



Darlinghurst
ACADEMY

Pupil Premium Diminishing the Difference Planned Expenditure 2017-18 Policy Review 2016-17

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Darlinghurst Academy

Pupil Premium Report 2017-18 (Planned Expenditure) and 2016-17 (Review of 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 | 2017-18 | Total PP budget | 265,000 (TBC) | Primary children on roll (July 2017) | 707 incl. Nursery (40) Jan2018 | Number eligible for PP | 197 |
| Academic Year | 2016-17 | Total PP budget | 271,280 | Primary children on roll | 702 (July 2017) | Number eligible for PP | 192 |
| Date of last Pupil Premium Review – March 2017 (Inclusion Expert) | | | | Next internal review to take place in the Summer Term 2018 | | | |

2. Current Attainment

| Year 6 | 2015 | | | | 2016 | | | | Revised Final Data - Dfe 2017 | | | |
|----------|----------|--------|--------|--------|----------|--------|--------|--------|-------------------------------|--------|--------------------|--------|
| | National | | School | | National | | School | | National Validated * | | School Validated * | |
| | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP |
| Reading | 83 | 92 | 91 | 94 | 72 | 72 | 44 | 72 | 60 | 77 | 70 | 83 |
| Writing | 79 | 90 | 73 | 89 | 79 | 79 | 75 | 90 | 66 | 81 | 80 | 80 |
| Maths | 80 | 90 | 77 | 78 | 76 | 76 | 47 | 72 | 63 | 80 | 65 | 80 |
| Combined | 70 | 85 | 64 | 78 | 60 | 60 | 25 | 62 | 48 | 67 | 60 | 70 |
| GPS | 71 | 84 | 64 | 83 | 78 | 78 | 63 | 79 | 66 | 82 | 85 | 93 |

The data shows that the gap between PP and NPP has closed in all areas including combined from 2016 to 2017. The widest gap in 2016 being 37% in Combined, which has diminished by 27%. PP have outperformed national Ave in all areas including Combined. This indicated that the PPG funding for 2016/17 has made a significant impact to attainment of PP children in KS2.

| Year 2 | 2015 | | | | 2016 | | | | 2017 | | | |
|---------|----------|--------|--------|--------|----------|--------|--------|--------|------------------------|--------|----------------|--------|
| | National | | School | | National | | School | | National Provisional * | | School Revised | |
| | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP |
| Reading | 72 | 86 | 80 | 78 | 78 | 78 | 66 | 90 | 63 | 79 | 89 | 88 |
| Writing | 59 | 77 | 65 | 70 | 70 | 70 | 51 | 81 | 54 | 72 | 68 | 76 |
| Maths | 71 | 86 | 85 | 82 | 77 | 77 | 57 | 82 | 62 | 79 | 89 | 88 |

At the end of KS1 in 2017 PP outperformed the NPP in Reading and Maths and were marginally lower (-8%) in Writing. PP groups at the Academy outperformed PP National Ave in all areas. The gaps between PP and NPP have diminished from 2016 to 2017. This indicates a significant impact.

| Year 1 | 2015 | | | | 2016 | | | | 2017 | | | |
|---------|----------|--------|--------|--------|----------|--------|--------|--------|------------------------|--------|--------|--------|
| | National | | School | | National | | School | | National Provisional * | | School | |
| | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP |
| Phonics | 66 | 80 | 59 | 77 | 70 | 83 | 85 | 88 | 81 | 84 | 79 | 87 |

The data shows that the gap in Year 1 Phonics has widened since 2016 from 3% to 8%.

| Reception | 2015 | | | | 2016 | | | | 2017 | | | |
|-----------|----------|--------|--------|--------|----------|--------|--------|--------|-----------------------|--------|--------|--------|
| | National | | School | | National | | School | | National Provisional* | | School | |
| | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP |
| GLD | 52 | 69 | 55 | 69 | 55 | 72 | 71 | 74 | 57 | 73 | 69 | 70 |

The data shows that the gap between PP and NPP has diminished since 2016 by 2%. Both PP and NPP outperformed children nationally in 2016 and 2017. 2017 data shows a slight drop in attainment for both PP and NPP from 2016.

3. Barriers to future attainment (for disadvantaged pupils)

| In-school Barriers | |
|--------------------|--|
| A | Disadvantaged pupil perform less well in reading because they do not have the same opportunities to read often enough and have difficulties with comprehension tasks |
| B | Disadvantaged pupils perform less well in writing because they struggle with the new expectations of spelling and are not necessarily exposed to a wide variety of vocabulary and are therefore unable to use it within their writing. |
| C | Disadvantaged pupils perform less well because they have poor understanding of number and find problem solving challenging |
| External Barriers | |
| D | Some disadvantaged pupils have social and emotional barriers to learning and have low aspirations |

| 4. Desired Outcomes | | |
|---------------------|---|---|
| | Desired outcomes (and how they will be measured) | Success criteria |
| A | Improve reading outcomes by the end of KS1 and KS2, focusing on pupils enjoyment of reading, fluency, accuracy and comprehension skills | Pupils will make accelerated progress in reading so that the percentage of disadvantaged pupils reaching the expected standard by the end of each key stage is above the NPP outcomes |
| B | Improve writing and specifically spelling for children in KS1 and KS2. | Pupils will make accelerated progress in writing so that the percentage of disadvantaged pupils reaching the expected standard by the end of each key stage is above the NPP outcomes |
| C | Improve pupils attainment in maths, focusing on number, problem solving and arithmetic | Pupils will make accelerated progress in reading so that the percentage of disadvantaged pupils reaching the expected standard by the end of each key stage is above the NPP outcomes |
| D | Social and emotional barriers to learning will be addressed | Pupils and their families will be supported to overcome barriers to learning and the children will show progress socially and emotionally as well as academically |
| E | Continued support for Looked After Children | Personal Educational Plans will demonstrate progress and improved attainment for Children in the Care of the Local Authority |

| 5. Planned Expenditure | | | | |
|---|--|--|--|--|
| Academic Year | | 2017-18 | | |
| 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 |
| <p>To ensure that all disadvantaged pupils achieve their end of year targets in reading, Writing and Maths</p> <p>To raise the attainment and achievement of disadvantaged pupils at the end of KS1 and</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 | This remains a whole school priority for all pupils, but particularly for those who are disadvantaged. By using the new data tracking system, in addition to supporting "soft" data and observation, school leaders will be able to put in place personalised interventions for those who are at risk of underachieving. | <p>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.</p> <p>Learning Walks and in-class</p> | At least half-termly and dependent on outcomes |

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| KS2 | interventions, including those for spelling, in order to enhance their learning | This approach is supported by Ofsted (2014) who state that effective schools use "achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly" | observations will form the basis of learning conversations and encourage conversations that will ensure that effective approaches to differentiation are undertaken for those who are at risk of underachieving | |
| To raise the attainment and achievement of disadvantaged pupils in writing at the end of EYFS, KS1 and KS2 | Marking and feedback (in writing) | We recognise the value of effective marking and feedback on raising attainment; this is recognised in the EEF toolkit. We have developed and effective Marking Policy, but with new staff joining the team we have the opportunity to revisit the importance of marking and target setting using Fundamentals, ensuring that all pupils are supported to understand their next steps | The English team and specifically the writing lead in addition to members of the Senior Leadership Team, will undertake regular learning walks and other monitoring activities including data analysis, book looks and pupil progress meetings | Termly review |
| To improve teaching and learning in maths in order to raise standards across the school, supporting all pupils to make progress towards mastery | Tailored Maths programme alongside the Interim Framework (IF) to ensure coverage enables children to learn at depth | Curriculum changes to be made to maths curriculum to ensure coverage of key constructs and IF objectives without time constraints. Regular arithmetic and mental maths sessions through number crunch sessions. This will lead to a spiralled curriculum with some concepts being covered earlier. | The Maths team, in addition to members of the Senior Leadership Team, will undertake regular learning walks and other monitoring activities including data analysis, book looks and pupil progress meetings | Termly review |
| To raise the attainment of disadvantaged pupils at the end of EYFS, KS1 and KS2 in reading | New bespoke reading programme focusing on phonic development, accuracy, fluency and comprehension | Our reading programme has been written with our children in mind, the difficulties that they face with targeted support to meet the needs of the individuals, starting with phonics acquisition and developing further to accuracy, fluency and comprehension. The EEF recognises that phonics approaches have been consistently found to be effective in supporting | The English team and specifically the phonics and reading leads, in addition to members of the Senior Leadership Team, will undertake regular learning walks and other monitoring activities including data analysis, book looks and pupil progress meetings. | Termly review |

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| | | <p>younger readers to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>The EEF also recognises that on average, reading comprehension approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> | | |
| Total budgeted cost | | | | £ 20,000 |

| II. Targeted support | | | | |
|--|--|--|--|--|
| Desired outcome | Action/approach | Evidence and rationale for this | How we will ensure that it is implemented well | Review |
| To increase the attainment and achievement of disadvantaged pupils in all subjects by the end of KS1 and KS2 | Small Group Tuition | The EEF highlights that small group tuition enables the teacher to focus exclusively on a small number of learners to ensure effective progress, and/or to teach challenging topics or skills. | Members of the Senior Leadership Team, will undertake regular learning walks and other monitoring activities including data analysis, book looks and pupil progress meetings | At least termly but also dependent on outcomes |
| To increase the achievement and attainment of pupils in all subjects at the end of KS1 | Year 2 Booster Groups | Targeting pupils in year 2 through high quality and well targeted teaching through booster groups in the Spring and Summer terms has had a positive outcome for disadvantaged children. | The year 2 team will identify those pupils who will be targeted for boosters in reading, writing, GPS and maths and will deliver the sessions based on the accurate assessment of the pupils attending | At least half termly |
| To increase the achievement and attainment of pupils in all subjects at the end | Year 6 Booster Groups Easter School | Targeting pupils in year 6 through high quality and well targeted teaching through booster groups in the Spring and Summer terms has had a positive | The year 6 team will identify those pupils who will be targeted for boosters in reading, writing, GPS and maths and will deliver the | At least half termly |

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| of KS2 | | outcome for disadvantaged children. | sessions based on the accurate assessment of the pupils attending | |
| To increase the achievement and attainment of pupils in all subjects at the end of EYFS | EYFS interventions: Prime and Specific areas | Funding is provided flexibly to pupils in EYFS so that the staff can be responsive to the needs of pupils and support them as appropriate, including through in the moment marking. Interventions are often short-term micro-interventions | EYFS Raising Standards Leader will monitor all interventions at least half-terminly, adapting the provision as appropriate in response to the emerging needs of the individual pupils | At least half termly |
| Total budgeted cost | | | | £ 207,000 |

| III. Other approaches | | | | |
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| 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 | The EEF recognises the value of social and emotional dimensions of learning and improving attainment, including through specialised targeted programmes. The Inclusion Leader, Well-Being Manager, Behaviour Support Assistant and Pupil Support Manager 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 | 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 | Weekly |

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| | | which supports them to succeed as learners | | |
| Highlight the importance of spoken language verbal interaction in the classroom as well as development and extension of vocabulary | Oral Language Intervention | The EEF identifies that explicitly extending pupils' spoken vocabulary supports their articulation of ideas and spoken expression. Oral language interventions make talk about learning explicit in classrooms, which promote pupils' talk, language and vocabulary extensions, interaction in groups and development of writing and ideas. | Through assessment and observation of child's interaction within the classroom | 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 | Disadvantaged Subsidy | 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 |

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| | | <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 | £ 38,000 |

6. Review of expenditure

| Previous Academic year | | 2016-17 | | |
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| I Quality of teaching for all | | | | |
| Desired outcome | Action/approach | Estimated impact Did you meet the success criteria? | Lessons learned | cost |
| To improve teaching and learning for all children in maths in order to raise standards across the school supporting pupils to make progress | One to one and small group therapies Pupil Progress meetings Learning Walks Staff meetings Moderation Maths lead to support/model and team teach | At the end of KS1, 91% of disadvantaged children achieved the expected standard in maths compared to 86% of other pupils. This is above the national average of 70% in 2016. MET At the end of KS2 72% of disadvantaged pupils achieved the expected standard in maths, marginally lower than other pupils and last year's national average. (76%) However, this is a significant increase on last year's 47% (29%) MET | In Years 3 and 5 the difference between disadvantaged children and other pupils remains significantly low and consequently we are moving away from focusing purely on Maths Mastery as a curriculum and interweaving the maths interim framework alongside this to better meet the needs of our children, ensure greater coverage, and improve outcomes for all. | £8,000 (Resources, training and monitoring) |
| To improve teaching and learning for all children in reading in order to raise standards across the school supporting pupils to make progress | One to one and small group therapies Pupil Progress meetings Learning Walks Staff meetings Moderation Reading Lead to support and model quality lessons Start of Day activities Open Door Focus on questioning for comprehension | At the end of KS1, 91% of disadvantaged children achieved the expected standard in reading compared to 86% of other pupils. This is above the national average of 77% in 2016. MET At the end of KS2 78% of disadvantaged pupils achieved the expected standard in reading, marginally lower than other pupils at 79% and last year's national average. However, this is a significant increase on outcomes in 2016. 44% (34%) MET | In Years 3 and 5 there remains a difference between disadvantaged children and other pupils consequently we have moved away from Guided Reading activities to whole class reading alongside personalised learning activities. We will be introducing a bespoke reading curriculum for 2017-18 starting at EYFS through to Year 6, with a specific focus on phonics for the younger children and spellings for the older. However, in year 5 our disadvantaged children have demonstrated an increase in their reading accuracy | £15,000 (Resources, training and monitoring) |

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|---|--|--|--|--|
| | | | through focused reading sessions of between 1-5 months (32%) 6-12 months (21%) and 12-18 months (21%) during a 6 week period. During the same period 50% of our disadvantaged year 3 children demonstrated an improved reading of accuracy of between 1-3 months, 22% between 4-9 months with 1 child making more than 18 months progress in the same period. | |
| To improve teaching and learning for all children in writing in order to raise standards across the school supporting pupils to make progress | One to one and small group therapies Pupil Progress meetings Learning Walks Staff meetings Moderation PenPal handwriting programme Writing lead to support/model quality lessons | At the end of KS1, 68% of disadvantaged children achieved the expected standard in writing compared to 76% of other pupils. This falls marginally short of the national average for 2016 of 70% but is a significant increase on last year's figure of 51% (19%) MET At the end of KS2 80% of disadvantaged pupils achieved the expected standard in writing, this was an increase of 5% from previous year and in line with other pupils. MET | In years 3 and 5 there remains a significant difference between disadvantaged children and their peers consequently the new reading programme is being introduced to support development of spelling as well as provision to focus on oral language development, especially for our younger children and those new to English, to increase vocabulary. Research shows that those from disadvantaged households are exposed to a far narrower breadth of language than their peers. | £9,000 (Resources, training and monitoring) |
| To ensure assessment practices are | Improvements to marking policy Learning Walks | Through continued monitoring and evaluation of our marking and feedback, through learning walks, book looks, amendments to our marking policy etc. we | We will continue to monitor and review our marking policy in light of pupil response | £6,000 |

| effective and marking provides pupils with effective feedback in order to progress their learning | Staff meetings Moderation | feel that we have improved the quality of feedback to children and consequently their outcomes | | |
|--|--|---|--|----------------------------|
| | | | | Total cost £ 38,000 |
| II Targeted Support | | | | |
| Desired outcome | Action/approach | Estimated impact | Lessons learned | Cost |
| To increase the attainment and achievement of disadvantaged pupils in all subjects at the end of KS2 | Reduced class sizes One to one and small group therapies Booster Groups Easter School | Funding has been used to provide targeted 1 to 1 support, individual therapies and small group teaching using class teachers, Raising Standards Leaders (RSLs) and intervention teachers in reading, writing, maths and GPS. In Year 6 staff were used to reduce class sizes, provide support for targeted areas of learning, based on assessment for learning, practice test outcomes as well as short personalised individual therapies, rather than on specific interventions; we have focused on the need of the child rather than a specific intervention. Booster groups before and after school were also attended with the Easter School made available for identified individuals. In Year 5 disadvantaged pupils accessed one to one reading sessions with an adult which resulted in improved reading accuracy with 32% making gains of between 1 and 5 months in a 6 week period, 21% between 6-12 months and 21% more than 12 months progress, during a 6 week period. Additional support was also provided during maths, with ability groupings, and changes made to the curriculum delivered. In Year 4 disadvantaged children accessed one to one reading sessions with an adult, small/short | Whilst the reduced class sizes in year 6 benefitted all this is a luxury that we are unable to sustain. Easter School was not as successful as it could have been due to the good weather; earlier planning needs to be implemented in order to secure a commitment from parents, together with a wider range if children invited. We are changing the way we deliver the maths curriculum in order to ensure greater coverage. Changes will be made to this strategy to ensure greater impact throughout the key stage | £116,932 |

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| | | <p>focused maths interventions based on acquiring and applying times table knowledge, as well as interventions with the maths lead using a range of resources. In Reading, Writing and Maths 85% of disadvantaged children achieved expected outcomes, marginally lower than their peers (89%) but an improvement on 79%, 71% and 76% (respectively) at the end of year 3.</p> <p>In Year 3 disadvantaged pupils accessed additional phonics work, one to one and small group work in Reading and Maths within the classroom with an additional teacher, together with pre and post learning opportunities as well as precision teaching of sight words and spellings with an LSA. 3 children improved their sight reading by more than 40%, 4 between 30% and 39%, 3 between 20 and 29% and 1 by more than 10% (although she had a higher score at the beginning) 50% of disadvantaged pupils increased their reading accuracy age by 3 months in a six week period with 29% increasing between 4 and 9 months. One child increased their age by nearly 2 years</p> | | |
| To increase the attainment and achievement of disadvantaged pupils in all subjects at the end of KS1 | <p>One to one and small group therapies Booster Groups Precision Teaching PenPal handwriting Programme Small groups for the actual tests</p> | <p>Funding has been used to provide targeted 1 to 1 support and small group work in reading, GPS, maths, writing and handwriting using teachers. At the end of year 2 disadvantaged children outperformed their peers in reading and Maths, exceeding 2016 national outcomes, and were marginally behind in writing. One disadvantaged child has yet to achieve expected outcomes in the year 2 phonics screen and this will be a focus for them next year.</p> | <p>A greater number of children would have benefitted from small group support during the test and this is planned to take place next May. Greater practice tests would also have been of benefit</p> | £27,133 |
| To increase the attainment and achievement of disadvantaged pupils in phonics | <p>Booster Groups Precision Teaching</p> | <p>Funding has been used to provide targeted 1 to 1 support and small group work phonics using appropriate resources, class teachers, LSAs and the RSL. The phonics lead led (amongst other groups) a 3 week targeted phonics intervention group for 5 children on the cusp just prior to the phonics screen</p> | <p>Changes have been made to the phonics and reading programme with greater emphasis on blending for the younger children</p> | £26,475 |

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| | | <p>with 80% subsequently achieving the expected outcome. (The other child achieved 29 with the pass mark set at 32)</p> <p>83% of disadvantaged children achieved the expected score compared to 86%, both exceeding the combined national average of 81.7% and last year's average for their respective groups.</p> | | |
| <p>To increase the attainment and achievement of disadvantaged pupils at the end of EYFS through targeted one to one tuition and small group work</p> | <p>Booster Groups Speaking and Listening Activities In the moment feedback and interventions Guided Sentence writing Fine motor skills activities</p> | <p>A range of interventions were delivered in EYFS; In the moment interventions were implemented for children at risk of working below age related expectations (ARE) in Maths and/or phonics. Most children made at least 2 steps progress. Guided Sentence Writing was implemented for the 14 disadvantaged children working below ARE in writing – 7 children made 2 steps progress. The other 7 made 1 step progress. Extra reading opportunities were designed to support disadvantaged children working below ARE in reading. 7 children made 2 steps progress, 7 made 1 step. Focused activities were implemented to support the need of the individual based on gaps in EYFS profile e.g. Tricky Word Bingo, Supermarket Lotto, additional phonics and number recognition/formation, memory games Speaking and Listening - Various lunchtime groups were run for those children at risk of working below ARE for Speech and Language and Personal, Social and Emotional Development. All disadvantaged children made, on average, two steps progress, with some making more. 77% of disadvantaged children achieved expected outcomes in Reading, the same as their peers, 68% in Writing, marginally lower than their peers at 69% and 77% in Numbers, compared to 82% of their peers</p> | <p>Initially an LSA was used to deliver interventions but this did not have as much impact as those delivered through in the moment planning and the interventions identified by those who best know the children. They have subsequently now left and will not be replaced.</p> | <p>£15,329</p> |
| Total budgeted cost | | | | £ 185,869 |

| III Other approaches | | | | |
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| Desired Outcomes | Action/approach | Estimated impact | Lessons learned | Cost |
| To ensure that the social and emotional barriers to learning are reduced | Partial funding for Well-Being Manager, Behaviour Support Assistant, Attendance incentives | <p>The Well-Being Manager has worked with over 60 families, on an individual basis and through groups delivered including Enjoying Your Children, effectively supporting the well-being of pupils, providing nurture support as well as breaking down the social, emotional and behavioural barriers to learning. In addition the Behaviour Support Assistant has worked with at least another 50 children on supporting improved behaviour in the classroom and playground. They have also provided play and lunch-time support in our Anchor Room which has had over 3,000 visits during the course of the year when children have found the unstructured nature of playtime difficult to cope with, want someone to talk to if they are feeling, sad, anxious, upset etc. Approximately 40% of these visits have been from disadvantaged children.</p> <p>Support has also been provided to individual children and their families in overcoming barriers to attending school, e.g. when they have been reluctant to do so, family disputes etc. including collecting from home using the school minibus when necessary. Individual rewards for 100% attendance were also implemented as well as improved attendance plans and rewards from some individuals.</p> <p>50% of the children who attend the before school social group are from disadvantaged families. They have breakfast together and discuss the difficulties, fears and worries that they have. All have said that participation helps to prepare them for the day ahead and has improved their confidence in tackling new concepts. (some children are also non PP SEN children)</p> | This approach has been highly successful in supporting the removal of barriers to learning and attendance. | £28,761 |

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| Improved self-confidence, social and emotional enrichment | Outdoor Learning activities Music tuition Young Carers | <p>90% of our Young Carers come from disadvantaged families and have now had the opportunity to visit Gangsta Granny and Chitty, Chitty, Bang, Bang at the theatre, with four of them never having visited a theatre before. They also have the opportunity to meet weekly and discuss their feelings and undertake various activities.</p> <p>10-15 disadvantaged children from years 1 to 5 have had the opportunity to participate in a range of outdoor learning experiences including growing vegetables in the allotment, animal husbandry and visiting the beach and other local areas of interest; some of our children had not visited the beach prior to this experience. These activities have enabled them to develop their social skills, self-confidence, work together as a team and experience activities that many other children take for granted.</p> <p>Contributions were also made towards music and singing lessons to enable disadvantaged children</p> | Despite the fact that we live so near to the sea as well as other places of interest we should never take for granted that all our children have had the same opportunities. | £11,600 |
| To support disadvantaged pupils and families with uniform costs, educational visits, participation in outdoor learning activities | Disadvantaged subsidy | <p>The funding has continued to support pupils at Darlington in a range of ways:</p> <ul style="list-style-type: none"> • Attendance at breakfast and after school club for vulnerable children • Educational visits • Uniform for children to enable them to feel part of the school community • Extra-curricular clubs for individuals to support constructive activities in and outside school including music tuition and singing lessons | Class teachers need to be more proactive in seeking part contributions for trips | £7,000 |
| Total budgeted cost | | | | £ 47,361 |

7.Additional Detail

Case study 1.

Pupil A was starting to present with social and emotional barriers to learning through the demonstration of aggressive behaviour at home; he had also started to follow his older sister's lead by refusing to come to school, although his 100% attendance has been maintained as he was collected from home in the school minibus; there is also family history of mental health issues. Consequently outside agencies were used to support his emerging needs as well as time spent with the Well-being Manager. During these sessions he highlighted an interest in outdoor activities and some of their sessions were spent developing his scientific knowledge and understanding through growing vegetables on the allotment. He also started to demonstrate an interest in caring for the school rabbit. He undertook some research on suitable housing for the rabbit as he felt that her current hutch was not big enough for her. As he was also demonstrating aggressive behaviour towards his brother it was felt that animal husbandry might enable him to develop empathy for others. A new hutch was purchased for the rabbit and A has continued to care for the rabbit and is a very enthusiastic outdoor learner. His behaviour at home has shown improvement and the violent outbursts have reduced significantly.

Case study 2.

Pupil B has made good progress in phonics due to the support put in place, despite the social and emotional setbacks that she has experienced, including spending time in a hostel and witnessing domestic violence. At the end of year 1 she achieved a score of 22 but at the end of year 2 she had achieved 33. In view of their previous interaction she now seeks out the Inclusion Leader if she is feeling low and will often ask to read with her as she is feeling more confident in her reading ability whereas before she had said that she wasn't a good reader and had been reluctant to engage.

Case study 3

Pupil C had low self- esteem and found maths in particular difficult. As a result his behaviour at home was demanding and mum was finding this difficult to control. His behaviour in school during unstructured times could also be challenging and he received support from the Behaviour Support assistant in this respect. He expressed belief that, in his eyes, he was not good at maths and that he had difficulty with concentration and retention. An Early Help Assessment was completed and support put in place for mum to confront his behaviour at home. In school, during initial assessments he commented that he wasn't any good at his times tables as he got confused. If he was to succeed he needed to build his confidence, concentrate and apply his knowledge. Working on a one to one basis he began to make small steps, he increased his knowledge of times tables out of sequence from 5/24 to 17/24 and increased his maths test scores from 1 to 20. Through his improved self-belief he is now able to retell a buddy what he is expected to achieve during a lesson and his behaviour at home and in the playground has improved.

