



# Darlinghurst

## ACADEMY

### **Pupil Premium: Diminishing the Difference**

### **Planned Expenditure 2020\_21**

Date created	September 2020
Version	1.0
Status	Draft
Applicable to	All Staff
Author	LH
Checked by	SLT
Valid from	September 2020

## 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
Academic Year	2019-20	Total PP budget	258,680	Primary Children on roll	643	Number eligible for PPG	194
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

	2016-2017				2017-2018				2018-2019			
	National		School		National		School		National 2017-18		School	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
EYFS												
GLD	57	<b>73</b>	<b>69</b>	70	74	<b>74</b>	<b>79</b>	73	74	<b>74</b>	<b>64</b>	66
Year 1												
Phonics	81	<b>84</b>	<b>79</b>	87	85	<b>85</b>	<b>94</b>	96	85	<b>85</b>	<b>87</b>	99
Year 2												
Reading	63	<b>79</b>	<b>89</b>	88	79	<b>79</b>	<b>65</b>	83	79	<b>79</b>	<b>63</b>	73
Writing	54	<b>72</b>	<b>68</b>	76	74	<b>74</b>	<b>55</b>	76	74	<b>74</b>	<b>58</b>	61
Maths	62	<b>79</b>	<b>89</b>	88	80	<b>80</b>	<b>65</b>	82	80	<b>80</b>	<b>74</b>	73
Year 6												
Reading	60	<b>77</b>	<b>70</b>	83	64	<b>80</b>	<b>69</b>	81	64	<b>80</b>	<b>73</b>	87
Writing	66	<b>81</b>	<b>80</b>	80	67	<b>83</b>	<b>73</b>	88	67	<b>83</b>	<b>76</b>	87
Maths	63	<b>80</b>	<b>65</b>	80	64	<b>81</b>	<b>46</b>	80	64	<b>81</b>	<b>71</b>	85
Comb	48	<b>67</b>	<b>60</b>	70	51	<b>70</b>	<b>46</b>	71	51	<b>70</b>	<b>53</b>	75
GPS	66	<b>82</b>	<b>85</b>	93	67	<b>82</b>	<b>58</b>	81	67	<b>82</b>	<b>80</b>	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

\*No data shared for 2019-20 and 2010-21 due to COVID 19 and no SATS were completed.

<b>2. Barriers to future attainment (for disadvantaged pupils)</b>	
<b>In-school Barriers</b>	
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
<b>External Barriers</b>	
D	<p>Disadvantaged children could have:</p> <ul style="list-style-type: none"> <li>• social and emotional barriers to learning increased by COVID 19 and time away from school</li> <li>• low aspirations due to parental life experience</li> <li>• Financial implications pre and during COVID 19</li> <li>• Enrichment experiences pre and during COVID 19</li> <li>• Access to home learning and support pre and during COVID 19</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	<b>Improved attendance for disadvantaged children</b>	<ul style="list-style-type: none"> <li>• Face to face targeted support with families</li> <li>• Analysis of termly attendance figures</li> <li>• Regular discussions during pupil progress meetings</li> </ul>
B	<b>Increased outcomes for more able disadvantaged children</b>	<ul style="list-style-type: none"> <li>• Monitor cusp GDS disadvantaged children</li> <li>• Design interventions bespoke to need</li> <li>• Identify gaps in learning and close these through personalised provision – (RSL and year leader)</li> </ul>
C	<b>Barriers to learning are broken down and support provides similar starting points for all children</b>	<ul style="list-style-type: none"> <li>• Settle disadvantaged children into lessons and at start of the day</li> <li>• Provide play therapy for identified vulnerable children</li> <li>• Increase resilience for children</li> <li>• Support LLS</li> <li>• Identify PP early and intervene immediately with targeted support</li> </ul>
D	<b>Increased participation in enrichment activities</b>	<ul style="list-style-type: none"> <li>• Track participation</li> <li>• Invite and encourage participation in all enrichment activities i.e. clubs, trips, visits etc.</li> <li>• Support families to engage in enrichments activities i.e. learning and celebrating together sessions, club activities, performances, sporting events, fayres etc.</li> </ul>
E	<b>Increase in phonic/reading outcomes for all</b>	<ul style="list-style-type: none"> <li>• Allocate focus PP children to LSA's in addition to class support</li> <li>• Small bespoke targeted groups</li> <li>• Quality rich texts</li> <li>• Vocabulary rich environments</li> <li>• QFT of vocabulary – displays, knowledge organisers, word banks</li> </ul>
F	<b>Increase in number/maths outcomes for all</b>	<ul style="list-style-type: none"> <li>• Allocate focus PP children to LSA's in addition to class support</li> <li>• Small bespoke targeted groups – number groups</li> <li>• Live in the moment feedback – targeted to PP children</li> <li>• Analyse data and review gaps in learning – interventions to address gaps, personalised provision to close gaps</li> </ul>

G	Increase in outcomes for WTS and cusp ARE during summer school catch up	<ul style="list-style-type: none"> <li>Identify off track PP writers and potential cusp writers and mathematicians</li> <li>Plan 1:1 tutoring to close the gap during summer catch up provision in preparation for the next academic year</li> </ul>
H	Increase wellbeing and active lifestyle for PP children	<ul style="list-style-type: none"> <li>Small group tutoring during summer catch up</li> <li>Encourage active health and wellbeing through sports and activities</li> <li>Continue to target these children throughout the year to ensure children remain active and involved</li> </ul>

## 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
<b>To increase phonic/reading outcomes for all</b>	<p>-Continue with phonics/reading programme focusing on phonic development, accuracy, fluency and comprehension</p> <p>-Continue to run bridging classes for reading. Focus children to be reviewed first during Progress meetings</p> <p>-introduce new spelling programme – Sir Linkalot to engage all children in learning spelling in a fun way</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>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>Launch and implement new spelling resource across school. Review impact in spelling test outcomes and work in books.</p>	<p>Post pupil progress meetings and data drops. Phonics data shows that children make good and better progress each data drop. Children move across phonics groups throughout the year.</p>

<p><b>To increase number/maths outcomes for all</b></p>	<p>Live feedback to PP children Personalised provision targeted children Green pen editing in writing books Mastery approach Support and challenge of 'cusp' PP children Review Number Crunch within the layered maths lesson and incorporate more rhythmic counting skills, tables (TTRS) and bonds practice and rehearsal as well as review and recap regularly mental maths strategies.</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 -Layered maths approach to ensure appropriate support and challenge are provided. Regular times tables taught within lessons and tracked through Times Tables Rock Stars. Rhythmic counting – fluency and rehearsal of number -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 End of year data shows that PP gaps narrow as children move up the school – impact of intervention and strategy. By the end of KS2, PP gaps are narrowed across all three core subjects. (over time and in year)</p>
<p><b>To increased outcomes for more able disadvantaged children</b></p>	<p>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 Reasoning skills to be developed through additional opportunities.</p>	<p>Encourage focus PP children to attempt challenges in all subjects. To get children to articulate their understanding. To direct questions to PP more able children and scaffold learning. Place targeted children next to secure GDS children for peer support. Expose children to reasoning activities within layered lesson</p>	<p>Seating plans reflect additional support -identified partners – TTYP strategies enhance practicing of articulating answers, scaffolding answers Planning identifies challenge built in to lessons Questioning in the lesson shows focus on challenge and is directed at focus children</p>	<p>Termly review. PP gaps have narrowed for more able. Areas for development are in reading at the end of</p>

II. Targeted support				
Desired outcome	Action/approach	Evidence and rationale for this	How we will ensure that it is implemented well	Review
<b>To improved attendance for disadvantaged children</b>	Attendance Officer Attendance Lead	Incentives for coming to school each day – collective responsibility Assemblies to promote being on time – raffle tickets Assemblies and class competitions to increase class attendance – weekly rewards End of term attendance rewards for 100% attendance Face to face targeted support with families	Attendance Office and Lead will liaise with VP and ensure certificates are ready, the early bird visits regularly, the badges are ordered and tracked for best attendance per term. Analysis of termly attendance figures Regular discussions during pupil progress meetings Attendance officer will track meetings and face to face contact with PP children with low attendance and lateness	Termly review and end of year impact report. Attendance of PP is in line with data from previous years. During lockdown, regular communication meant that all PP children had access to learning and engaged in online lessons.
<b>To increase participation of disadvantaged in all enrichment across the whole curriculum i.e. PE lessons, clubs after school, art lessons, ODL lessons, trips, visits, learning together sessions, celebrating together</b>	EVC Year leaders Class teachers Specialist Team	Enrich curriculum by providing specialist teaching in PE, ART and ODL. Invite and encourage participation in all enrichment activities i.e. after school clubs, summer schools, trips, visits etc. Track summer catch up children and ensure continuous engagement during the year Support families to engage in enrichments activities i.e. learning and celebrating	Track participation Collate surveys and analyse Collate reply slips Copy registers Track FSM voucher usage  (COVID impact on trips and clubs and learning together sessions)	Termly Review and end of year impact report. PP children encouraged to join in enrichment. Identified children targeted through PE, pastoral and attendance.



sessions, parents evening, surveys, uniform		together sessions, club activities, performances, sporting events, fayres etc. Offer FSM Voucher to FSM families to enable them to participate and have access Letters of invitations, registers of clubs Letters for trips and visits Surveys – feedback Registers of together sessions		
<b>Total budgeted cost</b>				<b>£ 26,800.00</b>

III. Other approaches				
Desired outcome	Action/approach	Evidence and rationale for this	How we will ensure that it is implemented well	Review
<b>To raise aspirations, support pupils' wellbeing and break down barriers to learning</b>	Pastoral Support Team Provision Mapping Team Teach Play therapy Resilience sessions LLS curriculum	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	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	Termly and end of year impact report. PP children have engaged in online learning, QFT, intervention targeted to need. Identified in pupil progress meetings and intervention (responsive) has meant positive impact.

<p><b>To improve self-confidence, social and emotional enrichment</b></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. COVID impacted on trips and visits</p>	<p>Through feedback from the children, class teachers and interaction with their academic learning</p>	<p>Half-termly Regular intervention is bespoke to need and impacts positively for each case. Reviewing these regularly means intervention is focused and tailored – adjusted.</p>
<p><b>Improve hygiene standards for EYFS</b></p>	<p>Washing machine and dishwasher</p>	<p>Regular cleaning of soft furnishings and play resources can be better utilised as these white units will enable staff to rotate and clean resources more quickly and efficiently.</p>	<p>VP liaised with site manager and EYFS team – what would help to enable your environments for all children including PP.</p>	<p>Reviewed post purchase and feedback from staff was overwhelmingly positive. Resources are rotated and soft furnishings are used with confidence as they are washed regularly.</p>
<p><b>To provide the opportunity for all disadvantaged pupils to participate fully in all aspects of school life</b></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</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>Children who are disadvantaged have access to sports clubs,</p>

		<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 i.e. swimming, 11 + tutoring where needed</li> </ul>		<p>some targeted for PP children. All PP children have access to uniform through the voucher scheme. PP children have accessed tuition in music and swimming. 11+ tutoring has not run this year due to COVID.</p>
<b>Total budgeted cost</b>				<b>£ 8,500.00</b>