term Total cost: £1800 |
| | Offering additional hours for Disadvantaged pupils who are entitled to 15 hours. | As a school we recognise that many Disadvantaged pupils are missing out on high quality play opportunities and starting school with Lower Speech, language and communication than Others. By offering additional hours in nursery, school can plug the gaps sooner providing high quality speech, language and communication intervention and build on learning through play. | Termly Pupil Progress | Janine Brunton/Jo Whitfield | At the end of each half term to review the impact and availability for the next period Total Cost: £1000 |
| Total Budgeted Cost | | | | | £53,090 |



| 2. Removing Barriers to Learning | | | | | |
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| Desired Outcome | Action/ Approach | What is the evidence & rationale for this choice? | How will you measure the impact? | Staff lead | When will you review implementation? |
| Further develop and embed a whole school approach to mental health and wellbeing | Lego therapy training for Learning Mentor | Promoting emotional resilience The EEF identifies that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself | Reviewed half termly in pastoral meetings Pupils progress Observation and assessment of pupils attitudes to learning | Liz Burton Carolyn Lock | Half termly |
| | Lego therapy Delivery | Promoting emotional resilience The EEF identifies that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself | Reviewed half termly in pastoral meetings Pupils progress Observation and assessment of pupils attitudes to learning | Liz Burton Carolyn Lock | Half termly |
| | | | | | Total cost: £1050 |
| Create a Nurture room that can be used by vulnerable pupils for targeted interventions | Nurture room furnished so that it can provide a safe space for children to access therapeutic interventions | Promoting emotional resilience The EEF identifies that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself | Nurture room being used to offer therapy to pupils who require it. | Liz Burton Carolyn Lock | Half termly |
| | | | | | Total Cost: £4000 |

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| Develop an established nurture provision to support Disadvantaged pupils enabling them to achieve academically | Liz Burton and Carolyn Lock to attend 2 day training for Nurture provision Social Groups Daily Nurture offer | Promoting emotional resilience The EEF identifies that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself | Daily Nurture sessions in the mornings for pupils with SEMH barriers to learning | Liz Burton Carolyn Lock | Half termly Following Nurture training in January |
| Total Cost: £5000 | | | | | |
| Support pupils emotional wellbeing and mental health | Develop outdoor learning and Forest schools | EEF research shows, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students and older learners. | Half termly reviews with class teachers Pupil Premium Provision mapping Pupils attainment | Ryan Ward | Half termly |
| Total Cost: £4300 | | | | | |

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| Develop a whole school approach to mental health | Targeted pet therapy support | Evidence suggests that pet therapy builds on the pre-existing human-animal bond. Interacting with a friendly pet can help many physical and mental issues | Observation and assessment of pupils attitudes to learning Reluctant reader attitude measured | Liz Ormerod | Half termly |
| | | | | | Total Cost: £2900 |
| Pupils to develop an understanding of good mental health and wellbeing | Healthy Mind Uk #beyou project | As a school we recognise that children's mental health is imperative to them being able to enjoy and achieve. | PAQ data Pupils ability to discuss and explain Mental health and wellbeing | Liz Burton | Following each of the timetabled days during the school year |
| | | | | | Total Cost: £1000 |
| To improve EYFS Speech, language and communication so that pupils can access the wider curriculum | WellComm Intervention Programme | Following successful intervention and progress of pupils – continued funding for staff to implement WellComm intervention EEF evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. | Data analysis of EYFS speech and language data Observations and assessments of the children Discussions at pupil progress meetings | Heather Hains | Termly PP meetings Total cost: £2600 |

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| | School based Speech and Language therapist | EEF evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families | Weekly meetings with SENCO Targeted pupils assessed by SLT twice yearly Data analysis | Heather Hains Liz Burton | Ongoing Formally – Dec 2019 Mar 2020 June 2020 Total cost: £4300 |
| To promote a 'Growth Mindset' | Targeted Growth mindset coaching sessions Growth mind set Confident | Following a successful targeted pilot group who participated in 'Growth Mindset' coaching sessions in 2017 - 2018, we feel it supported Disadvantaged pupils confidence to succeed. This strategy will repeat in 2019-2020 | Pupils Voice | Ian Morris Liz Burton | Reviewed following each intervention period Total Cost: £4200 |
| To support families – making school accessible | Family Wellbeing support | EEF research shows that by focusing on social and emotional learning, pupils can make additional progress. The school recognizes that for many of PP families, additional family support is required and this is delivered via onsite pastoral support | Pupil/parent attitudinal questionnaire Family Wellbeing Coordinator to complete CAFs and TAFs Learning mentor logs Update meetings with SLT. | Carolyn Lock | Reviewed regularly throughout the year and following intervention with each family. Total cost: £1800 |

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| <p>To broaden children's horizons ensuring Cultural Capital</p> | <p>Offer a wide range of enrichment activities, visits and visitors trips</p> | <p>As a school, we acknowledge that many of our Disadvantaged pupils do not have access to the same opportunities as pupils from Non-Disadvantaged homes. It is important that we broaden the children's horizons, through offering a wealth of opportunities to enrichment activities that they may not access during time at home. These promote creativity and first-hand experience that they can bring to their learning.</p> | <p>Annual, Whole School enrichment calendar updated Trips and visits summary and impact reported to governors termly</p> | <p>Jonathan Fyne</p> | <p>Half termly enrichment review</p> |
| <p>Total cost: £6500</p> | | | | | |
| <p>To ensure all children are ready to learn at the start of the school day</p> | <p>Breakfast club</p> | <p>The school breakfast club is attended by almost half of the pupils and has proved to be invaluable over the last 3 years to ensure children are ready to start the day of learning having been fed and supported.</p> | <p>Termly Pupil Progress meetings Data analysis Weekly discussions with staff % of pupils attending school % increase in punctuality</p> | <p>Carolyn Lock Ian Morris</p> | <p>Annually with the budget Under review at all times.</p> |
| <p>Total cost: £5300</p> | | | | | |

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| <p>To support pupils learning in class</p> | <p>Additional adult support</p> | <p>As the EEF research indicates, having additional adults (TAs) in the classroom who work collaboratively with the teacher to secure outcomes has a positive impact. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit. Specific focus on our CLA pupils who are closely monitored and receive targeted intervention</p> | <p>Termly Pupil Progress meetings Data analysis Weekly discussions with staff</p> | <p>Liz Ormerod Class Teachers</p> | <p>Reviewed on a termly basis</p> <p>Total cost: £ 9300</p> <p>£56,050</p> |
| <p>Total Budgeted Cost</p> | | | | <p>£56,050</p> | |



| 3. Improving Punctuality and Attendance | | | | | |
|---|------------------------|---|--|------------|--------------------------------------|
| Desired Outcome | Action/ Approach | What is the evidence & rationale for this choice? | How will you measure the impact? | Staff lead | When will you review implementation? |
| To improve attendance of Disadvantaged Pupils | Daily Breakfast Club | The school recognises that many pupils in the school are late or not attending school at all. Disadvantaged Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step. Approximately 73% of Disadvantaged Pupils regularly attend Breakfast club | Attendance monitored on a weekly/half termly and termly basis Reported to governors termly Reported to parents half termly Registers collected on a daily basis | Ian Morris | Weekly Half termly Termly |
| | | | | | Total cost: £6700 |
| To improve attendance of Disadvantaged Pupils | Attendance Initiatives | The school recognises that many pupils in the school are late or not attending school at all. Disadvantaged Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step. Providing both children and parents with an understanding of the importance of good attendance , along with incentives for them to regularly attend . | Daily and weekly attendance initiatives used to improve attendance – monitored daily Half termly review of impact % of attendance Termly reporting to governors | Ian Morris | Half termly |
| | | | | | Total cost: £1500 |

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| To improve attendance of Disadvantaged Pupils | SLT Leader of Attendance | PP Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step. By appointing an SLT lead, PP attendance is monitored and addressed on a weekly basis. | Attendance monitored on a weekly/half termly and termly basis Reported to governors termly Reported to parents half termly Registers collected on a daily basis | Ian Morris | Weekly |
| | | | | | Total cost: £1500 |
| To improve punctuality, attendance and mental health of Disadvantaged Pupils | Family Wellbeing Nurture breakfast time | As a school we recognise that for many of our Disadvantaged pupils, they are unable to access learning as their basic emotional needs have not been met before arriving at school. | Monitored through pupil voice. Family Wellbeing coordinator weekly log In class attainment and readiness to learn Improved behavior for learning seen in class. | Carolyn Lock | Half termly |
| | | | | | Total cost: £3500 |
| To improve attendance of Disadvantaged Pupils | Office first response | School recognises that contact needs to be made with families as soon as they are not present for school or they will miss entire sessions of learning. | Register collected on a daily basis Attendance monitored on a daily and weekly basis Pupils targeted for support | Office staff | Weekly |
| | | | | | Total cost: £500 |
| Total Budgeted Cost | | | | | £13,700 |