



# Derwent Vale Primary and Nursery School

## Proposed Spend of Pupil Premium 2020 / 2021

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 (£1345 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 2020/2021 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 2020 – 2021 the amount of Pupil Premium is £46,635

This comprises:

- £42,970 for free school meals pupils
- £1,320 Early Years PP
- £2,345 for a Looked After children

## 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

#### Dates:

September 2020

#### Persons Responsible:

FE, DL

#### Monitoring and Evaluation:

Tracking and monitoring data of FSM cohort via data collection, weekly intervention meetings, student feedback, lesson observations and work scrutinies, pupil Interviews, pupil book studies. Data analysis shared with staff and used to prioritise interventions.

**Cost: £1,580**

#### 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:

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

**Rationale:** Education Endowment Fund (EEF) 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 20 to July 21 in English and Maths.
- Accelerated performance of PP in all key stages.

<b>Dates:</b> September 2020	<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: £26,220</b>
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**Delivery:**

- At KS1 split cohort by year group to address needs in smaller group Y1 4/13, Y2 1/10 PP
- STAs to support Y1 and Y2 PP pupils
- At KS2 split cohort by year to address needs in smaller group Y5 8/16 Y6 7/21 PP
- HLTA to support Y5 PP pupils and recently qualified teacher in literacy and numeracy
- Target Y5 & Y6 PP children in math tutoring programme
- Small class sizes in Y3 and Y4
- Apprentice appointed to support in class

**Impact:**

**Action 3: To provide structured phonics activities for Pupil Premium Pupils in Key Stage 1  
To support phonics catch up programme in Y3-4**

**Rationale:** Education Endowment Fund research states that small class size and small group teaching gives 3 months and 4 months gain respectively. The EEF states that systematic teaching of phonics has high impact (+ 4 months).

**Success Criteria:**

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

<b>Dates:</b> September 2020	<b>Persons Responsible:</b> DL, FE, LS, HG	<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 catch up intervention
- HD 3 x weekly phonics 1 -1 targeted catch up intervention
- HG 3 x weekly phonics 1-1 targeted support
- Phonics screening for Y3 – Y5 pupils. 4 x weekly catch up sessions delivered by LS
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**Impact:**

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

**Action:**

- Target specific pupils Y/6 to engage in the Lego League
- Target specific pupils to become Young Sports Leaders
- Target specific pupils to engage in Bright Stars enterprise
- Encourage pupils to participate in Young Voices venture
- Encourage pupils to participate in 3 day residential – Hawse End/Manchester
- Engage play therapist for identified pupils
- Engage behaviour therapist for identified pupils

**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.

**Dates:**

September 2020

**Persons Responsible:**

FE & KF

**Monitoring and Evaluation:**

Drawing and Talking therapy end of programme reviews.

**Cost: £7,485**

**Delivery:**

- KF 2 x Drawing and Talking therapy 10-week programme
- DL Lego League/Young Sports Leaders
- HS Bright Stars
- RS Community Learning courses
- HG Young Voices
- Play therapy

**Impact:**

<b>Objective 3: To improve parental engagement of pupil premium pupils.</b>			
<b>Action:</b>			
<ul style="list-style-type: none"> <li>• <b>Develop parental engagement strategy</b></li> <li>• <b>Greater parental involvement in pupils learning</b></li> <li>• <b>Greater involvement in school</b></li> </ul>			
<b>Rationale:</b> To support vulnerable families to engage in learning.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>• High percentage of parents enrol</li> <li>• Parents and pupils engage fully with course</li> <li>• Parent confidence increased in supporting their child</li> <li>• Parents increased confidence in communicating with school</li> </ul>			
<b>Dates:</b> September 2020	<b>Persons Responsible:</b> SA, FE	<b>Monitoring and Evaluation:</b> Senior Leadership Team gain overview and feed back to governors	<b>Cost: £2000</b>
<b>Impact:</b>			
<ul style="list-style-type: none"> <li>•</li> </ul>			

<b>Objective 4: To develop the teaching of foundation subjects</b>			
<b>Action:</b>			
<ul style="list-style-type: none"> <li>• <b>Implement a knowledge rich foundation subjects' curriculum</b></li> <li>• <b>Have a curriculum that is coherent and sequenced</b></li> <li>• <b>Low-stakes assessment built into the curriculum</b></li> <li>• <b>Curriculum design underpinned by cognitive science – specifically Cognitive Load Theory</b></li> </ul>			
<b>Rationale:</b> Ofsted research has shown that a narrowed curriculum can have disproportionately negative effects on disadvantaged pupils.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>• Foundation subjects taught across all stages</li> <li>• Medium and long-term plans developed</li> <li>• All teaching staff coached by senior leader</li> </ul>			

- Agreed teaching approaches consistently applied across all stages
- Investment in technology/apps to allow for effective teaching
- Triangulated monitoring approaches introduced, staff trained in approaches
- Relevant curriculum resources purchased

<b>Dates:</b>	<b>Persons Responsible:</b> DL, FE	<b>Monitoring and Evaluation:</b> DL, FE and Subject leaders	<b>Cost: £4,050</b>
<b>Impact:</b>			
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