
Darlinghurst Academy



Diminishing the Difference: Pupil Premium Spending Strategy 2016-2017

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Background to the Pupil Premium Grant (PP)

Introduced in April 2011 the Pupil Premium is a Government initiative that provides additional funding to schools which is allocated on the basis of the number of children who are eligible for free school meals, (FSM) or have been at any point in the preceding six years. The Government believes that this is the best way to address the current underlying inequalities between children eligible for FSM and their peers. Schools also receive funding for children who have been looked after or adopted from care as well as those who are children of service personnel in order to also address the social and emotional well-being of these groups. Pupil Premium is designed to improve learning outcomes for this identified group of children and must be used in a way that meets the individual needs of the pupil premium children..

Overall Objective:

At Darlington School we have an ethos of high attainment and good or better progress for all children. We view each child as an individual and consciously avoid stereotyping disadvantaged children by referring to them as a group – we never assume that disadvantaged children face the same barriers as each other or have less potential to succeed.

At Darlington we emphasise the importance of "Quality First Teaching". We aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit the needs of our children and sharing best practice. This approach is supported by research that identifies that good teachers are especially important for all children and more so for children from disadvantaged backgrounds. We also recognise that not all pupils who are eligible for PP will be socially disadvantaged or underachieving.

Through good use of qualitative and quantitative data, children's progress is regularly reviewed and any signs of underperformance is quickly addressed. We regularly review progress, identify any signs of underperformance and move to address these. Teachers and Raising Standards Leaders engage with the data themselves and regularly analyse it as individuals, as a group and as a cohort. We have, like most schools, a consistent marking policy which recognises children's achievement and sets out next steps in their learning.

At Darlington we aim to

- Raise the attainment of all pupils eligible for PP so that their performance is at least in line with their peers, locally and nationally and where there is no attainment gap the pupils are given stretch and challenge to accelerate their progress
- Address inequalities, fund projects and activities for the benefit of the children

Reporting Outcomes

It is the responsibility of the Principal to produce a report for the Governing Body that will include:

- The progress made towards diminishing the difference, by year group, for children eligible for PP
- An outline of the provision provided
- An evaluation of the cost effectiveness, in terms of the progress made.

The Governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of diminishing the difference for those eligible for the grant.

Appeal

Any appeals against the Policy will be through the Complaints Procedure.

Summary Information

Academic Year	2016-2017	Total PP Budget	£271,280
Total Number of Pupils in school	711 (+Nursery)	Number of eligible PP children	202

Desired outcomes	Chosen action/approach	Evidence and rationale	How we will ensure this is implemented	DfE requirements
Improved progress and attainment for all PP children in English and maths	<ol style="list-style-type: none"> 1. Improved Teaching and Learning for all children through Quality First Teaching, 2. Raising Standards Leaders to support year groups in their planning and provide supportive partnership with class teachers 3. Continuous Professional Development (CPD) for all staff, teaching and support 4. Small group booster interventions implemented by high quality teaching staff 5. High quality class visits planned to enhance learning 	<p>The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective especially for older children.</p> <p>Many children, particularly the PP children, cannot access external visits that will enhance their experiences and exposure to the wider world. Visits used as a concrete base for learning</p>	<ul style="list-style-type: none"> • Rigorous identification, targeting, tracking and monitoring of individuals • Timetable reorganisation to ensure effective delivery • Parental engagement • CPD selected and attended by relevant staff, teaching and support • Selection of high quality, relevant trips/visits 	1, 3, 4, 5, 6, 7

Desired outcomes	Chosen action/approach	Evidence and rationale	How we will ensure this is implemented	DfE requirements
Improved progress and attainment for all PP children in English and maths in Year 6	<ol style="list-style-type: none"> 1. Small class size – 61 children between 3 high quality teaching staff 2. Small booster groups and identified therapies to meet the needs of the individual 	<p>The EEF Toolkit indicates that smaller class sizes are effective if the teacher changes their teaching style and the children change their learning behaviour's. Small classes allow for:</p> <ul style="list-style-type: none"> • More detailed feedback • More focused teaching of groups <p>The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective especially for older children.</p>	<ul style="list-style-type: none"> • Rigorous identification, targeting, tracking and monitoring of individuals • Timetable reorganisation to ensure effective delivery • Parental engagement 	3, 4, 5, 6, 7,
Maintain progress for Year 6 PP children over the Easter holidays	Easter school programme implemented for PP children	The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective especially for older children.	<ul style="list-style-type: none"> • Rigorous identification, targeting, tracking and monitoring of individuals • Parental engagement 	3, 4, 5, 6, 7,
PP children attend additional learning activities. Social skills are developed through participation in a range of activities	<ol style="list-style-type: none"> 1. Ability to participate in a range of extra - curricular activities on offer throughout the year 2. Subsidise trips and residential activities providing PP children access to enrichment activities 3. Subsidise breakfast and after school club 4. Targeted Outdoor 	There are many documented benefits of children taking part in more extra-curricular activities; the social aspect of building relationships and improved self-esteem have a positive impact on the child. Trying new and diverse activities broadens the child's experiences	<ul style="list-style-type: none"> • Opportunity to participate in additional outdoor learning experiences • Animal husbandry • Subsidised/funded trips (including residential) • Music tuition with peripatetic staff 	1, 3, 4, 5, 6, 7,

	Learning experiences for pupil Premium Children 5. Subsidised music tuition			
Desired outcomes	Chosen action/approach	Evidence and rationale	How we will ensure this is implemented	DfE requirements
Removal of barriers to learning such as emotional, behavioural and social issues. Families and individuals to be supported by the Pastoral Support Team so that they are no longer barriers	<ol style="list-style-type: none"> 1. Contribution to salary of Learning Mentor to support well-being of children 2. Contribution to salary of Behaviour Support Assistant 3. Support to purchase/obtain uniform as required by PP families 4. Subsidise breakfast and after school provision 5. Subsidise holiday clubs 	<p>As a school we recognise the need for our children to be motivated and inspired to learn and that social, emotional, behavioural and learning barriers exist that may prohibit this.</p> <p>Research indicates that addressing the social and emotional needs of individuals and/or their families is a key step to improving academic outcomes for children, as demonstrated in the EEF toolkit.</p> <p>Engagement with parents/carers</p> <p>Intervention and targeted support for Young Carers</p>	<ul style="list-style-type: none"> • Increased identification and support for Young Carers • Support for children with behaviour and social and/or emotional difficulties which enables greater access to the curriculum • Teachers are aware of funding available 	1, 2, 4, 5,
PP review	Review of PP strategy and spending	Statutory requirement	<ul style="list-style-type: none"> • Changes in strategy identified prior to review • Ring fencing of funding • Opportunities to be creative in using the funding 	1, 6, 7
Attendance	<ol style="list-style-type: none"> 1. Attendance bear across three key stages rewarding improved attendance – celebrating 2. Fast passes 3. Early Bird reward 	<p>To raise the profile of good punctuality with pupils and their families.</p> <p>Good attendance is imperative for progress and attainment</p>	<ul style="list-style-type: none"> • Improved attendance across classes, year groups, specific groups • Rigorous analysis of attendance. Action taken swiftly for families falling below expected 	1, 2, 4, 5,

	<ol style="list-style-type: none"> 4. 100% attendance reward 5. Collection from home where difficulties exist 		<p>percentage of attendance</p> <ul style="list-style-type: none"> • Positive action/rewards for families achieving good or better attendance 	
Desired outcomes	Chosen action/approach	Evidence and rationale	How we will ensure this is implemented	DfE requirements
Improved progress for high attaining pupils	<ol style="list-style-type: none"> 1. CPD opportunities for staff on depth and fluency across various aspects of the curriculum 2. Challenge for all teachers through RSL attendance at PPA sessions to ensure planning for deeper learning 3. Small group booster sessions for high-attaining pupils with experienced teacher – in addition to Quality First Teaching 	As a school we recognise the need for our high ability children eligible for PP to achieve depth and fluency across a range of subjects. We want to ensure that we train staff in effective practices to provide challenge and encouragement for identified children	<ul style="list-style-type: none"> • Challenge for all staff – CPD selected and attended by teaching and relevant support staff • Peer observation and coaching models 	1, 2, 3, 4, 7,

DfE Requirements

1.	Whole school ethos of attainment for all
2.	Behaviour and attendance
3.	High quality teaching for all
4.	Meeting individual learning needs
5.	Deploying staff effectively
6.	Data driven and responding to evidence
7.	Leadership