



# Darlinghurst

ACADEMY

## **Pupil Premium: Diminishing the Difference Planned Expenditure 2018-19**

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## Pupil Premium Report 2018-19 (Planned Expenditure)

### Introduction

Introduced in April 2011, the Government believes that the Pupil Premium Grant, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years, also known as Ever6. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Head Teachers and governing bodies are held accountable for the impact of Pupil Premium funding. In line with current guidance, we publish the following information to keep our school community informed of our Pupil Premium expenditure:

- our pupil premium allocation for the current academic year;
- details of how we intend to spend the allocation;
- details of how we have spent our previous academic year's allocation;
- how it has made a difference to the attainment of disadvantaged pupils.

1. Summary information							
Academic Year	2018-19	Total PP budget	267,260	Primary children on roll	658 incl. Nursery (28) Sept 2018	Number eligible of PPG	196
Academic Year	2017-18	Total PP budget	286,840	Primary children on roll (July 2017)	707 incl. Nursery (40) Jan2018	Number eligible for PPG	197
Academic Year	2016-17	Total PP budget	271,280	Primary children on roll	702 (July 2017)	Number eligible for PPG	192
Date of last Pupil Premium Review – March 2017 (Inclusion Expert)				Next internal review to take place in the Summer Term 2018			

	2016				2017				2018			
	National		School		National		School		National		School	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	Provisional* Dec 18	Not PP	PP	Not PP
EYFS												
GLD	55	72	71	74	57	73	69	70	57	73	80	73
Year 1												
Phonics	70	83	85	88	81	84	79	87	81	84	94	95
Year 2												
Reading	78	78	66	90	63	79	89	88	63	79	65	86
Writing	70	70	51	81	54	72	68	76	54	72	58	76
Maths	77	77	57	82	62	79	89	88	62	79	65	86

	2016				2017				2018			
	National		School		National		School		National		School	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	Provisional* Dec 18	Not PP	PP	Not PP
Year 6												
Reading	72	72	44	72	60	77	70	83	60	77	69	80
Writing	79	79	75	90	66	81	80	80	66	81	77	86
Maths	76	76	47	72	63	80	65	80	63	80	46	80
Comb	60	60	25	62	48	67	60	70	48	67	46	68
GPS	78	78	63	79	66	82	85	93	66	82	59	80
Prog R					0	0	-2.89	-0.85	0	0	-0.77	-0.18
Prog W					0	0	-2.24	-3.15	0	0	0.8	1.4
Prog M					0	0	-1.34	-0.58	0	0	-3.55	-0.34
R AveSc					105	105	101	107	105	105	104	105
W AveSc											104	104
M AveSc					105	105	103	107	105	105	103	104

### 3. Barriers to future attainment (for disadvantaged pupils)

#### In-school Barriers

A	Reading because they might not be exposed to the same opportunities as their peers to read often enough and may have trouble with comprehension tasks due to low literacy skills.
B	Writing because they may struggle due to a lack of exposure to a wide range of vocabulary or experience of texts, and are therefore unable to apply these skills to their writing. These children only have a limited experience, which may hamper their ability.
C	Maths because they have a poorer understanding of number and parental maths perception is negative. Application of maths skills is limited through a lack of problem solving and exploring from a young age and continued game play.
<b>External Barriers</b>	
D	Disadvantaged children could have: <ul style="list-style-type: none"> <li>• social and emotional barriers to learning</li> <li>• low aspirations due to parental life experience</li> <li>• Financial implications</li> <li>• Enrichment experiences</li> <li>• Access to home learning</li> <li>• Roles and responsibilities within the families</li> </ul>

<b>4. Desired Outcomes</b>		
	<b>Desired outcomes (and how they will be measured)</b>	<b>Success criteria</b>
A	Pupils make expected progress in reading by the end of KS2. Attainment in reading is in line with their peers by the end of KS2.	<b>Pupils make expected/better than expected progress from starting points. Reduce the gap between PP and NPP pupils.</b>
B	Pupils make expected progress in writing by the end of KS2. Attainment in writing is in line with their peers by the end of KS2.	<b>Pupils make expected/better than expected progress from starting points. Reduce the gap between PP and NPP pupils.</b>
C	Pupils make expected progress in maths by the end of KS2. Attainment in maths is in line with their peers by the end of KS2.	<b>Pupils make expected/better than expected progress from starting points. Reduce the gap between PP and NPP pupils.</b>

D	Raised aspirations, supported wellbeing and reduced barriers to learning.	<b>Children aspiring to further education/career choice</b> <b>Children improved attendance</b> <b>Children prepared for school week – homework completed</b>
E	Improved self-confidence, social and emotional enrichment.	<b>Improved self-confidence – children vocalising achievements, being nominated and rewarded more explicitly,</b> <b>Improved confidence in lessons observed through active participation.</b> <b>Improved behaviour records – fewer incidents occurring</b>
F	Pupils participate fully in all aspects of school life.	<b>Take up and attendance of clubs</b> <b>Attendance to trips/visits</b> <b>Improved support from parents at school events</b>

## 5. Planned Expenditure

Academic Year	2018-19			
I. Quality of teaching for all				
Desired Outcome	Action/approach	Evidence and rationale for this	How we will ensure that it is implemented well	Review
-To ensure that all disadvantaged pupils make expected progress in reading by the end of KS2. -To raise the attainment of disadvantaged children so that their attainment in reading is in line with their peers by the end of KS2.	Continue with phonics/ reading programme focusing on phonic development, accuracy, fluency and comprehension	Regular progress meetings and monitoring activities which will enable us to identify pupils at risk of underachievement and support the development of strategies and personalised interventions, including those for spelling and handwriting, in order to enhance their learning. This remains a whole school priority for all pupils, but particularly for those who are disadvantaged.	The Senior Leadership Team (SLT) will lead regular pupil progress meetings, with year group leaders working with class teachers on a more regular basis. Pupils who require additional support will be targeted using a range of strategies.	Post pupil progress meetings and data drops.

-To ensure that all disadvantaged pupils make expected progress in writing by the end of KS2. -To raise the attainment of disadvantaged children so that their attainment in writing is in line with their peers by the end of KS2.	Live feedback to PP children 1:1 tuition by specialists to PP children Green pen editing in writing books	Live marking and feedback within each lesson to ensure that disadvantaged children have regular support and ongoing focused intervention closely linked to target sheets in the front of their writing books – supporting the national curriculum descriptors. Specialist support in class – linked to target sheets. Editing sessions – book on book – evaluation of green pen evidence of PP children in comparison to peers	Regular learning walks and other monitoring activities including data analysis, book looks and pupil progress meetings.	Termly review
-To ensure that all disadvantaged pupils make expected progress in maths by the end of KS2. -To raise the attainment of disadvantaged children so that their attainment in maths is in line with their peers by the end of KS2.	Mastery approach Support and challenge of 'cusp' PP children	Layered maths approach to ensure appropriate support and challenge are provided. Regular times tables taught within lessons and tracked through Times Tables Rock Stars.	Regular learning walks online analysis using rock Stars, data analysis, book looks and pupil progress meetings.	Termly review
<b>Total budgeted cost</b>				<b>£ 176,040</b>

II. Targeted support				
Desired outcome	Action/approach	Evidence and rationale for this	How we will ensure that it is implemented well	Review

<p>To increase the attainment and progress of disadvantaged pupils in writing by the end of KS2</p>	<p>Personalised provision support/tuition –focused on individual need.</p> <p>Marking policy – ‘live marking’ and ‘feedback’, green pen editing and refining.</p>	<p>EEF support the use of 1:1 tuition enables high impact – supporting our use of specialist teachers working on a 1:1 basis with children across KS2 to ensure word choice, grammar and sentence development are developed alongside class teaching.</p> <p>EEF support Metacognition and Self-Regulation, which shows high impact – enabling children to think about their work explicitly – teaching strategies for planning, monitoring and evaluating their learning.</p> <p>EEF support the use of feedback - to encourage children to be reflective and reach a particular goal</p>	<p>Specialists will feedback regularly to CT's on the impact their 1:1 support is having- discussions with CT's will enable teachers to feedback requests of support required- referring to target sheets. Green pen evidence in book looks to be scrutinise re quality, quantity evidenced.</p>	<p>Post pupil progress meetings</p>
<p>To increase the attainment and progress of disadvantaged pupils in reading by the end of KS2</p>	<p>Phonics groups/Whole class reading</p> <p>Walk and Talk sessions</p>	<p>EEF support the use of oral language intervention – supporting our phonic and whole class reading approaches.</p>	<p>To review data stories and ensure impact of strategies – adjust if necessary.</p>	<p>Data drop points/half termly</p>
<p>To increase the attainment and progress of disadvantaged pupils in maths by the end of KS2.</p>	<p>Personalised provision support/tuition –focused on individual need.</p> <p>Walk and Talk sessions – test skills</p>	<p>EEF support the mastery approach – revisiting concepts of learning to allow for all children to achieve outcomes. Providing additional opportunities to meet outcomes required i.e. additional tuition, peer support, homework, small group discussions (mark meets) etc.</p>	<p>Regular number and times tables work, Rock Star times tables access and tracking. Tacking test data to measure the impact of Walk and Talk sessions.</p>	<p>At least half termly / data drop points</p>
<b>Total budgeted cost</b>				<b>£ 61,290</b>

III. Other approaches				
Desired outcome	Action/approach	Evidence and rationale for this	How we will ensure that it is implemented well	Review
To raise aspirations, support pupils' wellbeing and break down barriers to learning	Pastoral Support Team	<p>The EEF recognises the value of social and emotional dimensions of learning and improving attainment, including through specialised targeted programmes. The Inclusion Leader, Nurture team (specialist teachers), Behaviour Support Assistant and Attendance Officer form a highly effective part of the Inclusion Team, providing bespoke, targeted support to pupils in order to enable them to manage or overcome social, emotional and behavioural barriers affecting their learning. Support is targeted towards vulnerable pupils.</p> <p>We will be using the 360' assessment in addition to other holistic assessments to support our most vulnerable pupils, identifying what motivates them and developing an individualised plan which supports them to succeed as learners</p>	The pastoral Support Team meet weekly to discuss vulnerable pupils and the work currently being undertaken to support them, including liaising with outside agencies and other professional organisations	Half termly



Improved self-confidence, social and emotional enrichment	Outdoor Learning Experiences	The EEF identifies that outdoor learning experiences can show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. Through the outdoor learning opportunities that we are able to provide the children can also interact with the animals and practice social interaction with them in a non-threatening manner as well as access learning experiences that they may not have previously experienced, including visits to the beach which some of our disadvantaged children have only experienced through school visits.	Through feedback from the children, class teachers and interaction with their academic learning	Half-termly
To provide the opportunity for all disadvantaged pupils to participate fully in all aspects of school life	Voucher Scheme	Pupils from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits. This funding will continue to support pupils at Darlington in a range of	Discounts for the opportunities listed will be managed by the Principal, Vice Principal and Finance Officer often in discussion with the Inclusion Leader	Half-termly

		<p>ways and contribute to developing the 'whole' child:</p> <ul style="list-style-type: none"> <li>• Breakfast club /after school club</li> <li>• Supporting the cost of educational visits for those unable to make a contribution</li> <li>• Uniform costs for individuals to enable them to feel part of the school community</li> <li>• Extra-curricular activities for pupils, including musical tuition</li> <li>• Activities outside of school</li> </ul>			
				<b>Total budgeted cost</b>	<b>£ 30,040</b>