

# Pupil premium strategy statement (Deerhurst and Apperley CoE Primary School 2018-19

| 1. Summary information |                        |   |  |  |           |
|------------------------|------------------------|---|--|--|-----------|
| School                 | Deerhurst and Apperley |   |  |  |           |
| Academic Year          | 2018-19                | Total PP budget £8, 220                 |  | Date of most recent PP internal review         | July 2018 |
| Total number of pupils | 4                      | Number of pupils eligible for PP 6% (4) |  | Date for next internal review of this strategy | Dec 2018  |

| 2. Current attainment <b>KS2 Results 2018 NO PUPIL PREMIUM</b>                                    |  |  |  |   |
|---|--|--|--|---|
|   |  | <i>Pupils eligible for PP at D&amp;A</i> | <i>D&amp;A attainment all pupils EXS</i> | <i>Pupils not eligible for PP (<b>national</b> average) EXS</i> |
| % achieving EXS in reading, writing & maths   |  | NA                                       | 71%                                      | 64% July 2018   |
| % making expected progress in reading   |  | NA                                       | 86%                                      | 75% July 2018   |
| % making expected progress in writing   |  | NA                                       | 100%                                     | 78% July 2018   |
| % making expected progress in maths   |  | NA                                       | 71%                                      | 76% July 2018   |
| 3. Barriers to future attainment (for pupils eligible for PP) 2018-19 – all PP Current Pupils (4) |  |  |  |   |
| In-school barriers  |  |  |  |   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Skills in inference and deduction in reading</li> <li>• Sustaining ideas to write</li> <li>• Developing language in writing</li> <li>• Developing reasoning skills in maths</li> <li>• Support with homework</li> <li>• Confidence</li> <li>• Continuing to understand marking and feedback (Feedback Marking EEF)</li> <li>• Attendance (ongoing)</li> </ul> |
|   |  |
|   |  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>D.</b>   | <ul style="list-style-type: none"> <li>• Attendance rate of PP of 1 child in particular remains below that of all pupils</li> </ul>  |

| <b>4. Outcomes</b> |  | <b>Success criteria</b>  |
|--------------------|--|--|
| <b>A.</b>          | Development of reasoning skills in maths across all year groups and 'solve it' steps by having quick number recall | <p>PP children will have quick recall and skills to understand maths reasoning and how to apply them.</p> <p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet expected standard (EXS)</p> |

|           |  |   |
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| <b>B.</b> | Continue to embed writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS and end of milestones, develop reading skills | <p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils meet age related expectations</p> <p>All pupils read a minimum of 15 daily</p>  |
| <b>C.</b> | Continue Homework support for children and parents   | PP children will have opportunities to complete or go over homework in school. The impact of this will be that like their peers they will complete homework and be ready for the next step in their learning. |
| <b>D.</b> | Attendance rates for pupils eligible for PP remains below that of all pupils   | Reduce the number of absentees among pupils eligible to ensure attendance is in line with overall school attendance of 97%  |

## 5. Planned expenditure

**Academic year**

**2018-19**

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?   | Staff lead  | When will you review implementation? |
| Development of reasoning skills in maths across all year groups and 'solve it' steps by having quick number recall | <p>Participation in– maths problem solving workshops STEM</p> <p>Adapt approach to marking and feedback – ensuring Feedback marking (EET high impact low cost)</p> <p>All staff to continue to develop and use 'Do it, Twist it, Solve it' to show children's understanding and support opportunity for challenge</p> <p>Small group support and developing resilience</p> <p>Purchaser of CGP books for homework support across school, again for consistency and impact</p> | <p>EEF has a proven record of effective interventions and supporting the development of learning</p> <p>Feedback marking – high impact low cost</p> <p>Collaborative learning approach to raise expectations and linking Building Learning Power to meta cognition and self regulation (EEF)</p> <p>Interventions last year showed an average reading age increase of 11 months per PP child</p> <p>Number av per PP child 24 months</p> | <p>Use INSET and staff meetings to further deliver training</p> <p>Peer observations across school</p> <p>Class observations</p> <p>Feedback and marking support</p> <p>Moderation of maths across school and cluster group</p> <p>Subject leader book looks and pupil conferencing</p> | KS1&KS2<br>maths leaders<br>HT PP<br>governor<br>SENDCo | Dec 2018                             |

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| Embedding writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS | Staff training on-going talk for writing approach<br>Planning – short sharp units with maximum of 3/4 weeks<br>Ensuring 3 classic books are read during the year<br>All school ensuring coverage of 7 basic plots<br>Small groups of intervention both in and out of classroom | Developing editing skills has an impact on writing success<br><br>Spelling age of PP children increased by an average of 5 months over the year 2017-18<br><br>KS1 writing 2018 90% EXS<br>KS2 writing 2018 100% EXS   | Use INSET and staff meetings to deliver training<br><br>Peer observations across school<br>Marking policy adhered to across all year groups<br>Robust moderation of writing across school and cluster group<br><br>Parent workshop for Grammar, Punctuation and Spelling | HT<br>English leader<br>SENDCo                | Dec 2018                                    |
| To develop homework support  | Continue with homework support workshops directed at targeted children<br>Support low achieving PP readers – lunchtime reading (HT)<br>Develop confidence – Leadership functioning skills club   | 1:1 support for homework has proven effective in school and those children targeted last year had an improved homework rate, again<br>Those children who had additional reading in school read as regularly as their peers did (home reading)<br>Confidence developed through leadership skills supported children to 'take risks' and 'have a go' | Ensure continued purchase of reading comprehension books for all year groups for consistency and to aid parents at home through structure<br>Monitoring data<br>Monitoring<br>Raise profile of the 15 minute daily read at home  | HT<br>English Lead<br>Maths leaders<br>SENDCo | Dec 2018                                    |
| <b>Total budgeted cost</b>   |  |  |  |   | <b>£2000</b>                                |
| <b>ii. Targeted support</b>  |  |  |  |   |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>                             | <b>When will you review implementation?</b> |

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| Development of reasoning skills in maths across all year groups  | 1:1 and small group activities with teachers and TAs<br>SENDCo focused support<br>STEM activities | Evidence of EEF effectiveness of collaborative learning<br>Evidence of additional effectiveness with intervention support 2017-18 number age (see above) | Continue to purchase CGP maths books for support across school for consistent homework<br>Monitoring and tracking x 3 per year<br>PPMs x3 per year<br>Book look scrutinies<br>Lesson observations<br>CPD<br>Learning walks<br>Pupil conferencing<br>Robust moderation | HT<br>KS1&2 Maths leaders<br>SENDCo<br>PP gov | Dec 2018     |
| Embedding writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS | 1:1 and small group activities with teachers and TAs<br>Ensure coverage of 7 basic plots          | Evidence of EEF effectiveness of collaborative learning<br>Evidence of additional effectiveness with intervention support 2017                           | Support outcome by purchasing reading comprehension homework books<br>Parent workshop for GPS<br>Monitoring and tracking x 3 per year<br>PPMs x3 per year<br>Book look scrutinies<br>Learning walks<br>Pupil conferencing<br>Lesson observations<br>CPD<br>moderation | HT<br>Eng leader<br>SENDCo<br>PP gov          | Dec 2018     |
| Continue homework support  | Targeted support to improve confidence with homework  | KS1/2 results - previously<br>Evidence of more regular homework in 2017-18<br>Parent participation in school creating links and support                  | Provide opportunity for homework sessions<br>Provide opportunity for feedback sessions<br>Provide well being opportunities  | HT<br>All staff                               | Dec 2018     |
| <b>Total budgeted cost</b>   |   |  |   |   | <b>£5000</b> |
| <b>iii. Other approaches</b>   |   |  |   |   |              |

| Desired outcome  | Chosen action / approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff                 | When will you review implementation? |
|--|--|---|---|-----------------------|--------------------------------------|
| Attendance rates for pupils eligible for pupil premium remains below that of all pupils. | Admin assistant employed to monitor pupils and follow up quickly on absences. First day response provision   | Addressing attendance ensures children are in school so they are able to learn  | On-going tracking and discussions with Headteacher and administrator                          | HT Administrator      | Dec 2018                             |
| Well being opportunity times   | Class teachers to identify children who have emotional/social barriers to learning on-going as well as crisis moments where support is needed<br>Variety of approaches to be used to support children: Bubble Room, PSHE circle time<br>Opportunities for trips , Leadership Skills Club and Pets as Therapy | Quick response to issues of friendship, bereavement, separation anxiety, behaviour and family breakdown ensures children miss as little learning time as possible<br>Parents can refer through many sources: class teacher, SENDCo and Headteacher<br>Support from outside agencies | Impact will be evident through class teachers, SENDCo and HT as well as other staff in school | SENDCo<br>HT<br>Staff | Dec 2018                             |
| <b>Total budgeted cost</b>   |  |   |   |                       | <b>£1000</b>                         |

| 6. Review of expenditure       |                |
|--------------------------------|----------------|
| Previous Academic Year         | 2017-18 IMPACT |
| i. Quality of teaching for all |                |

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b>  | <b>Cost<br/>£4000</b> |
|--|---|---|---|-----------------------|
| To continue to narrow the gap in attainment (linked to maths and writing outcomes) | <p>Staff training on high quality feedback – continuing (inset sept '15)</p> <p>Book scrutinies to evaluate marking and feedback</p> <p>TA support for evaluating Feedback/markings (HT &amp; SENDCo)</p> | <p><b>No PP children took national examinations in 2017-18</b></p> <p>However :</p> <p>Spelling age of PP children increased by an average of 5 months over the year 2017-18</p> <p>Average reading age increase of 11 months per PP child</p> <p>Number av per PP child 24 months</p> <p>Homework was consistently completed and handed in</p> | <p>Staff positive about training and linked with marking and feedback already being done</p> <p>Subject leaders and governors positive about book scrutinies and this afforded continuous feedback on interventions and need</p> <p>Staff liaised regularly with SENDCo/phase leaders and HT to identify and support next need</p> <p>Continue with approach in 2018-19 attaching TAs to classes for collaborative approach (EEF)</p> <p>TA trained as HLTA</p> <p>CPD continues to be important for all staff – continue 2018-19</p> |                       |
|  |   |   |   |                       |

## ii. Targeted support

| <b>Desired outcome</b> | <b>Chosen action / approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost<br/>£9000</b> |
|------------------------|---------------------------------|---|--|-----------------------|
|                        |                                 |   |  |                       |



|                                       |   |  |   |  |
|---------------------------------------|---|--|---|--|
| Outcomes overall for PP across school | <p>Small group support in class</p> <p>Homework support</p> | <p>Results in KS1 and 2 continue to be good 2017-18 but there were no PP in either cohorts for national exams.</p> <p>However :</p> <p>Spelling age of PP children increased by an average of 5 months over the year 2017-18</p> <p>Average reading age increase of 11 months per PP child</p> <p>Number average per PP child 24 months</p> <p>Homework was consistently completed and handed in</p> | <p>Class teachers identified need and put intervention in place in liaison with phase and subject leaders</p> <p>SENDCo worked with direct focus identified by AFL and needs co-operatively with staff, regularly reviewing and evaluating</p> <p>TAs received Mastery training 2017 in maths so this supported their confidence to deliver maths when working in small groups</p> <p>Will continue with collaborative learning, supporting low cost high impact, developing independence and resilience</p> <p>Investment in TA training to HLTA level, good impact in understanding AFL</p> |  |
|                                       |   |  |   |  |

### iii. Other approaches

| Desired outcome            | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   | Cost£420 |
|----------------------------|--|--|--|----------|
| Increased attendance rates | <p>HT to monitor pupils and follow up quickly on absences. EWO ongoing visiting and support</p> <p>Outside agency to support other vulnerabilities within family</p> | <p>PP children's attendance in Class 3 improved and had impact on one of the children's learning</p> <p>Other PP children continue to be below those that aren't PP, however school attendance has improved and in July was 97%</p> <p>Good current support from EWO</p> | <p>HT tracks attendance weekly and addresses any issues immediately (continue)</p> <p>Follow up on absence may mean families need support and confidence to speak to school – continue with communication and sign posting Offer of Early Help</p> <p>Continue to buy into cluster for EWO support</p> |          |

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| <b>7. Additional detail</b> |  |  |  |  |
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