



De Lacy Primary School Pupil Premium Strategy Statement

1. Summary information					
School	De Lacy Primary School				
Academic Year	2019/20	Total PP budget	£223,200	Date of most recent PP Review	10/1/2018
Total number of pupils	307	Number of pupils eligible for PP	134	Internal review of this strategy	October 19

2. Attainment in KS2 2018/2019			
	<i>Year 6 all in 2019 (42 pupils)</i>	<i>Pupils eligible for PP in 2019 (25 pupils)</i>	<i>National Average 2018/19 PP</i>
% achieving in reading, writing and maths	52%	56%	64%
% achieving in reading	62%	68%	75%
% achieving in writing	76%	80%	78%
% achieving in maths	83%	92%	76%
Targets for attainment in KS2 2019/20 (Attainment 2020)			
	<i>Year 6 all in 2020 (45 pupils) Our school target</i>	<i>Pupils eligible for PP (22 Pupils) (our school target)</i>	
% achieving in reading, writing and maths	60%	50%	
% achieving in reading	73%	68%	
% achieving in writing	76%	73%	
% achieving in maths	76%	55%	

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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance of children who are eligible for PP. The 2019 persistent absence for PP children was lower than national for the first time in the history of the school. This now needs to be sustained.	
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.	A greater proportion of disadvantaged children will reach the expected standard at KS1 and disadvantaged pupils' progress will increase. At KS2, pupils outcomes will be at least in line with peers.	<ol style="list-style-type: none"> 1. Improvement in the number of DA children reaching the expected standard at KS1 and KS2 in comparison to 2018. 2. Progress gap between DA children and non DA children, in school & nationally, will close.
B.	Progress for disadvantaged children across school will be at least in line with other children at KS1 and KS2.	<ol style="list-style-type: none"> 1. Progress gap between DA children and non DA children will close. 2. Progress of DA children will be closer to national other children.
C.	Attendance of disadvantaged children will increase, and the gap in comparison to other children will decrease.	<ol style="list-style-type: none"> 1. Attendance of DA children will increase to 95%. 2. Attendance gap between DA children and other children will continue narrow by -1%
D.	<p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p> <p>Interventions for the more able PP children will impact positively on GD at KS1 and KS2.</p> <p>Will be measured through:</p> <ul style="list-style-type: none"> • Tracking intervention impact • Analysis of wider opportunities provided for DA children 	<ol style="list-style-type: none"> 1. Intervention tracking will show clear impact at a fine level. 2. Successful intervention outcomes will be mirrored in whole school tracking of attainment and progress of DA children. 3. Analysis of wider opportunities will show that DA children have had better access to the curriculum which may also be seen in whole school tracking of attainment and progress of DA children.

5. Planned expenditure

Academic year

2019-2020

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>A greater proportion of disadvantaged children will reach the expected standard and GD standard at KS1 and KS2.</p> <p>Progress for disadvantaged children across school will be at least in line with other children.</p>	<p>Additional teacher for Year 6 3 Terms £27652</p> <p>Specialist training in English and maths interventions to be given to booster leads, intervention leads and additional teacher.</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>A greater proportion of disadvantaged children will reach the expected standard and GD standard at KS1 and KS2.</p> <p>Progress for disadvantaged children across school will be at least in line with other children.</p>	<p>Booster classes resources</p> <p>Classroom learning equipment purchased for DA children.</p> <p>TA performance management to be implemented to hold to account.</p> <p>Specialist training in English and maths interventions.</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>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</p> <p>Progress for disadvantaged children across school will be at least in line with other children.</p>	<p>Learning Mentor (LT)</p> <p>Whole-school interventions coordinated by CH and LT (Inclusion Leader and Learning Mentor).</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>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</p> <p>Progress for disadvantaged children across school will be at least in line with other children.</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>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</p> <p>Progress for disadvantaged children across school will be at least in line with other children.</p>	<p>English Hub support</p> <p>Structured phonics programme implemented</p> <p>Additional KS1 teacher (0.5)</p>	<p>Reading comprehension intervention and small group tuition has been found to add 5 months of learning</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>Total budgeted cost</p>				<p>£60,000</p>
<p>ii. Targeted support</p>				

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>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	<p>Learning Mentors (HD/CB) £35,000</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>Attendance of disadvantaged children will increase</p> <p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	<p>Parent Involvement Officer £18,000</p>	<p>% of Persistently absent children is 10% (2018/19).</p> <p>Walking bus strategy previously has impacted on 2018/19 (halving PA %)</p> <p>First day phonecall</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>Attendance of disadvantaged children will increase.</p> <p>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</p> <p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	<p>Free Breakfast Club for all Year 6 children (targeting children with low attendance) 2 additional staff & Breakfasts £6737</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>TT rockstars to be re-launched and used daily in Key Year groups of 4,5,6.</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>H Dancy M Winter L Knowles</p>	<p>Half termly.</p>

<p>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</p> <p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p> <p>Attendance of disadvantaged children will increase.</p>	<p>Extra Phonics Club – before/after school</p> <p>Phonics resources and any additional training needs. £1500</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>J Beedle</p> <p>M Winter</p>	<p>Half termly.</p>
<p>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</p> <p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	<p>Speech and Language Therapy £5700</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>
Total budgeted cost					<p>£66937</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	<p>50 things for De Lacy and Curriculum Development</p> <p>Educational visits £8000</p>	<p>Provide opportunities for special education experiences they wouldn’t usually be able to access.</p>	<p>SLT meetings- discuss appropriate financial support for disadvantaged children.</p>	<p>C Hughes</p> <p>H Dancey</p> <p>G Smith</p>	<p>Termly</p>

<p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p> <p>Attendance of disadvantaged children will increase.</p>	<p>ELSA trained staff x 2</p> <p>Learning mentor x 3 to lead bespoke behavioural and self-esteem interventions.</p> <p>Parental engagement officer able to signpost to services via early help hub and CAF</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</p> <p>C Brown</p> <p>L Thorpe</p>	<p>Weekly in SLT meetings.</p>
<p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	<p>Free Music lessons £2500</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>Ensure disadvantage children have access to nutritional food/milk.</p>	<p>Free School Meals £37,000 (Reception children applications pending, potential further 30 pupils)</p> <p>Free Milk £4000</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>
Total budgeted cost					<p>£51,500</p>
PP Fund Remaining from overall allocation					<p>£44763</p>