

Charles Darwin Community Primary School



Pupil Premium Strategy Report

2019-2020

Designated SLT Lead: Adam Croft
Designated Governor: Adam Jones

1. Summary information					
School	Charles Darwin Community Primary School				
Academic Year	2019 – 2020	Total PP budget	£117,140	Date of most recent PP Review	N/A
Total number of pupils	364	Number of pupils eligible for PP	88	Date for next internal review of this strategy	Sept 2020

2. Current Attainment			
Attainment – July 2019	<i>CDCPS pupils eligible for PP – 19 children</i>	<i>CDCPS pupils not eligible for PP</i>	<i>Pupils not eligible for PP (national average 2-19)</i>
Average scaled score READING	104.3	108.2	104.5
Average scaled score WRITING			
Average scaled score MATHS	104.2	106.3	107.8
% achieving ARE or above in reading, writing and maths	71%	79%	71%

Attainment Summary – July 2019

EYFS: No difference between PP and non PP pupils at GLD

Year 1 Phonics Outcomes: There were 6 children in our Year 1 class eligible for Pupil Premium in 2018 – 2019
83% of our Pupil Premium eligible children met or exceeded the expected standard in Phonics; in line with non PP children

KS1 Outcomes: There were 14 children in our Year 2 class eligible for Pupil Premium in 2018 – 2019
57% of our Pupil Premium eligible children met or exceeded the expected standard in Reading
57% of our Pupil Premium eligible children met or exceeded the expected standard in Writing
57% of our Pupil Premium eligible children met or exceeded the expected standard in Maths

KS2 Outcomes: There were 19 children in our Year 6 class eligible for Pupil Premium in 2018 – 2019
81% of our Pupil Premium eligible children met or exceeded the expected standard in Reading; in line with non PP children
86% of our Pupil Premium eligible children met or exceeded the expected standard in Writing; just 3% less than non PP children
71% of our Pupil Premium eligible children met or exceeded the expected standard in Maths; just 4% less than non PP children
71% of our Pupil Premium eligible children met or exceeded the expected standard in reading, writing and maths combined. 8% less than non PP children but the same as non PP children nationally

Attendance for pupils eligible for Pupil Premium was the same as for non PP children; pupils with persistent absenteeism was less than that of non PP children

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Speech and language abilities on entry to Reception are weaker for PP children than non PP children
B	Percentages of both KS1 and KS2 PP children attaining greater depth are less than non PP children in reading, writing and maths
External barriers (issues which also require action outside of school, such as low attendance rates)	
C	

4. Desired outcomes 2020 (Desired outcomes and how they will be measured)		Success Criteria
A	Improved percentages of disadvantaged children attaining greater depth in reading, writing and maths at KS1 and KS2 SATs results 2020	<ul style="list-style-type: none"> • Attainment gaps between children eligible for PP and others to close • Progress rates for PP children to be consistent with that of others
B	Progress rates for disadvantaged children in reading, writing and maths to improve	<ul style="list-style-type: none"> • Progress rates for PP children to be at least that of non PP children leading to a greater percentage of PP children achieving GD in reading, writing and maths
C	Attainment gap of disadvantaged children in current Year 3 to be closed	<ul style="list-style-type: none"> • Progress rates for disadvantaged children to increase • Focused intervention and support leads to increased attainment in reading, writing and maths

5. Planned expenditure					
Academic Year	2019 - 2020				
The three headings below enable school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Improved attainment for disadvantaged children in reading in KS1 and KS2 results 2020	Further improve focus on phonics and early reading at EYFS and KS1	EEF rates phonic intervention as having moderate impact for very low cast, based on extensive evidence (+4) with an average impact of 4 months progress. Strategies to improve KS1 literacy are evaluated here: https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS1_Literacy_Guidance_-_Poster.pdf All relevant teaching staff receive CPD for teaching of speaking and listening, reading and phonics.	Regular monitoring of impact <ul style="list-style-type: none"> Updating of progress meeting records (half termly) Reports to SLT Online phonics tracking CPD evaluations and records and ongoing monitoring of learning in school 	MB SR AT	January Pupil Progress Review
	Structured use of Better Reading Partners intervention across KS2	Over 3,000 pupils in Years 1 to 8 have been supported by BRSP in 300 schools: <ul style="list-style-type: none"> They made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. They made an average Comprehension Age gain of 10 months. 99% of them showed more interest and confidence in reading after BRSP. https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/ EEF recommends targeted, structured interventions to improve literacy in KS2 https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf	Regular monitoring of impact <ul style="list-style-type: none"> Updating of progress meeting records (half termly) Reports to SLT Use of Suffolk Reading Test to track change in reading age 	MB SR AT	January Pupil Progress Review

		Children receiving BRSP in Y5 made accelerated progress in 17'18 and 18'19			
	Reading buddy approach for key children across the school in particular PP children in KS2	EEF research also evidences that small group tuition adds value to a child's education – highly competent teachers/TAs deliver extra reading sessions 3x weekly. All relevant teaching staff receive CPD for teaching of speaking and listening, reading and phonics.	<ul style="list-style-type: none"> Monitored in class daily to ensure all children are reading regularly (ideally daily but at least 3 times a week) CPD evaluations and records and ongoing monitoring of learning in school 	Each member of staff has been allocated reader buddies	Jan 2020 Children who don't get support with reading from home are being prioritized in most cases 2x buddy sessions per week led by staff. Good impact being seen with Yr5 buddies and younger children
	Increased spending on new reading books for all key stages	<p>An increased number of EYFS/KS1 books will be matched to phonic ability.</p> <p>Having a range of suitably challenging texts for children across all cohorts will inspire them to read more and gain more higher tier vocabulary to use when speaking and writing.</p>	<ul style="list-style-type: none"> Increased progress shown in phonics tracking Monitoring of children's reading in school and at home 	SR AT Class teachers	
Improved outcomes for all children across the hidden curriculum	Increased enrichment opportunities/ trip subsidy	<p>Children's enthusiasm and passion to learn is heightened by enriching experiences</p> <ul style="list-style-type: none"> Subsidised educational trips for all year groups Subsidised residential trips for Yrs 4 & 6 External educational workshops/visitors for all year groups Subsidised Darwin's Den places 	<ul style="list-style-type: none"> Monitoring and reporting on impact of visitors to school such as published authors as well as school trips 	AC	

Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Improve rates of progress for PP children in reading, writing and maths by the end of KS2	Identified children to receive 1:1 T/TA support and small group tuition	<p>Better Reading Partners across KS2 throughout the year</p> <p>Focused teaching of: Yr6 PP children who are not currently making the progress we would like from their starting points takes place from Autumn term</p> <p>Following this, sessions take place weekly for all Yr 6 children and in Spring and Summer terms for Yr2 children including those who are PP</p> <p>In Spring and Summer terms, PP children in Yrs 3,4 & 5 are identified for extra tuition sessions where targeted teaching looks to accelerate progress and close gaps in attainment</p> <p>MB & AC support in KS2 classes, focusing on PP children</p> <p>Individual and small group tuition is considered an effective intervention by the EEF</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	Regular monitoring of impact – updating of progress meeting records (half termly)	SR/A T/MB /LB	July 2020

Other approaches

- Designated leadership time for Deputy Headteacher in order to monitor, moderate and continue to develop all aspects of teaching and learning throughout the school so ensuring all pupils have the opportunity to achieve their potential
- Designated leadership time for SENCo in order to ensure pupils with Special Educational Needs and Disabilities receive high quality provision and achieve their potential
- Dedicated leadership time for KS2 leader to support teaching and learning across Key Stage
- Rolling programme of class cover to ensure subject leadership time for teachers to monitor and developing teaching and learning in their subject areas
- Additional teaching staff ensuring single age classes throughout the school so enabling smaller pupil numbers per class and most effective teaching of the national curriculum for disadvantaged and other pupils
- Additional teaching assistant hours in every year group in order to increase the amount of quality adult support available to disadvantaged pupils both in daily lessons and one to one or small group intervention support as necessary
- One to one tuition by teaching assistants as appropriate
- Designated Family Support Worker to provide one to one pastoral care as appropriate ~ attendance, punctuality , behaviour at home, behaviour in school , bereavement counselling, support for Children's Social Care
- Two ELSA (Emotional Literacy Support Assistant) trained members of staff (one teacher, one teaching assistant) providing guidance, mentoring and support to vulnerable pupils throughout the school
- Funding for specialist support as necessary for identified pupils eg ~ Educational Psychologists, dyslexia specialists, dyspraxia specialists, autism support, ADHD support, behaviour support
 - Additional resources eg phonics resource packs / reading books; both for guided & individual reading / spelling & handwriting resources / library books / curriculum materials / School Pupil Tracker Online / wider assessment materials
- Computing resources ~ additional ipads and laptops & technical support
- Financial support in order that pupils may have full access to instrumental tuition opportunities
- Specialist visitors & tutors ~ artist in residence / author visits / poet visits pets / science club
- Ongoing staff training in order to ensure high quality teaching and learning across the curriculum but particularly in English and maths.
- Ongoing training to ensure monitoring, moderation and assessment are accurate and appropriate to purpose
- Emotional literacy / resilience training

- Discounted educational visits
- Bursary scheme for residential visits
- Free school uniform for PP pupils
- Designated hardship fund for school snack & dinner system for pupils in need
- Funded after school clubs for PP pupils (rarely externally led after school clubs are charged but these will be funded for pp pupils on request)
- Specialist visitors & tutors ~ artist in residence / author visits / pets / science club

6. Review of expenditure				
Summer	July 2020			
Quality of teaching for all				
Desired outcome	Chosen action/ approach	Impact to date: Are we on track to meet success criteria? Include impact on pupils not eligible for PP if appropriate	Implications for next academic year (and whether you will continue with this approach)	Overall committed cost
Improved attainment for disadvantaged children in reading in KS1 and KS2 results 2020	Further improve focus on phonics and early reading at EYFS and KS1	School closure on 20 March 2020 due to COVID 19 meant no official summer term teaching and learning and no national tests so impossible to evaluate impact / value for money.	KS1 children to receive Catch-Up curriculum following internal reviews and assessment's in September 2020. Phonics / early reading to again be prime focus of school's plan to improve attainment for all.	£5000
	Structured use of Better Reading Partners intervention across KS2		SLT / Eng Leads believe this had significant impact in 18'19 and so will resume this approach in 2021	
	Reading buddy approach for key children across the school in particular PP children in KS2		SLT / Eng Leads believe this had significant impact in 18'19 and so will resume this approach in 2021	
	Increased spending on new reading books for all key stages		Anecdotally increased spending on reading books was huge success. Children, parents and staff highly appreciative of new titles. Will resume this approach in 2021	£8000
Improved outcomes for all children across the	Increased enrichment opportunities/ trip subsidy		Disadvantaged children enjoyed full access to all educational and residential visits as well as free daily snacks, school and PE uniforms, instrumental tuition, after school clubs and Darwin's Den wraparound care.	

hidden curriculum			Will resume this approach in 2021	
Targeted support				
Desired outcome	Chosen action/ approach	Impact to date: Are we on track to meet success criteria? Include impact on pupils not eligible for PP if appropriate	Implications for next academic year (and whether you will continue with this approach)	Overall committed cost
Improve rates of progress for PP children in reading, writing and maths by the end of KS2	Targeted additional TA support	School closure on 20 March 2020 due to COVID 19 meant no official summer term teaching and learning and no national tests so impossible to evaluate impact / value for money.	Targeted additional TA support to continue in 20'21	£20000
	Booster tuition		To continue in 20'21	£10000
Improved rates of progress in reading for all KS1 children	Additional reading support		To continue in 20'21	£10000
Other approaches				
Desired outcome	Chosen action/ approach	Impact to date: Are we on track to meet success criteria? Include impact on pupils not eligible for PP if appropriate	Implications for next academic year (and whether you will continue with this approach)	Overall committed cost
All bullet points in other approaches above		Dedicated leadership time / FSW / TA support has immeasurable positive impact on daily life of school as well as personal and academic progress and development of disadvantaged children.	GB have approved leadership time for DHT & AHT/ SENCo as well as appointment of new pastoral care manager / FSW for 20'21.	£50000
Improved behaviour for a small minority of	Personal Behaviour Plans to identify targeted	Personalised behavior plans had limited success in Autumn and Spring terms '19/20. Application for top up funding with support from SEND team resulted in funding for one child but application for EHCP for another was declined.	Resubmit application for EHCP for Y5 child with aim of appointing additional TA support. Appoint TA to support Y6 child. Educational Access Team intervention worker to	£15000

pupils identified	multi-agency support and positive actions to improve behaviour	Educational Access Team intervention worker was due to start with both children but unable to due to Covid 19 school closure.		
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