



## De Lacy Primary School Pupil Premium Strategy Statement

1. Summary information					
School	De Lacy Primary School				
Academic Year	2018/19	Total PP budget	£211,200	Date of most recent PP Review	10/1/2018
Total number of pupils	305	Number of pupils eligible for PP	160	Internal review of this strategy	July 19

2. Attainment in KS2 2017/2018			
	Year 6 all in 2019 (43 pupils)	Pupils eligible for PP in 2019 (25 pupils)	Pupils not eligible for PP 2018 (national average)
% achieving in reading, writing and maths	15%	15%	67%
% achieving in reading	39%	39%	77%
% achieving in writing	57%	64%	74%
% achieving in maths	39%	33%	76%
Targets for attainment in KS2 2018/19 (Attainment 2019)			
	Pupils eligible for PP (25 Pupils) (our school target)	Pupils not eligible for PP (16 Pupils) (our school target)	Difference between previous PP year(2017)
% achieving in reading, writing and maths	50% (15%)	40%	+16%
% achieving in reading	70% (39%)	55%	+31%
% achieving in writing	60% (57%)	45%	+17%
% achieving in maths	65% (39%)	60%	+26%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Pupils who are eligible for PP are making less progress compared to other Non PP children nationally, significantly in Reading. Also PP are making less progress than Non PP children in our school, in writing.
B.	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 1, particularly in Reading and Writing. This prevents sustained high achievement in Key Stage 2.
C.	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 2 – significantly less in Reading and just below in Maths. This prevents sustained high achievement, especially in Reading.

External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Low attendance of children who are eligible for PP. This meant that in 2018 the persistent absence for PP children was higher than national.	
E.	Children have limited opportunities for out of school activities/experiences. This impacts on their knowledge and understanding of the world, their general knowledge, imaginations and vocabulary. This in turn impacts directly onto Writing and Reading attainment.	
F.	Low self-esteem and resilience	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2 and disadvantaged pupils' progress will increase.</b>	<ol style="list-style-type: none"> <li>Improvement in the number of DA children reaching the expected standard at KS1 and KS2 in comparison to 2018.</li> <li>Progress gap between DA children and non DA children, in school &amp; nationally, will close.</li> </ol> <p>Outcome met in Key Stage 2 DA children outperformed peers Outcomes for DA in line with national in reading, writing and maths in KS 2 Outcomes improved at KS1 but needs to continue to be a target for 2019 -2020</p>
B.	<b>Progress for disadvantaged children across school will be at least in line with other children.</b>	<ol style="list-style-type: none"> <li>Progress gap between DA children and non DA children will close.</li> <li>Progress of DA children will be closer to national other children.</li> </ol> <p>Progress gap – DA children out performing peers at KS 2 and broadly in line at KS 1 in some areas. Needs to be a focus for 2019 -2020</p>
C.	<b>Attendance of disadvantaged children will increase, and the gap in comparison to other children will decrease.</b>	<ol style="list-style-type: none"> <li>Attendance of DA children will increase from 93.9% to 95%</li> <li>Attendance gap between DA children and other children will narrow to -1%</li> </ol> <p>Attendance for DA has risen by 1% over the year and is in line with national for school of similar deprivation</p> <p>PA for DA children has dropped to significantly below that of national at 6.8%</p>
D.	<b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b>  Will be measured through: <ul style="list-style-type: none"> <li>Tracking intervention impact</li> <li>Analysis of wider opportunities provided for DA children</li> </ul>	<ol style="list-style-type: none"> <li>Intervention tracking will show clear impact at a fine level.</li> <li>Successful intervention outcomes will be mirrored in whole school tracking of attainment and progress of DA children.</li> <li>Analysis of wider opportunities will show that DA children have had better access to the curriculum which may also be seen in</li> </ol>

		<p>whole school tracking of attainment and progress of DA children.</p> <p>Intervention has started to show impact in some areas however this is a focus for 2019 -2020.</p> <p>Intervention that focus on GD and the HA children through the PP strategy</p>
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## 5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p>Progress for disadvantaged children across school will be at least in line with other children.</p>	<p>Additional teacher for Year 6 2 Terms <b>£18000</b></p>	<p>The additional teacher enables a more focussed approach to targeting DA children, both by the teacher working with DA children, or by reducing numbers in class to enable the class teacher to provide more support.</p> <p>Evidence from the EEF shows that small group tuition can accelerate learning by 4 months.</p>	<p>The additional teacher will be part of the normal monitoring calendar and will be part of scrutinies and observations. They will also be part of the pupil progress meetings and identified children who have been targeted will be monitored.</p> <p>Whole school termly achievement and improvement meetings that focus on all pupils. Discussing whole year group cohorts as well as individual classes.</p> <p>Additional teacher will also support with booster groups.</p>	<p>Termly (achievement and improvement meetings)</p> <p><b>Additional teacher has shown to have direct impact on reading, writing and maths – all targets in Year 6 have been met 2019. The same strategy to be deployed for 2019-2020 in both key stage 1 and key stage 2 as a result</b></p> <p><b>Progress across school has shown a rise for DA children however this is not consistent. Specialist training in English and maths interventions to be a focus for the following academic year</b></p>
<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p>Progress for disadvantaged children across school will be at least in line with other children.</p>	<p>Booster classes resources <b>£2500</b></p> <p>Classroom learning equipment purchased for DA children.</p>	<p>All DA children will receive resources for booster classes to ensure they have access to the same resources as Non-PP peers. It will also enable them to take part in the small group booster classes effectively.</p> <p>Evidence from the EEF shows that small group tuition can accelerate learning by 4 months.</p>	<p>Smaller booster session groups.</p> <p>Use of expenditure to purchase the intervention materials.</p> <p>Whole school termly pupil progress meetings focussing on all pupils. Discussing whole year group cohorts as well as individual classes.</p> <p>Extra adult support for classes throughout school.</p>	<p>Termly (achievement and improvement meetings).</p> <p><b>Year 6 have implemented this strategy and it has had positive results. The same strategy to be implemented in KS1.</b></p> <p><b>Targeted resources and equipment to be used with training</b></p> <p><b>Each class has had additional adult support however this has not been used as effective as it could be and therefore further support and training is required as a focus for 2019 -2020</b></p>

<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p><b>Progress for disadvantaged children across school will be at least in line with other children.</b></p>	<p>Interventions Leader/Learning Mentor (SP) £25,282</p> <p>Whole-school interventions coordinated by CH and SP (Inclusion Leader and Learning Mentor). £3060</p>	<p>The interventions leader enables a more focussed approach to targeting DA children, both by the teacher/mentor working with DA children who need tailored support for their needs. This will also support the gaps in learning and/or the removal of any barriers the pupils have in their learning.</p> <p>Evidence from the EEF shows that small group tuition can accelerate learning by 4 months.</p>	<p>Interventions will be part of the normal monitoring calendar and will be part of scrutinies and observations. Interventions will be tracked and reviewed following the identification of children from the achievement and improvement meetings</p> <p>Whole school termly achievement and improvement meetings focussing on all pupils. Discussing whole year group cohorts as well as individual classes.</p> <p>Extra adult support for classes throughout school.</p>	<p>Termly (achievement and improvement meetings)</p> <p><b>Intervention leader left at Autumn term.</b></p> <p><b>SENCO planned specific interventions for high need children as a priority. The development of intervention and support to focus on challenge and GD to be a focus for 2019 -2020</b></p>	
<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p><b>Progress for disadvantaged children across school will be at least in line with other children.</b></p>	<p>Third Space Learning. £5670</p> <p>School Library Service £2988</p>	<p>Figures show that DA children have lower reading ages on average than Non-DA peers.</p> <p>DA children may not have access to books at home therefore reading less.</p> <p>Evidence from the EEF indicates that Reading Comprehension strategies such as this can accelerate learning by 5 months.</p>	<p>Reading age checks used from GL Assessment to inform teachers understanding of reading age development. This will feed into achievement and improvement meetings.</p>	<p><b>Reading assessments have shown an increase in PP children achieving the expected standard in reading (68% KS2)</b></p> <p><b>Third space learning has had a direct impact in maths results this year (92%)</b></p>	
<p><b>Total budgeted cost</b></p>					<p><b>£60,000</b></p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p><b>Learning Mentors (HD/CB) £42,561</b></p>	<p>Disadvantaged children, because of home/life circumstance, have low self-esteem. Having that safe place/person to speak to at school.</p> <p>Evidence from the EEF shows that Behavioural Interventions can accelerate learning by 4 months.</p>	<p>Weekly inclusion meetings with SLT updating children on case load.</p>	<p>C Hughes</p>	<p>Weekly in SLT meetings.</p> <p><b>Behaviour incidents have shown a sharp decrease across school – evidence through CPOMS</b></p> <p><b>Children with SEMH barriers have made progress as evidenced on B Squared assessment and using the Boxhall profile</b></p>
<p><b>Attendance of disadvantaged children will increase</b></p> <p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p><b>Parent Involvement Officer £18,716</b></p>	<p>% of Persistently absent children 2017/2018 was over 18%.</p> <p>Evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.</p>	<p>Weekly inclusion meetings with SLT updating children on case load.</p>	<p>C Hughes H Dancy</p>	<p>Weekly Inclusion meetings.</p> <p><b>PA has halved from 22% at the end of last year to 10% this year. 6% of these children are DA which is considerably lower than national</b></p> <p><b>Strategy such as the walking bus and first day response text and call before 9.30am to be continued. Class teachers taking ownership over attendance in their class to be a continued focus</b></p>

<p><b>Attendance of disadvantaged children will increase.</b></p> <p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p><b>Free Breakfast Club for all</b> Year 6 children (targeting children with low attendance) 2 additional staff &amp; Breakfasts <b>£6737</b></p> <p>Reading intervention – allocated provision for free attendance on a daily basis.</p>	<p>This helps with punctuality and attendance of DA children who access the provision as often DA children who do not can have poorer attendance.</p> <p>Children will have a daily reading intervention as part of their Breakfast Club routine.</p> <p>Figures show that DA children have lower reading ages on average than Non-DA peers.</p> <p>DA children may not have access to books at home therefore reading less.</p>	<p>Children will be allocated free spaces to breakfast club and monitored for attendance on a weekly basis.</p> <p>Half termly age checks used from Reading Age assessments from NGRT to support assessments. This will feed into achievement and improvement meetings.</p>	<p>A Duncan</p>	<p>Half termly.</p> <p><b>Breakfast club in place</b></p> <p><b>Books have been available – consideration how this could be more effective 2019 -2020 using the tablets and other online resources in reading</b></p>
<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p> <p><b>Attendance of disadvantaged children will increase.</b></p>	<p>Extra Phonics Club – before/after school</p> <p>Phonics resources and any additional training needs. <b>£1500</b></p>	<p>Figures show that DA children have lower reading ages on average than Non-DA peers.</p> <p>DA children may not have access to books at home therefore reading less.</p> <p>This helps with punctuality and attendance of DA children who access the provision as often DA children who do not can have poorer attendance.</p>	<p>Children will be monitored for attendance on a weekly basis.</p> <p>Half termly age checks used from Read Write Inc programme to support assessments. This will feed into achievement and improvement meetings.</p>	<p>A Duncan</p> <p>C Winnett</p>	<p>Half termly.</p> <p><b>Not been implemented – phonics leader appointed for 2019 - 2020</b></p> <p><b>Leader of English to monitor in role as AHT</b></p>
<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p>Speech and Language Therapy <b>SLT Care Services £5700</b></p> <p>FEET Training and Resources <b>£2000</b></p>	<p>Specialist support from trained experts improves children’s speech and language skills and helps children overcome language barriers.</p> <p>Evidence from the EEF suggests that Oral Language Interventions can accelerate learning by 5 months.</p>	<p>The language specialist updates our SENCO and periodic assessments are carried out.</p>	<p>C Hughes</p>	<p>Termly</p> <p><b>Children have been accessing on a weekly basis. As a result evidence can be seen on progress in language and communication on B Squared assessment profiles</b></p>

**Total budgeted cost** £77,214

**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p>Choices Programme £2300 pa</p>	<p>Provide opportunities for special education experiences they wouldn't usually be able to access.</p> <p>Outdoor Adventure Learning can lead to an acceleration of 3 months of learning, according to the EEF.</p>	<p>SLT meetings &amp; discussions with ECT.</p>	<p>C Hughes H Dancey A Jones</p>	<p>Termly</p> <p>Programme closed January</p> <p>Children accessed provision such as nurture and ELSA in school via learning mentors – Boxhall profiles show increased confidence and emotional health and well being</p>
<p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p>Educational visits £8000</p>	<p>Provide opportunities for special education experiences they wouldn't usually be able to access.</p> <p>Outdoor Adventure Learning can lead to an acceleration of 3 months of learning, according to the EEF.</p>	<p>SLT meetings- discuss appropriate financial support for disadvantaged children.</p>	<p>A Duncan</p>	<p>Trip by trip basis.</p> <p>Funding used to support whole class trips and experiences – parental feedback has been positive</p>
<p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p> <p><b>Attendance of disadvantaged children will increase.</b></p>	<p>Extended Schools</p>	<p>Disadvantaged children, because of home/life circumstance, have low self-esteem. Having that safe place/person to speak to at school.</p> <p>Evidence from the EEF shows that Behavioural Interventions can accelerate learning by 4 months.</p> <p>This helps with punctuality and attendance of DA children who access the provision and evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.</p>	<p>Weekly inclusion meetings with SLT updating children case load.</p>	<p>C Hughes C Brown</p>	<p>Weekly in SLT meetings.</p> <p>Programme closed due to LA funding</p> <p>Parental engagement officer able to signpost to services via early help hub and CAF</p>



<p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p> <p><b>Attendance of disadvantaged children will increase.</b></p>	<p>FEET – reading, language &amp; parental links.</p>	<p>Evidence from the EEF suggests that Oral Language Interventions can accelerate learning by 5 months.</p> <p>Figures show that DA children have lower reading ages on average than Non-DA peers.</p> <p>DA children may not have access to books at home therefore reading less.</p> <p>This helps with punctuality and attendance of DA children who access the provision and evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.</p>	<p>Extended Leadership Team weekly meetings.</p>	<p>FEET</p>	<p>Termly</p>
<p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p>Free Music lessons</p>	<p>Provide opportunities for special education experiences they wouldn't usually be able to access.</p>	<p>Monitored for attendance on a weekly basis.</p>		<p>Half termly</p> <p><b>Attendance continued throughout the school year. Some of the year 6 children that have accessed this have achieved ARE in reading, writing and maths at the end of KS2.</b></p>
<p><b>Ensure disadvantage children have access to nutritional food/milk.</b></p>	<p>Free School Meals  <b>£36,480 (Reception children applications pending, potential further 30 pupils)</b></p> <p>Free Milk  <b>£3830.40</b></p>	<p>Evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.</p> <p>Using the role of the sports coach children will work in groups to learn about healthy eating and healthy lifestyles.</p>		<p>Admin team</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p><b>£50,610.40</b></p>
<b>PP Fund Remaining from overall allocation</b>					<p><b>£23,375.60</b></p>