

# Delph Side Community Primary School

## Pupil Premium Strategy 2018 - 2019



1. Summary Information					
Academic Year	2018/19	Total Combined PP budget	£112,024.00	Date of most recent PP Review	21/9/18
Total PP budget Main School	£109,560.00	Number of pupils eligible for EYFS PP	7	EYFS PP	£2464.00
Amount per pupil	£1320.00			Amount per pupil	£352.00
Total number of pupils	170	Number of pupils eligible for PP	83	Date for next internal review of this	21/3/19
2018 attainment KS2					
		Pupils eligible for PP (10)		National Average (other)	
% achieving ARE or ARE+ in reading, writing and maths		70%		64%	
% achieving ARE or ARE+ in reading		70%		75%	
% achieving ARE or ARE+ in writing		80%		78%	
% achieving ARE or ARE+ in maths		100%		76%	
% achieving ARE or ARE+ in GPS		80%		78%	
Targeted attainment for 2019 KS2					
		Pupils eligible for PP (15)		National Average (other)	
% achieving ARE or ARE+ in reading, writing and maths		67%		-	
% achieving ARE or ARE+ in reading		67%		-	
% achieving ARE or ARE+ in writing		67%		-	
% achieving ARE or ARE+ in maths		67 %		-	
2018 attainment KS1					
		Pupils eligible for PP (10)		National Average (other)	
% achieving ARE or ARE+ in reading, writing and maths		50%		-	
% achieving ARE or ARE+ in reading		70%		78%	
% achieving ARE or ARE+ in writing		60%		73%	
% achieving ARE or ARE+ in maths		60%		79%	



<b>Targeted attainment for 2019 KS1</b>		
	<i>Pupils eligible for PP (11)</i>	<i>National Average (other)</i>
<b>% achieving ARE or ARE+ in reading, writing and maths</b>	44%	-
<b>% achieving ARE or ARE+ in reading</b>	44%	-
<b>% achieving ARE or ARE+ in writing</b>	44%	-
<b>% achieving ARE or ARE+ in maths</b>	44%	-
<b>Attendance 2017-2018</b>		
<b>PP children 92.05%</b>	<b>Non PP children 94.65%</b>	

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

<b>In-school barriers</b>	
A.	Key skills in Reading and writing in KS1 behind school Other and National Disadvantaged
B.	Attainment in Maths in KS1 behind school other and National Disadvantaged
C.	EYFS PP children not attaining in line with their peers (38% of Disadvantaged Pupils achieving GLD in 2018)
D.	Attainment of the Higher Standard for reading, writing and maths in KS1 and KS2 for Disadvantaged pupils is below that of Other
<b>External Barriers</b>	
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"> <li>• 44% of Disadvantaged Pupils achieving ARE in reading</li> <li>• 44% of Disadvantaged pupils achieving ARE in reading</li> <li>• 27% of Disadvantaged pupils achieving the Higher standard in reading</li> <li>• 27% of Disadvantaged pupils achieving the Higher standard in writing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Data reflects a higher % of Disadvantaged Pupils are achieving ARE in reading and writing compared to cohort baseline (Summer 2018)</i></li> <li>• <i>Data reflects progress of Disadvantaged pupils is at least Good</i></li> <li>• <i>Learning Walks and Work Scrutiny evidence consistently good teaching of reading and children making progress (Monitored through SIP)</i></li> </ul>
B.	<p>KS1 Disadvantaged maths to be targeted</p> <ul style="list-style-type: none"> <li>- 44% of Disadvantaged Pupils achieving ARE in maths</li> <li>- 27% of Disadvantaged pupils achieving the Higher standard in Maths</li> <li>- 44% of Disadvantaged Pupils targeted for ARE combined</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Data reflects a higher % of Disadvantaged Pupils are achieving ARE in maths compared to cohort baseline (Summer 2018)</i></li> <li>- <i>Data reflects progress of Disadvantaged pupils is at least Good</i></li> <li>- <i>Learning Walks and Work Scrutiny evidence consistently good teaching of reading and children making progress</i></li> <li>- <i>Mastery Maths approach embedded and used across the school successfully</i></li> </ul>

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C.	<p>% of Disadvantaged pupils achieving GLD in EYFS closer to that of Other pupils</p> <p>50% targeted for 2018 - 2019</p>	<ul style="list-style-type: none"> <li>• 50% of Disadvantaged pupils in Reception class achieving GLD (Monitored through SIP)</li> <li>• Disadvantaged pupils accessing additional hours offered in 3 year old provision</li> <li>• Disadvantaged pupils accessing additional intervention and making progress</li> <li>• WellComm assessments reflect that Disadvantaged pupils are making significant progress towards targets</li> <li>• Learning walks and monitoring evidence consistently good teaching of WellComm</li> <li>• Specific children targeted and monitored</li> </ul>
D.	<p>% KS1 Disadvantaged Pupils reaching the higher standard in reading, writing and maths.</p> <p>% KS2 Disadvantaged Pupils reaching the higher standard in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Targeted SLT intervention in class on a weekly basis making having impact</li> <li>• Regular tracking and pupil progress meetings to monitor progress</li> <li>• 27% of Disadvantaged Pupils targeted for Greater Depth combined (Monitored through SIP)</li> <li>• 27% of Disadvantaged Pupils targeted for Greater Depth combined (Monitored through SIP)</li> </ul>
E.	<p>Disadvantaged attendance to be closer to 'other' pupils and moving closer to the national figure</p>	<ul style="list-style-type: none"> <li>• Attendance of Disadvantaged pupils to be closer to that of Other pupils</li> <li>• Continued development of attendance lead as part of the Senior Leadership Team</li> <li>• Attendance to have high profile in school</li> <li>• Half termly monitoring of attendance shows a closing of the gap</li> </ul>
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"> <li>• Data reflects targeted pupils have made at least expected progress in reading, writing and maths.</li> <li>• Growth mindset PAQ reflect increase in resilience/confidence</li> </ul>

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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	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Termly Pupil Progress meetings Data analysis Learning walks Observations	Nicola Littler	Termly – PP meetings Dec 2018 March 2019 June 2019 <b>Total cost: £7295</b>
	Quality reading	The school recognises that high percentages of its pupil premium children are working below ARE for reading. Children who do not read at home need to be heard read on a daily basis to provide high quality 1-1 reading opportunities	Monitoring shows targeted pupils are reading regularly Data analysis	Nicola Littler	Termly – PP meetings Dec 2018 March 2019 June 2019 <b>Total cost: £2850</b>
	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 2018 March 2019 June 2019 <b>Total cost: £14000</b>

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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 2018 March 2019 June 2019  <b>Total cost: £4000</b>
	To be part of a Maths Mastery research hub.	EEF research states Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress	Observations Pupil Progress	Liz Burton	Ongoing throughout the year Dec 2018 March 2019 June 2019 <b>Total cost: £nil</b>
	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 2018 March 2019 June 2019  <b>Total cost: £450</b>

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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	Emma Bentham	
	<b>Total cost: £1890</b>				
	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	
	<b>Total cost: £500</b>				

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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.	Whole school SIP priority Termly monitoring Evidenced in learning walks and book scrutinies	Heather Hains Jonthan Fyne	<b>Total cost: £3025</b>
	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 that 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		<b>Total cost: £1920</b>
	Swimming sessions for Nursery children	As a school we recognise that many children are not 'water confident' and not accessing swimming sessions outside of the school day.	Children swimming confidence is assessed on a weekly and termly basis by school staff and SHAREs swimming coaches		<b>Total cost: £1000</b>
<b>Total Budgeted Cost</b>					<b>£36930</b>





2. Removing Barriers to Learning					
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?
Develop a whole school approach to mental health	Lego therapy training for Learning Mentor	<b>Promoting emotional resilience</b> 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	<b>Promoting emotional resilience</b> 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
					<b>Total cost: £350</b>
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
					<b>Total Cost: £200</b>

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Pupils to show increasing resilience	Play Therapy	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
					<b>Total cost: £3900</b>
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 Dec 2018 Mar 2019 June 2019
					<b>Total cost: £6460</b>
	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 2017 Mar 2018 June 2018
					<b>Total cost: £3960</b>

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To promote a 'Growth Mindset'	Targeted Growth mindset coaching sessions <b>Growth mind set</b> <b>Confident</b>	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.		Ian Morris Liz Burton	
<b>Total Cost: £600</b>					
To support families – making school accessible	Learning mentor family 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 Learning Mentor to complete CAFs and TAFs Learning mentor logs Update meetings with SLT.	Carolyn Lock	
<b>Total cost: £2535</b>					
To broaden children's horizons	Offer a wide range of enrichment activities, visits and visitors <b>trips</b>	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.	Annual, Whole School enrichment calendar updated Trips and visits summary and impact reported to governors termly	Jonathan Fyne	
<b>Total cost:£8240</b>					

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To ensure all children are ready to learn at the start of the school day	Breakfast club	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.	Termly Pupil Progress meetings Data analysis Weekly discussions with staff % of pupils attending school % increase in punctuality	Carolyn Lock Ian Morris	Allocated in punctuality section  <b>Total cost: £nil</b>
To support pupils learning in class	Additional adult support	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	Termly Pupil Progress meetings Data analysis Weekly discussions with staff	Liz Ormerod Class Teachers	<b>Total cost: £14763</b>
<b>Total Budgeted Cost</b>					<b>£43118</b>



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	<p>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.</p> <p>Approximately 73% of Disadvantaged Pupils regularly attend Breakfast club</p>	<p>Attendance monitored on a weekly/half termly and termly basis</p> <p>Reported to governors termly</p> <p>Reported to parents half termly</p> <p>Registers collected on a daily basis</p>	Ian Morris Kitty Dickson	Weekly Half termly Termly
					<b>Total cost: £12500</b>
To improve attendance of Disadvantaged Pupils	Attendance Initiatives	<p>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.</p> <p>Providing both children and parents with an understanding of the importance of good</p>	<p>Daily and weekly attendance initiatives used to improve attendance – monitored daily</p> <p>Half termly review of impact % of attendance</p> <p>Termly reporting to governors</p>	Ian Morris	

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		attendance , along with incentives for them to regularly attend .			<b>Total cost: £10901</b>
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	
					<b>Total cost: £4350</b>
To improve attendance of Disadvantaged Pupils	Learning Mentor 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	Carolyn Lock	
					<b>Total cost: £4225</b>
			<b>Total Budgeted Cost</b>		<b>£31976</b>



**Pupil Premium Strategy review 2018-2019**

Successes	Next Steps
<ul style="list-style-type: none"> <li>• Attendance during 'theme weeks' in school is noticeably higher than in non-themed weeks</li> <li>• All staff confident in EYFS and Development matters. Subject leaders confident in learning walks and book scrutiny in EYFS</li> <li>• Children in Year 4 and 5 accessing music tuition. Clear skills development in year 5 following a second year of tuition.</li> <li>• In school therapies delivered. Children and families approaching the Family Wellbeing office for support and advice</li> <li>• In all classes, progress of Disadvantaged pupils was in line with, if not better, than that of Non Disadvantaged pupils.</li> <li>• 50% of Disadvantaged Pupils achieved GLD in EYFS. 0% of pupils were on track at the start of the year.</li> <li>• 45% of Disadvantaged pupils in Year 2 achieved ARE combined</li> <li>• 9% of Disadvantaged pupils in Year 2 achieved the higher standard combined.</li> <li>• 40% of Disadvantaged pupils in Year 6 achieved the Higher standard in Writing</li> <li>• 7% of Disadvantaged pupils in year 6 achieved the higher standard in maths with a further 3 missing out by 1 mark (28% had the other 3 converted)</li> <li>• 7% of Disadvantaged pupils in year 6 achieved the higher standard in reading with a further 2 missing out by 1 mark (21% had the other 2 converted)</li> <li>• 64% of Disadvantaged pupils in Year 6 achieved ARE combined</li> <li>• 79% of Disadvantaged pupils in Year 6 achieved ARE in Reading</li> <li>• 86% of Disadvantaged pupils in Year 6 achieved ARE in Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance –despite the gap between Disadvantaged and Other pupils attendance being reduced from last academic year, the attendance of Disadvantaged pupils remain high priority on both the School Improvement Plan and Pupil Premium Strategy for 2019-2020</li> <li>• To promote the holistic development of Disadvantaged pupils, fostering resilient, confident, independent and creative learners.</li> <li>• To develop a love of reading</li> <li>• To continue to 'Narrow the Gap' between Disadvantaged pupils and that of 'Other' pupils</li> <li>• To target Disadvantaged pupils to achieve the Higher standard in reading, writing and maths.</li> <li>• To further build resilience of Disadvantaged pupils</li> <li>• To provide additional nurture support for vulnerable pupils</li> <li>• To provide ongoing therapeutic support</li> <li>• Further family support offered</li> </ul>

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- 79% of Disadvantaged pupils in Year 6 achieved ARE in Maths

Phonics Screening:

Year 1	2018	Target 2019	2019 Results
	83%	82%	83%
	24/29	23/28	24/29
<b>PP</b>	70%	67%	75%
	7/10	8/12	9/12
<b>Non PP</b>	89%	94%	88%
	17/19	15/16	15/17

The Year 1 phonics screening check has been a success again this year. The percentage of Disadvantaged pupils achieving the standard has increased by 5%. In addition, the gap between Disadvantaged and Other pupils has decreased further with a difference of only 13% in comparison to 19% in 2018.