



# Derwent Vale Primary and Nursery School

## Proposed Spend of Pupil Premium 2018 / 2019

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1300 per child)
- who have been continuously **looked after** for the past six months (£1900 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

We aim:

- To provide high quality teaching and support in all aspects of learning and to make learning fun, giving our children the confidence to succeed
- To have high expectations for achievement of our children enabling them to have positive attitudes towards their work, developing enquiring minds and becoming life-long learners
- To provide equality of opportunity for all

Every one of our children is unique with their own individual histories and therefore requires a personalised learning journey to ensure they make the necessary outstanding progress.

This is a breakdown of how the school uses its Pupil Premium funding from its school budget. This is funding allocated to the school and is based on the number of pupils who have been eligible for Free School Meals in the last six years, service children or those who are or have ever been looked after by the Local Authority. Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Derwent Vale Primary and Nursery School is committed to providing effective resources and ensuring vital support is in place for our students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium for 2017/2018 and is in line with the recommendations in the Pupil Premium Strategy.

**The three overriding objectives which shape the spend are:**

### 1: **Attainment**

To raise attainment for, and close the gap between, disadvantaged pupils and non-disadvantaged children across all areas of the curriculum.

### 2: **Engagement and Aspiration**

To improve curriculum engagement and aspiration for disadvantaged pupils and ensure they attend school regularly.

### 3: **Early Years**

To improve the outcomes for disadvantaged pupils in Early Years and to develop early language and speaking and listening.

In 2018 – 2019 the amount of Pupil Premium is £56,380

This comprises:

- £43,560 for free school meals pupils
- £1320 Early Years PP
- £6,900 for a Looked After children
- £4,600 left care – special guardianship, adoption

## Objective 1: To raise attainment for, and close the gap between, disadvantaged pupils and non-disadvantaged children across Reading, Writing, Maths

### Action 1: To ensure Senior Leadership Team monitors performance of PP pupils whole school on a termly basis

**Rationale:** There is a much greater need to support children in receipt of the Pupil Premium and to monitor their progress regularly to not only support their progress and attainment but to ensure that any barriers for learning are identified and overcome.

**Success Criteria:**

- Barriers to learning are identified and strategies are in place to successfully reduce them
- PP pupils attain as high or in excess of non PP pupils.
- PP pupil progress is at least in line with non PP

<b>Dates:</b> September 2018	<b>Persons Responsible:</b> FE, DL,	<b>Monitoring and Evaluation:</b> Tracking and monitoring data of FSM cohort via data collection, weekly intervention meetings, student feedback, lesson observations and work scrutinies, pupil Interviews. Data analysis shared with staff.	<b>Cost: £1,580</b>
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**Delivery:**

- Monthly SLT meeting agenda item
- Review termly data
- Discuss data with class teachers
- Embed staff confidence in tracking system to monitor pupil progress

**Impact:**

- Senior Staff gained full overview of pupils, targets and progress
- TAs better informed of expected outcomes for children
- TAs more able to assess and review pupil progress against specific objectives
- TAs able to plan focussed next steps
- Class teachers more aware of individual pupil progress against focussed target
- Staff felt more supported

## Action 2: To provide support through small classes for PP students currently working below age related expectations in English and Maths

**Rationale:** Sutton Trust research states that small class size and small group teaching gives 3 months and 4 months gain retrospectively.

**Success Criteria:**

- Reduction in the attainment gap in PP and non-PP pupils in all years especially years 2 & 6 from September 18 to July 19 in English and Maths.
- Accelerated performance of PP in all key stages.

<b>Dates:</b> September 2018	<b>Persons Responsible:</b> All staff	<b>Monitoring and Evaluation:</b> Work scrutinies. Tracking FSM pupil's data. Senior leaders meet termly to monitor effectiveness of interventions.	<b>Cost: £24,000</b>
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**Delivery:**

- At KS1 split cohort by year group to address needs in smaller group Y1 3/16, Y2 4/11 PP
- STAs to support Y1 and Y2 PP pupils
- At KS2 split cohort by year to address needs in smaller group Y5 8/18 Y6 3/12 PP
- HLTA to support Y6 and Y5 PP pupils in literacy and numeracy
- Target Y6 PP children in maths FE
- Small class sizes in Y3 and Y4
- Apprentice appointed to support in class
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**Impact:**

KS1 2/4 PP pupils predicted to reach the expected standard across all subjects.

ACTUAL

- ◆ Reading PP 2/4 50%
- ◆ Writing PP 2/4 50%
- ◆ Maths PP 2/4 50%
- ◆ SPAG PP 2/4 50%

KS2 2/3 PP pupils predicted to reach the expected standard across all subjects.

ACTUAL

- ◆ Reading PP 3/3 100%
- ◆ Writing PP 2/3 66.6%
- ◆ Maths PP 2/3 66.6% 1/3 GD 33.3%
- ◆ SPAG PP 2/3 66.6% 1/3 GD 33.3%

## Action 3: To provide structured phonics activities for Pupil Premium Pupils in Key Stage 1 To support phonics catch up in Y3-5

**Rationale:** Sutton Trust research states that small class size and small group teaching gives 3 months and 4 months gain respectively.

**Success Criteria:**

- Performance of PP in phonics screening matches that of peers.

<b>Dates:</b> September 2018	<b>Persons Responsible:</b> DL, NS, LS, HO	<b>Monitoring and Evaluation:</b> Half termly analysis of phonics progress. Pupils moved in groups accordingly.	<b>Cost: £5,300</b>
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**Delivery:**

- LS 3 x weekly phonics 1-1 targeted support
- NS 3 x weekly phonics 1-1 targeted support
- Phonics screening for Y3 – Y5 pupils. 4 x weekly catch up sessions delivered by HO
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**Impact:**

**Phonics 2/3 PP pupils predicted to reach the expected standard**

- ◆ **ACTUAL**
- ◆ **2/2 100% PP pupils passed**

**4 x weekly phonics catch up sessions Y3-6**

- ◆ **Pupils baseline assessment completed**
- ◆ **Daily sessions taught January to March**
- ◆ **10/14 71% pupils progressed from phase 2 – 5**
- ◆ **3/10 21% pupils made less progress – Early Help referrals initiated**
- ◆ **1/14 7% made progress from phase 2 - 6**

## Objective 2: To address social/emotional barriers to learning for pupil premium children

<b>Action:</b> <ul style="list-style-type: none"> <li>Senior Leader and HLTA to attend nationally recognised Nurture Group Training. Engage in national project and work towards National Accreditation</li> <li>Identify potential PP and Non PP children for Nurture group.</li> <li>Nurture group to run twice a week for PP children in KS1 &amp; 2</li> <li>Target specific pupils for Forest School – work with Outdoor Forest School Instructor on a weekly basis including a residential</li> <li>Target specific pupils Y/6 to engage in the Lego League</li> <li>Target specific pupils to become Young Sports Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Target specific pupils to engage in Bright Stars enterprise</li> <li>Encourage pupils to participate in Young Voices venture</li> <li>Encourage pupils to participate in 3 day residential – Hawse End/Manchester</li> <li>Engage play therapist for identified pupils</li> <li>Engage behaviour therapist for identified pupils</li> <li>Engage parents in Community Learning courses</li> </ul>
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**Rationale:** Sutton document: *‘The choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations’.*  
*‘Studies of adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months progress’.*

**Success Criteria:**

- Attainment gap between PP and non PP reduces.
- PP students make progress in line with expectations.
- PP aspirations increase
- Attendance increases
- Improved attitudes about self, others and school.

<b>Dates:</b> September 2018	<b>Persons Responsible:</b> FE & SA	<b>Monitoring and Evaluation:</b> Boxall profiles completed termly	<b>Cost:</b> £25,000
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**Delivery:**

- SA HD 2 x weekly Nurture Group
- SA 1 x Drawing and Talking therapy 10 week programme
- LS FE Forest School
- DL Lego League/Young Sports Leaders
- RS Bright Stars
- RS Community Learning courses
- HG Young Voices

**Impact:**

- Senior Leader and HLTA attended nationally recognised Nurture Group Training. On their return all staff were trained and supported to assess pupils against the Boxall Profile. Staff were supported to develop a nurturing environment focussing on the needs of the class as a whole and the individual pupil needs
- PP and Non PP children identified for Nurture group
- Nurture group ran twice a week for PP children in KS1 & 2 supporting and developing awareness of self and others
- Forest school had a significant impact developing pupil self-worth, self –confidence, team work, ability to engage, ability to make good choices for their own wellbeing

- **Lego league students designed, created and presented to external agencies. Y6 pupils developed personal and group drive, challenged themselves mentally, developed reasoning and problem solving skills. They were able to collate and present their project at a joint STEM schools exhibition and were awarded a trophy**
  - **Young Sports Leaders took on the role of leading peers and whole school community, developing communication and organisational skills**
  - **Bright Stars enterprise pupils developed their own business idea of a healthy snack shop. They rolled this out to the whole school. Organisational, communication, promotional and money management skills were developed. All pupils benefited from the project, the curriculum was enriched for the whole school and the world of business was experienced first-hand by the entrepreneurs**
  - **Young Voices provided pupils with the opportunity to visit Manchester, experience a full arena and enjoy a love of music and song in a phenomenal atmosphere – cultural capital at its best**
  - **Hawse End and Manchester residential built on team work, taking on new experiences and challenges, living and sharing away from home in a new and exciting environment**
  - **Play therapy supported individuals to work through anxieties and emotions enabling them to focus more within the classroom and supported them to engage better during free time**
  - **Parents took part in phonics and healthy living courses which helped support their own children engage better in their learning**
- All opportunities had a positive impact on pupils socially and emotionally enabling them to be happier, engage more fully in their learning and with their peers**

### Objective 3: To improve parental engagement of pupil premium pupils.

**Action:**

- Link with family learning deliverers
- Target parents and engage to sign up to course
- Greater parental involvement in pupils learning
- Greater involvement in school

**Rationale:** To support vulnerable families to engage in learning

**Success Criteria:**

- High percentage of parents enrol
- Parents and pupils engage fully with course
- Parent confidence increased in supporting their child
- Parents increased confidence in communicating with school

**Dates:**

September 2018

**Persons Responsible:**

SA, RG

**Monitoring and Evaluation:**

Senior Leadership Team gain overview and feed back to governors

**Cost: £500**

**Impact:**

- Parents took part in phonics and healthy living courses which helped support their own children engage better in their learning
- Parents had a clearer understanding of expectations, methodology and health and wellbeing for their own child.
- Pupils were happy to work alongside parents during their course and according to parents, more engaged in homework