

Pupil premium strategy statement (primary)

1. Summary information					
School	Lord Deramore's Primary School, York (DFE: 816/3158)				
Academic Year	2019/20	Total PP budget (April 2020)	£38,300	Date of most recent PP Review	Sept. 2019
Total number of pupils	216	Number of pupils eligible for PP	34 (15.7%)	Date for next internal review of this strategy	Jan. 2020
Deprivation	15 (6.9%)	Adopted from Care	8 (3.7%)	Service/Armed Forces	11 (5%)
Total to receive	£19,800	Total to receive	£15,200	Total to receive	£3,300

2. Current <u>attainment</u> across the school (September 2019 baseline)		
	<i>Pupils eligible for PP (your school)</i>	<i>KS2 National Average</i>
% achieving EXS+ in reading, writing and maths	52.4%	65% (2019 interim average)
% achieving EXS in reading	76.2%	73%
% achieving EXS in writing	66.7%	78%
% achieving EXS in mathematics	57.1%	79%

3. Current <u>progress</u> across the school (September 2019 baseline)		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average for all pupils (KS2 – 2019)</i>
% making expected progress in reading	94.1%	
% making expected progress in writing	94.1%	
% making expected progress in maths	88.2%	

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social, Emotional, Mental Health needs – particularly in relation to self-esteem, self-regulation and relationships
B.	Confidence and ability in mathematics
C.	Early language, speech and communication needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	High levels of transient education / school mobility / relocation	
E.	Difficult circumstances facing some parents which limit their capacity to support their child's learning	
F.	Early attachment issues which can impact on early educational development within the home	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment, particularly at EXS+ in mathematics	% EXS+ to be above 70% in mathematics
B.	Pupils with SEMH needs will be happier within school	Pupil voice, lower behaviour incidences
C.	Parents with children adopted from care will feel better supported	Parental voice
D.	New service children joining the school will be well supported in terms of transition	Pupil voice, parental voice
E.	Children from disadvantaged backgrounds will have access to great enrichment activities after school	Pupil voice, parental voice.

6. Planned expenditure					
Academic year	£38,556 per annum				
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	Cost
Improved attainment, particularly in KS2 mathematics	Booster release time for individual and small group interventions in Year 6	Tailored support and intervention led by the class teacher has proven successful in the past.	Timetabled each Monday and Friday afternoon, with pupil premium children prioritised for booster support.	Y6 Teacher Phase Lead	£9,440 in total (2 afternoons)
Total budgeted cost					£9,440
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Pupils have bespoke, targeted support with TA	1-to-1 time for all DPP & AFC pupils (23 pupils)	Worked well in previous years. Pupils and parents rate this approach highly.	Monitor TA deployment timetables and pupil passports.	Phase Leads Incl. Leader	£490 per child £11,270 in total
Social, Emotional and Mental Health improves	ELSA and well-being support interventions	Proven impact, particularly for children with attachment difficulties	Timetabled. Pre and post intervention reviews.	Incl. Leader ELSA	£8,510 in total
Service children receive induction support	TA/ELSA time during first term of arriving at school	Children perform better when settled and happy, especially after moving schools	Timetabled.	Phase Leads	£1,800
Total budgeted cost					£19,780
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	Cost
PPG provision is effective	SLT time to monitor and lead PPG provision	Senior Leadership must be fully supportive of the need to close the gap for PPG pupils	Timetabled	Headteacher	£3,836
Staff are trained well to support PPG pupils	CPD training	Important for staff to understand varying barriers and needs of PPG children	Timetabled as part of CPD programme	Headteacher	£1,000
Improved cultural capital	Financial support for enrichment and visits	Some children, particularly DDP, do not access the same experiences as peers.	Parents informed. Some pupils targeted (e.g. for music lessons)	Headteacher	£3,000
Improved cultural capital	Universal music lessons	Access to the arts curriculum (and learning an instrument) proven to have impact.	Timetabled.		£1,500
Total budgeted cost					£7,836

7. Review of expenditure				
Previous Academic Year		2018/19		
i. Targeted support				
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
Minimum of 30 minutes per week 1-1 support time with a named teaching assistant to work on individual targets		Children felt well supported during the year. Staff were able to work against individual targets for children based on varying needs.	This has proven to be a useful approach, particularly for SEMH needs. Further work needs to be done however on its use to plug specific academic gaps, particularly in maths.	£9,212
ii. 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
ELSA (Emotional Literacy Work)		Several successful case studies relating to improvements in children's mental health and wellbeing.	Further ELSA time is required next year (2019/20) due to increasing need.	£4,312
Staff CPD Attachment and Early Trauma training ELSA training FEHA work SENDCO qualification with focus on attachment		Increased staff confidence of supporting children with specific needs which are identified as common barriers for our disadvantaged children. Greater awareness within classes and across the school.	Staff CPD has been really useful. Further CPD required in 2019/20 linked to provision for service families and children.	£2,000
Breakfast club attendance for targeted children		Attendance for specific children have all increased this academic year.	To continue to be offered for any children under 95% in receipt of DPP funding (depending of circumstances).	£1,000