

## DARESBUY PRIMARY SCHOOL Pupil Premium Strategy Statement 2019-20

| <b>1. Summary Information</b> |                          |   |         |  |  |
|-------------------------------|--------------------------|---|---------|--|--|
| School                        | DARESBURY PRIMARY SCHOOL |   |         | Local Authority                                | <b>HALTON</b>                                  |
| Academic Year                 | 2019 / 20                | Total Pupil Premium Grant                             | £21,080 | Date of most recent PP Review                  | <b>July 2019 (internal)</b>                    |
| Number on roll                | 159                      | Number of eligible pupils currently on roll in school | 9       | Date for next internal review of this strategy | <b>July 2020 (with termly in-year reviews)</b> |

| <b>2. Current Attainment at KS2 (7 pupils – 2 in Y6, 1 in Y5, 1 in Y4, 3 in Y3)</b> |  |   |  | <b>Gap</b>     |
|---|--|---|--|----------------|
|   | Pupils eligible for PPG (school achievement %) | Pupils not eligible for PPG (national outcomes) |  |                |
| % attaining at least the expected standard in reading, writing and maths            | <b>42.85% (3/7 pupils)</b>                     | <b>65%</b>                                      |  | <b>-22.15%</b> |
| % making expected progress in reading   | <b>71.43% (5/7 pupils)</b>                     | <b>73%</b>                                      |  | <b>-1.57%</b>  |
| % making expected progress in writing   | <b>57.14% (4/7 pupils)</b>                     | <b>78%</b>                                      |  | <b>-20.86%</b> |
| % making expected progress in maths   | <b>57.14% (4/7 pupils)</b>                     | <b>79%</b>                                      |  | <b>-21.86%</b> |

| <b>Current Attainment at KS1 (2 pupils – 2 in Y1)</b>                    |  |   | <b>Gap</b> |             |
|--|--|---|------------|-------------|
|  | Pupils eligible for PPG (school achievement %) | Pupils not eligible for PPG (national outcomes) |            |             |
| % attaining at least the expected standard in reading, writing and maths | <b>50% (1/2 pupils)</b>                        | <b>63%</b>                                      |            | <b>-13%</b> |

|                                       |                         |              |               |
|---------------------------------------|-------------------------|--------------|---------------|
| % making expected progress in reading | <b>50% (1/2 pupils)</b> | <b>74.9%</b> | <b>-24.9%</b> |
| % making expected progress in writing | <b>50% (1/2 pupils)</b> | <b>69.2%</b> | <b>-19.2%</b> |
| % making expected progress in maths   | <b>50% (1/2 pupils)</b> | <b>75.6%</b> | <b>-25.6%</b> |

### 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school)

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| A | 50% of children eligible for PPG in KS1 also have identified SEND  |
| B | Social and emotional problems are affecting the wellbeing and progress of many PPG pupils                  |
| C | Weaknesses in learning behaviours eg lack of independence or resilience are also affecting many PPG pupils |

#### External barriers (issues which require action outside of school e.g. attendance)

|   |  |
|---|--|
| D | 22% of pupils have significant attendance issues   |
| E | Teachers express that 78% of PPG children are not fully supported at home with their learning. |
| F | 67% of PPG pupils are from homes with serious financial difficulties at present                |

### 2. Outcomes

|  | Desired outcome  | Success criteria (including how we will evidence impact)   |
|--|--|--|
| A - Additional needs supported effectively       | Children with additional needs (including those being monitored and involved in interventions) will be supported more effectively.       | Children eligible for PPG, particularly those with additional SEN factors will be supported more effectively through ensuring the established SEND practice is followed for PPG pupils and part of the school's non negotiables document and monitoring procedures.                            |
| B- Social and emotional difficulties are reduced | Identified difficulties of anxiety and inability to regulate emotions will be reduced for all children including those eligible for PPG  | PPG children with identified social and emotional needs will be supported effectively to reduce barriers to learning. There will be reduced incidence of behavioural problems, increased participation rates in class, reduction in social/friendship issues and increased social integration. |
| C - Improved learning behaviours                 | Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence | The resilience, self- esteem, determination and growth mind-set of pupils eligible for PPG in learning situations will be improved. This will be measured by improved attainment and progress for these pupils and reflected in Boxall profiles where appropriate.                             |
| D – Improved attendance                          | PPG children will have at least 95% attendance   | Attendance of PPG pupils will be closely monitored and tracked. Where necessary attendance letters will be sent and conversations with parents will take place.  |
| E -  | Children accessing PPG will be supported both in school and at home to   | Number of PPG children handing homework in on time will increase.  |

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| Increased support from home             | ensure gaps are narrowed.  | Number of PPG children reading at home will increase as evidenced in reading diaries.              |
| F- Financial difficulties are addressed | PPG children are able to access the full range of opportunities on offer within the school | Number of PPG children attending residentials and visits and accessing music tuition will increase |

| <b>3. Planned Expenditure Academic Year: 2019-2020</b>  |  |   |  |                 |                         |
|---|--|---|--|-----------------|-------------------------|
| <b>i. Quality of teaching for all (pedagogy)</b>  |  |   |  |                 |                         |
| Desired Outcome   | Chosen action / strategy                     | Evidence base / rationale for the chosen approach   | Activity to monitor and evaluate effective implementation  | Staff lead      | Review date             |
| <b>Quality of teaching in Reading, Writing and Maths is improved across the school impacting on PPG pupils alongside all pupils</b> | Second year of Talk for Writing project      | The project is already having a positive impact on writing across the school especially with our younger pupils (as evidenced in our increased SATs outcomes at KS1)  | Scheduled Learning Reviews, QA schedule for school, reports to Governors, Shared Inset Day Nov 19, Pupil progress meetings   | KZ/LO'N         | Dec19 / April 20/July20 |
|   | Introduction of Numicon Maths scheme of work | Staff surveys revealed Maths to be the subject they spent the most time planning and felt the least supported by our resources in school. Following lots of whole staff research into the marketplace, Numicon was chosen as the favourite resource and PTA fund raised to provide us with a large amount of the resources required to begin this September. Additional resources and CPD will be scheduled this academic year and its implementation carefully monitored | Termly staff meetings focusing specifically on Numicon<br>Additional resources purchased to facilitate delivery of the scheme of work<br>Whole staff CPD from Numicon<br>QA schedule monitoring including non negotiables monitoring | CR/KZ/Teachers  | Dec19 / April 20/July20 |
|   | Focus on reading entitlement of each child   | Increased monitoring of every class and child's reading entitlement in school through reading diaries, Guided reading records, weekly whole class reading sessions and Guided and individual reading sessions as detailed on class timetables handed in weekly.   | Weekly monitoring of timetables by CR<br>Monitoring through QA schedule by KZ/CR<br>Weekly reading diary monitoring by Classteachers   | CR/KZ/ teachers | Weekly / Termly         |

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|  |  | <p>EEF toolkit suggests feedback can have a very high effect on learning. This is because it redirects ore refocuses either the teachers or the learner's actions to achieve a goal. EEF toolkit suggests parental involvement is consistently associated with success at school</p> <p>Additional adult presence has historically proven to raise attainment/progress all abilities and groups. Teachers to determine who is best person to provide support to each group.</p> | <p>Surveys at end of year plus monitoring of Seesaw and tapestry feedback</p> <p>Provision map monitoring termly</p> | <p>All teachers and TAs</p> <p>SLT / NL</p> | <p>End of year/weekly</p> <p>termly</p> |
|  |  |   |  | Total budgeted cost                         | <b>£10,000</b>                          |

| <b>ii. Targeted support (interventions)</b>  |   |  |   |                   |                         |
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| Desired Outcome  | Chosen action / strategy  | Evidence base / rationale for the chosen approach  | Activity to monitor and evaluate effective implementation   | Staff lead        | Review date             |
| <b>Additional needs supported effectively including those children identified as PPG</b> | Pupil premium intervention sheets completed termly by teachers in collaboration with teaching assistants. Pupil premium sheets monitored by SENDco and outcomes reported termly to Governors. | Multiple barriers faced by children therefore collaborative approach supports them fully. EEF suggests that the impact of collaborative approaches is positive | SENDco to put dates in the diary so teachers are aware when reviews need to be completed. Pupil voice recorded on intervention sheets. Children made aware of targets and how they can achieve them. Targets on display in all classrooms | NL/CR             | Dec 19/April 20/July 20 |
|  | Daily intervention sheets completed by person responsible for intervention and monitored by classteachers.  |  | Management time provided termly to SENDco to monitor forms and prepare reports to Governors.  | NL/CR             | Dec 19/April 20/July 20 |
|  | Support plans in place for children on SEN register and   |  | Termly PPA sessions with TA/Teachers to work collaboratively on reviewing effectiveness of interventions.   | All staff and TAs | Dec 19/April 20/July 20 |
|  |   |  | Pupil progress meetings with Principal.   | CR/Teaching staff | Dec 19/April 20/July 20 |

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|  | <p>monitored termly.</p> <p>Meetings with parents put onto CPOMS and Principal and SENDco flagged.</p> <p>Support from external professionals used when necessary.</p> |  | <p>SENDco involved with all learning reviews including book scrutinies.</p> <p>Regular meetings with SENDco governor.</p> | <p>SLT/NL</p> <p>AW/NL/CR</p> | <p>Termly</p> <p>Termly</p> |
|  |  |  |   | <b>Total budgeted cost</b>    | <b>£9,000</b>               |

| <b>iii. Other approaches</b>                        |   |   |  |                        |                        |
|---|---|---|--|------------------------|------------------------|
| <b>Desired Outcome</b>                              | <b>Chosen action / strategy</b>   | <b>Evidence base / rationale for the chosen approach</b>  | <b>Activity to monitor and evaluate effective implementation</b>   | <b>Staff lead</b>      | <b>Review date</b>     |
| <b>Improved behaviour and attitudes to learning</b> | <p>Whole school changes to Behaviour &amp; Discipline policy regarding 3 key words.</p> <p>Introduction to all stakeholders and official launch Sept 2019</p> <p>Assemblies throughout each term focusing on the key words and what these mean at Daresbury</p> <p>Hall display linked to each word</p> <p>Focus in each classroom on utilising the key words in ensuring consistency of expectations across the school</p> | <p>Research into current best practice (Tom Bennett etc)</p> <p>Attendance at Inclusion Conferences by CR &amp; SEND Governor</p> <p>Feedback from Children and parents and staff</p> | <p>Monitoring of Behaviour and Discipline as part of regular QA schedule</p> <p>Observation by CR and SLT</p> <p>Feedback from all staff at staff meetings</p> <p>Assembly rotas and schedules</p> | CR/KZ/Whole staff team | Dec 19/April 20/July20 |
| Improved behaviour at lunchtimes                    | <p>Training for all staff, focusing especially on middays, from Happy lunchtimes guy.</p> <p>Follow on staff meeting for all other staff regarding implementation of approach.</p> <p>Ordering of equipment and organisation of existing play resources following Midday input to rotas</p> <p>Establish regular half termly</p>  | <p>Research into current best practice (Tom Bennett etc)</p> <p>Attendance at Inclusion Conferences by CR &amp; SEND Governor</p> <p>Feedback from Children and parents and staff</p> | <p>Monitoring of Behaviour and Discipline as part of regular QA schedule</p> <p>Observation by CR and SLT</p> <p>Feedback from all staff at staff meetings</p> <p>Zone rotas and schedules</p>     | CR / KZ                | Dec19/April 20/July 20 |

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|  | follow up meetings with Middays to review and amend provision and discuss lunchtime issues |  |  |                     |               |
|  |  |  |  | Total budgeted cost | <b>£2,080</b> |

| 4. Review of expenditure  |   | 15 PPG children £16,140   |   | allocated & spent |  |
|---|---|---|---|-------------------|--|
| Academic Year   |   | 2018 / 19   |   |                   |  |
| i. Quality of teaching for all  |   |   |   |                   |  |
| Desired Outcome   | Chosen action / strategy  | Impact: were success criteria met?  | Lessons learned (will this approach / strategy continue?)   | Cost              |  |
| Good Progress. Improved outcomes for PPG children in writing linked to whole school Talk for Writing project (Year 1) | <p><b>CPD-</b> whole staff CPD on T4W</p> <p>Refine planning and teaching of writing as a consequence</p> <p>Programme of learning reviews embedded including: book scrutiny, digital learning journeys (including tapestry and seesaw) learning environment, pupil interviews.</p> <p>Parents to be fully aware of new T4W project and information on how to support at home.</p> <p>Continue to provide additional TA support</p> | <p>High Impact.</p> <p>T4W has had a significant impact on our writing provision across the school, especially at KS1 where outcomes rose considerably. The impact was apparent in both data outcomes and in books and on Seesaw and Tapestry. The Learning environments reflected the work which had been carried out. Staff were very positive about T4W too.</p> | <p>This will definitely continue and be built upon. Following further training KZ will continue to lead the school in year 2 of the project and we look to see the impact in makes particularly into KS2 this year.</p> | <b>£10,000</b>    |  |

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|   | in the classes with the most PPG children.  |   |  |  |
| Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively    | <p>Pupil premium intervention sheets completed termly by teachers in collaboration with teaching assistants. Pupil premium sheets monitored by SENDco.</p> <p>Daily intervention sheets completed by person responsible for intervention and monitored by classteachers.</p> <p>Support plans in place for children on SEN register and monitored termly.</p> <p>Meetings with parents put onto CPOMS and Principal and SENDco flagged.</p> <p>Support from external professionals used when necessary.</p> | <p>High Impact</p> <p>This has resulted in much closer monitoring and evaluation of the work being done by the Teachers and TAs to raise standards and narrow gaps for the pupils. This has also improved the reporting of this to Governors and parents. The impact has been considerable with much clearer expectations and outcomes for all.</p> | This process will definitely continue into 2019/20 with further amendments to improve the system even more.                        |  |
| Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence | <p>Assemblies covered by SLT focusing on growth mindsets/ key strengths.</p> <p>Learning team supporting peers.</p> <p>Refine whole school PHSE curriculum.</p>   | <p>Mixed Impact</p> <p>This aspect did begin in school but apart from assemblies we did not achieve our desired outcomes. The PSHE element was deferred to 2019/20</p>  | Work on this aspect will be continued in 2019/20 as part of our ongoing review into our overall PSGHE provision across the school. |  |

ii. Targeted support

| Desired Outcome   | Chosen action / strategy   | Impact: were success criteria met?   | Lessons learned (will this approach / strategy continue?)  | Cost                |
|---|--|--|--|---------------------|
| <p>Good progress. Improved outcomes for PPG children in writing, particularly across KS2 (including those with SEND)</p> <p>Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively.</p> | <p>Weekly spelling lesson for each class. Identified difficulties addressed asap through 3 C-challenge, consolidate, correct</p> <p>Additional use of teacher/TAs for interventions to support children with spelling difficulties.</p> <p>Vice- Principal to each class 1 session per week to focus on reading and spelling strategies.</p>                   | <p>Mixed impact</p> <p>Positive impact of weekly spelling lessons and those accessing spelling interventions</p> <p>Structured approach ensured consistency across all classes and groups regardless of teacher / TA. Due to restrictions in time commitments and teaching duties VP unable to commit to planned session weekly.</p>   | <p>This approach will continue in 2019/20</p>  | <p><b>£5640</b></p> |
| <p>Social and emotional difficulties are reduced. Identified difficulties of anxiety and inability to regulate emotions will be reduced for all including those eligible for PPG</p>  | <p>Additional training for mid-day staff.</p> <p>Support from SENDCo given to class teachers.</p> <p>Children identified put on nurture list and given appropriate support and intervention when needed. Boxall to be completed if necessary.</p> <p>Interventions to include: Gingerbear, Socially Speaking, friendship groups and using 5 point scale to</p> | <p>Mixed Impact</p> <p>In house Midday training took place – some slight improvements to lunchtime but felt more needed to be done. SENDCo provided increased range of support to teachers and led some staff meetings in this area. Boxall used more in school to pinpoint specific support needs of individuals. 5 point scale use increased. Ginger bear effective intervention in EYFS, with participants making steady progress. See Sports Premium review for impact of PE funding in this area too.</p> | <p>In 2019/20 there will be a focus on behaviour and especially lunchtimes and activities taking place. Interventions for nurture will continue as needed along with use of 5 point scale and Boxall</p> |                     |



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|  | reduce anxiety.<br><br>Additional support to be given through PE funding for a variety of activities including playground friends, mile with a smile and dance sessions  |  |   |             |
| D & E. Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence | Specific intervention support for identified children using 1 page profile and Boxall<br><br>Interventions in place to support children including- lunchtime groups and circle of friends  | High- Medium Impact<br>1 page profile was very effective with Y6 LAC in 2018/19 but very time consuming to complete. Did consider rolling this out to other children but time pressures prevented this. Support groups and interventions worked well for identified children who all benefitted from them.   | Currently no plans to continue 1 page profiles for wider group of children across school but school support plans have a similar approach on their first page so all SEND children will benefit from this. Boxalls and social interventions will continue for those requiring this level of support   |             |
| <b>iii. Other approaches</b>   |  |  |   |             |
| <b>Desired Outcome</b>   | <b>Chosen action / strategy</b>  | <b>Impact: were success criteria met?</b>  | <b>Lessons learned (will this approach / strategy continue?)</b>  | <b>Cost</b> |
| F. Increased support from home. Children accessing PPG funding will be supported both in school and at home to ensure gaps are reduced.  | Additional Liaison with parents/carers by all staff and SLT team including SENDco<br><br>Whole school approach to developing communication with parents/carers through reading diaries/meet the teacher/additional meetings.<br><br>Additional information shared with appropriate staff using CPOMS.<br><br>Changes made to | Medium Impact<br>Staff improved and increased the amount of time they give to parental engagement and SENDCo also increased time given in this regard. This proved beneficial and parents commented favourably on this aspect. Record keeping from these meetings was improved with use of CPOMS helping in this regard. Changes to Golden Time were initially effective but as a school it was felt that Golden Time was not working by the end of the year and we needed to revise our entire behaviour focus. | Staff will schedule specific meetings with parents regarding any SEND child and these will be diaried and minuted via CPOMS. For 2019/20 we have 3 new Key words in school – Kind , Safe, Ready - which form the basis of all our Behaviour and Discipline procedures. Behaviour is also monitored each day via a traffic light (alternative in KS1) system which is reset each day. Weekly Golden Time has been replaced with a half term treat. | <b>£500</b> |

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|   | golden time to ensure children forgetting homework are not punished through loss of time. Different strategies used.   |   |  |  |
| G – Financial support provided by school allows PPG pupils to access opportunities which otherwise may have been denied to them | 4 identified PPG children all on track and meeting national standards will receive financial support from school this academic year and costs of residential visits, day trips etc will be met through PPG | High Impact<br>All pupils accessing this really benefitted from it, accessing days trips and residential as well as weekly supported peripatetic music lessons. | This was a successful strategy for children already on track for meeting expectations and allowed them to access tuition in additional aspects which may well have been beyond their families. |  |

## 5. Additional supporting information

Due to the extremely small numbers of children entitled to PPG funding at Daresbury Primary School it is difficult to provide more detailed feedback without specifically identifying individuals. This information is held by the Principal.