



Darlinghurst

ACADEMY

Pupil Premium: Diminishing the Difference Planned Expenditure 2020_21

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Pupil Premium Report 2020-21 (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	2020-21	Total PP budget	225,960	Primary Children on roll	593	Number eligible for PPG	168 28.33%
Academic Year	2019-20	Total PP budget	258,680	Primary Children on roll	643	Number eligible for PPG	194 30.17%
Academic Year	2018-19	Total PP budget	267,260	Primary children on roll	658 incl. Nursery (28) Sept 2018	Number eligible of PPG	196 29.78%

*No data shared for 2019-20 due to COVID 19 and no SATS were completed.

	2016-2017				2017-2018				2018-2019				2019-20	
	National		School		National		School		National 2017-18		School		School	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
EYFS														
GLD	57	73	69	70	74	74	79	73	74	74	64	66		
Year 1														
Phonics	81	84	79	87	85	85	94	96	85	85	87	99		
Year 2														
Reading	63	79	89	88	79	79	65	83	79	79	63	73		
Writing	54	72	68	76	74	74	55	76	74	74	58	61		
Maths	62	79	89	88	80	80	65	82	80	80	74	73		
Year 6														
Reading	60	77	70	83	64	80	69	81	64	80	73	87		
Writing	66	81	80	80	67	83	73	88	67	83	76	87		
Maths	63	80	65	80	64	81	46	80	64	81	71	85		
Comb	48	67	60	70	51	70	46	71	51	70	53	75		
GPS	66	82	85	93	67	82	58	81	67	82	80	87		
Prog R	0	0	-2.89	-0.85	-0.59	0.31	-1.21	-0.72	-0.59	0.31	-1.06	2.57		
Prog W	0	0	-2.24	-3.15	-0.44	0.24	0.04	1.06	-0.44	0.24	-0.54	1.1		
Prog M	0	0	-1.34	-0.58	-0.58	0.31	-3.26	-0.79	-0.58	0.31	-0.48	2.68		
R AveSc	105	105	101	107	102.6	106.1	102.2	106	102.6	106.1	102.1	107.07		
M AveSc	105	105	103	107	101.9	105.4	99.4	105.4	101.9	105.4	102.8	107.05		

*Due to COVID 19 and suspension of KS1 and 2 SATS the data used to support the expenditure report will be based on 2018_19 data.

*In school data (TA) in March indicated that PP gaps were closing in key groups and on average were in line with national PP gaps.

2. Barriers to future attainment (for disadvantaged pupils)	
In-school Barriers	
A	Literacy poor starting points and extended period off school (COVID 19) - phonics, rich and varied vocabulary choices, regular reading experiences and discussions with parents/carers.
B	Numeracy poor starting points and extended period off school (COVID 19) - 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.
C	More able disadvantaged children with low self-esteem and self-confidence (extended period off school – COVID 19) need further targeted challenge to exceed own expectations
External Barriers	
D	<p>Disadvantaged children could have:</p> <ul style="list-style-type: none"> • social and emotional barriers to learning increased by COVID 19 and time away from school • low aspirations due to parental life experience • Poor attendance • Financial implications pre and during COVID 19 • Enrichment experiences pre and during COVID 19 • Access to home learning and support pre and during COVID 19 • Roles and responsibilities within the families

4. Desired Outcomes

	Desired outcomes (and how they will be measured)	Success criteria
A	Improved attendance for disadvantaged children	<ul style="list-style-type: none"> • Face to face targeted support with families • Analysis of termly attendance figures • Regular discussions during pupil progress meetings • Rigorous tracking of parental meetings between class teachers, year leaders, RSL and families – impact reviewed
B	Increased outcomes for more able disadvantaged children	<ul style="list-style-type: none"> • Monitor cusp GDS disadvantaged children • Design interventions bespoke to need • Identify gaps in learning and close these through personalised provision – (RSL and year leader) • Tutoring through the National Tutoring Programme
C	Barriers to learning are broken down and support provides similar starting points for all children	<ul style="list-style-type: none"> • Settle disadvantaged children into lessons and at start of the day • Provide play therapy for identified vulnerable children • Increase resilience for children • Support LLS • Identify PP early and intervene immediately with targeted support
D	Increased participation in enrichment activities	<ul style="list-style-type: none"> • Track participation • Invite and encourage participation in all enrichment activities i.e. clubs, trips, visits etc. • Support families to engage in enrichments activities i.e. learning and celebrating together sessions, club activities, performances, sporting events, fayres etc.
E	Increase in phonic/reading outcomes for all	<ul style="list-style-type: none"> • Allocate focus PP children to LSA's in addition to class support • Small bespoke targeted groups • Quality rich texts • Vocabulary rich environments • QFT of vocabulary – displays, knowledge organisers, word banks

F	Increase in number/maths outcomes for all	<ul style="list-style-type: none"> • Allocate focus PP children to LSA's in addition to class support • Small bespoke targeted groups – number groups • Live in the moment feedback – targeted to PP children • Analyse data and review gaps in learning – interventions to address gaps, personalised provision to close gaps • Continue to provide catch up and track progress throughout the year • Tutoring through the National Tutoring Programme
G	Increase in outcomes for WTS and cusp ARE during summer school catch up	<ul style="list-style-type: none"> • Identify off track PP writers and potential cusp writers and mathematicians • Plan 1:1 tutoring to close the gap during summer catch up provision in preparation for the next academic year • Continue to provide catch up and track progress of these children throughout the year • Tutoring through the National Tutoring Programme
H	Increase wellbeing and active lifestyle for PP children	<ul style="list-style-type: none"> • Small group tutoring during summer catch up • Encourage active health and wellbeing through sports and activities • Continue to target these children throughout the year to ensure children remain active and involved

5. Planned Expenditure

Academic Year	2020-21			
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 increase phonic/reading outcomes for all	-Continue with phonics/reading programme focusing on phonic development, accuracy,	-Regular progress meetings and monitoring activities which will enable us to identify pupils at risk of underachievement and	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	Post pupil progress meetings

	<p>fluency and comprehension</p> <p>-Continue to run bridging classes for reading. Focus children to be reviewed first during Progress meetings</p>	<p>support the development of strategies and personalised interventions</p> <p>-Assessment of progress in phonics each half term and adjust groupings where necessary</p>	<p>require additional support will be targeted using a range of strategies.</p>	<p>and data drops.</p>
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<p>To increase number/maths outcomes for all</p>	<p>Mastery approach</p> <p>Support and challenge of 'cusp' PP children</p> <p>Layered maths lesson to incorporate more rhythmic counting skills, tables and bonds practice and rehearsal as well as review and recap regularly mental maths strategies.</p> <p>Promote challenge throughout the layered lessons</p> <p>Number sets to support children's foundations in maths.</p>	<p>-Layered maths approach to ensure appropriate support and challenge are provided. Regular time tables taught within lessons and tracked through Time Tables Rock Stars.</p> <p>Rhythmic counting – fluency and rehearsal of number</p> <p>-number groups taught across phases to teach and re-inforce basic number skills.</p>	<p>Regular learning walks and other monitoring activities including data analysis, book looks and pupil progress meetings.</p>	<p>Termly review</p>
<p>To increase writing outcomes for all</p>	<p>Use spelling programme – Sir Linkalot to engage all children in learning spelling in a fun way.</p> <p>Use the layered lesson approach to support children in writing – focus on GPS skills within sentences to improve the</p>	<p>-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.</p>	<p>Review impact in spelling test outcomes and work in books during moderation sessions and book looks.</p> <p>Track spelling results from termly summative tests and review impact.</p>	

	<p>overall quality of sentence construction. Live feedback to PP children Personalised provision targeted children Green pen editing in writing books</p>	<p>- 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. Targeted LSA support in class – linked to target sheets. Editing sessions – book on book – evaluation of green pen evidence of PP children in comparison to peers Added capacity to provide 1:1 support in key year groups.</p>		
Total budgeted cost				£159,274

II. Targeted support				
Desired outcome	Action/approach	Evidence and rationale for this	How we will ensure that it is implemented well	Review
To improved attendance for disadvantaged children	<p>Class teachers Year Leads RSL for year group Attendance Officer Attendance Lead PP Lead</p>	<p>Face to face targeted support with families Identify barriers and devise support to overcome these Incentives for coming to school each day – collective responsibility Assemblies and class competitions to increase class attendance – weekly rewards</p>	<p>Half termly meetings with VP/Attendance Lead/AO/Inclusion Lead Pupil progress meetings – Year leads to report on attendance focus children Attendance officer will track meetings and face to face</p>	<p>Termly review and end of year impact report</p>

		End of term attendance rewards for 100% attendance	contact with PP children with low attendance and lateness	
To increase participation of disadvantaged in all enrichment across the whole curriculum i.e. trips, visits, learning together sessions, celebrating together sessions, parents evening, surveys, uniform	EVC Year leaders Class teachers Specialist Team	Invite and encourage participation in all enrichment activities i.e. clubs, trips, visits etc. Track summer catch up children and ensure continuous engagement Support families to engage in enrichments activities i.e. learning and celebrating together sessions, club activities, performances, sporting events, fayres etc. Offer FSM Voucher to FSM families Letters of invitations, registers of clubs Letters for trips and visits Surveys – feedback Registers of together sessions	Track participation Collate surveys and analyse Collate reply slips Copy registers Track FSM voucher usage	Termly Review and end of year impact report
To increased outcomes for more able disadvantaged children	Live feedback to more able children Personalised provision for targeted cusp GDS children in class Support and Challenge opportunities – class teachers and LSAs to enable cusp more able to have secure understanding	Encourage focus PP children to attempt challenges in all subjects so that children articulate their understanding more clearly. To direct questions to PP more able children and scaffold learning where needed to support achievement. Place targeted children next to secure GDS children for peer support.	Seating plans reflect additional support Planning identifies challenge built in to lessons Questioning in the lesson shows focus on challenge and is directed at focus children Take up for the NTP Take up for the 11 Plus club	Termly review

	Additional tutoring through the 11 Plus club/National Tutoring Programme (NTP)	Expose children from disadvantaged backgrounds to enrichment opportunities such as at the NTP		
Total budgeted cost				£ 71,190

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 Provision Mapping Team Teach Play therapy Resilience sessions LLS curriculum Sir Linkalot Summer Catch up 1:1 Tutoring 6Programme	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. 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 We will provide support through the 1:1 Tutoring for those children who are unable to afford it and will benefit from this provision	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 Pastoral team are present at pp meetings and offer support, strategies and knowledge to discussions around vulnerable children Support team tracks provision and interventions using provision mapping tool Track impact of 1:1 tutoring programme	Termly and end of year impact report

<p>To improve self-confidence, social and emotional enrichment</p>	<p>Outdoor Learning Experiences</p>	<p>The EEF identifies that outdoor learning experiences can show positive benefits on academic learning. There is also evidence of an impact on no 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 nonthreatening 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.</p>	<p>Through feedback from the children, class teachers and interaction with their academic learning</p>	<p>Termly (May be impacted on by COVID 19)</p>
<p>To provide the opportunity for all disadvantaged pupils to participate fully in all aspects of school life</p>	<p>Voucher Scheme</p>	<p>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</p>	<p>Discounts for the opportunities listed will be managed by the Principal, Vice Principal and Finance Officer often in discussion with the Inclusion Leader</p>	<p>At start of year and reviewed as and when needed. Reviewed in end of year impact report</p>

		<p>ways and contribute to developing the 'whole' child:</p> <ul style="list-style-type: none"> • Breakfast club /after school club • Supporting the cost of educational visits for those unable to make a contribution • Uniform costs for individuals to enable them to feel part of the school community • Extra-curricular activities for pupils, including musical tuition • Activities outside of school 			
				Total budgeted cost	£ 19,208