

Charles Darwin Community Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Charles Darwin Community Primary School
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Adam Croft
Pupil Premium Lead	Adam Croft
Governor Lead	Adam Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 127,015
Recovery premium funding allocation this academic year	£ 13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 140,210

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Speech and language abilities on entry to Reception are historically weaker for PP children than non PP children
2	Percentages of both KS1 and KS2 PP children attaining greater depth are less than non PP children in reading, writing and maths (<i>most recent assessments in July 2019</i>)
3	Identified curriculum gaps for some children due to school closure
4	Minority of PP pupils experience challenging home lives which can adversely impact upon behaviour and attitude when in school
5	A number of children/families are experiencing financial/emotional/mental health difficulties following Covid-19 lock downs
6	Some children are disadvantaged by lack of opportunity/ wider experiences

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved percentage of disadvantaged children attaining the Communication and Language ELGs	Attainment gaps in Communication and Language between children eligible for PP and others to close (ELG data)
Improved percentages of disadvantaged children attaining greater depth in reading, writing and maths at KS1 and KS2	<p>Attainment gaps between children eligible for PP and others to close (End of KS1 and KS2 data)</p> <p>Progress rates for PP children to be consistent with or greater than that of others (Internal tracking)</p> <p>Focused intervention and support leads to increased attainment in reading, writing and maths (Intervention tracking data)</p>
Phonic knowledge and application of PP children to be in line with others	Year 1 phonics screening shows no gap between disadvantaged and others
Behaviour, personal and social development and attitude to learning improves for identified pupils	<p>Number of incidents of poor behaviour recorded on CPOMs is reduced for identified pupils</p> <p>ELSA work shows that children are more positive, have improved resilience and heightened self esteem</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured lessons in phonics and early reading at EYFS and KS1</p> <p>All relevant teaching staff receive CPD for teaching of speaking and listening, reading and phonics.</p>	<p>Strategies to improve KS1 literacy are evaluated here: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</p>	<p>2 & 3</p>
<p>Whole class guided reading sessions in KS2</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF September 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2 & 3</p>
<p>Increased spending on new reading books for all key stages including phonics books</p>	<p>Phonics books precisely matched to a child's phonic ability leads to more rapid acquisition of phonic skills and greater reading confidence and independence.</p> <p>Having a range of suitably challenging texts for children across all cohorts will inspire them to read more and increase amount of higher tier vocabulary to use when speaking and writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2 & 3</p>

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2 & 3
Additional TA hours allows small group and 1:1 support	Individual and small group tuition is considered an effective intervention by the EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	2 & 3
1:1 and small group tutoring in English and Maths	Individual and small group tuition is considered an effective intervention by the EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	2 & 3
Designated leadership time for SENCo in order to ensure pupils with Special Educational Needs and Disabilities receive high quality provision and achieve their potential	Strategic overview of SEND pupils' needs allows the SENCo to lead the school in meeting the recommendations from the EEF leading to improved outcomes for pupils with SEND https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf	1,2,3 & 4
Designated leadership time for Deputy Headteacher in order to monitor, moderate and continue to develop all aspects of teaching and learning throughout the school so ensuring all pupils have the opportunity to achieve their potential	DHT has a clear overview of teaching, learning and assessment across the school, recognising strengths and ensuring CPD/adaptation of the curriculum to improve any areas of weakness.	1, 2 & 3

Rolling programme of class cover to ensure subject leadership time for teachers to monitor and developing teaching and learning in their subject areas	Subject leaders have a clear overview of teaching, learning and assessment in their subject and are able to recognise strengths and ensure CPD/adapt the curriculum to improve any areas of weakness.	2 & 3
Additional teaching assistant hours in every year group in order to increase the amount of quality adult support available to disadvantaged pupils in daily lessons	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf	1, 2 & 3
Additional resources eg phonics resource packs / reading books; both for guided & individual reading / spelling & handwriting resources / library books / curriculum materials /wider assessment materials	Phonics hub audit recommends that school purchases and annually replenishes additional/new phonics resources and reading books. It is necessary to replenish/replace/order new resources to support teaching, learning and assessment across the curriculum in line with advice from external agencies.	2 & 3
Ongoing staff training in order to ensure high quality teaching and learning across the curriculum but particularly in English and maths.	EEF recommends that TAs are well trained to support pupils in class and to deliver interventions. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf	2 & 3
Ongoing training to ensure monitoring, moderation and assessment are accurate and appropriate to purpose	Moderation exercise with external consultants verifies teachers' own moderation and assessment.	2 & 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention	<p>An independent evaluation by the Education Endowment Foundation (EEF) has found that the Nuffield Early Language Intervention (NELI) boosts the oral language skills of four- and five year olds by an additional three months and early reading skills by two months</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-1/</p>	1
1:1 ELKAN Intervention	<p>An independent evaluation of the Talking Matters programme shows that children in settings who received the programme made more progress in their receptive and expressive language abilities when compared to children in settings who did not receive the programme.</p> <p>https://s3.elklan.co.uk/EvaluationReports/</p>	1
1:1 phonics intervention daily for identified children and in groups for those who need keep up intervention	<p>EEF rates phonic intervention as having moderate impact for very low cost, based on extensive evidence (+4) with an average impact of 4 months progress.</p>	2 & 3
Structured use of Better Reading Partners intervention across KS2	<p>Over 3,000 pupils in Years 1 to 8 have been supported by BRSP in 300 schools:</p> <ul style="list-style-type: none"> • They made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. 	2 & 3

	<ul style="list-style-type: none"> • They made an average Comprehension Age gain of 10 months. • 99% of them showed more interest and confidence in reading after BRSP. <p>https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/</p> <p>EEF recommends targeted, structured interventions to improve literacy in KS2 https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</p> <p>Children receiving BRSP in KS2 made accelerated progress as evidenced in school's intervention data from 2018 - 2021</p>	
Identified children to receive 1:1 T/TA support and small group tuition Including Step-Up maths intervention	Individual and small group tuition is considered an effective intervention by the EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	2 & 3
Additional teaching assistant hours in every year group in order to increase the amount of quality adult support available to disadvantaged pupils in one to one or small group intervention support as necessary	Individual and small group tuition is considered an effective intervention by the EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	2 & 3
Computing resources ~ additional ipads and laptops & technical support for IT based interventions eg Nessy and IDL	Pupil use if IT based interventions in school has consistently shown an improvement in reading/spelling scores.	2 & 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Family Support Worker to provide one to one pastoral care as appropriate ~ attendance, punctuality , behaviour at home, behaviour in school , bereavement counselling, support for Children's Social Care	Improved attendance for families working with FSW. Behaviour tracking shows improved behaviours for children in families receiving behaviour support. Voice of the Child wishes and feelings show bereaved children and those with CSC involvement are being well supported.	4 & 5
ELSA (Emotional Literacy Support Assistant) trained member of staff providing guidance, mentoring and support to vulnerable pupils throughout the school	Behaviour logs, parental contact, ELSA profiles, Voice of the Child wishes and feelings show that vulnerable children are well supported.	4 & 5
Funding for specialist support as necessary for identified pupils eg Educational Psychologists, dyslexia specialists, dyspraxia specialists, autism support, ADHD support, behaviour support	Feedback from visiting specialists shows that actions put in place following their visits have had positive impacts on the children involved.	1, 2, 3, 4, 5 & 6
Emotional literacy / resilience training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Behaviour logs, parental contact, ELSA profiles, wishes and feelings show that children are well supported.	4 & 5
Financial support in order that pupils may have full access to instrumental tuition opportunities	This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	6

Specialist visitors & tutors ~ artist in residence / author visits / poet visits / science club	This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	6
Discounted educational visits	Historically, all pupils have attended all school educational visits. This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	6
Bursary scheme for residential visits	Historically, all pupils have attended all school residential visits. This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	6
Designated hardship fund for school snack & dinner system for pupils in need	<p>DFE research shows that free school meals have a “positive and significant” (equivalent to two months expected progress) impact on the attainment of pupils in Year 6 compared to children with similar starting points and not in receipt of school meals.</p> <p>School evidence shows that children who have received school meals through the hardship funds are more likely to be focussed, resilient and positive than previously.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184047/DFE-RR227.pdf</p>	4 & 5
Funded after school clubs for PP pupils (rarely externally led after school clubs are charged but these will be funded for pp pupils on request)	This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield Foundation
NESSY	Nessy Learning

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate