

Davington Pupil Premium Grant 2019-20

What is Pupil Premium?

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed service personnel. It is allocated to schools based on the number of children entitled to free school meals (FSM). Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils currently there are 48 pupils having free school meals in addition to the universal free school meal allocation.

Context:

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent changes faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Experiences

To address the afore mentioned barriers to learning, we believe that there are certain experiences that every child should have in order to help develop their language and communication skills, their confidence and self-esteem and their knowledge of their own skills and attributes. At Davington, all staff embrace this challenge and provide our children with key experiences that encourage the following attributes to create well-rounded individuals: Empathy, Independence, Resilience, Responsibility, Resourcefulness and Creativity. These experiences are not centred on learning, rather than they are centred on creating positive experiences and hooks for learning for children to then build on in their education.

Key principles:

By following the key principles below, we believe that we can maximise the impact of our pupil premium spending in order to build strong foundations for children's learning based on their ability to demonstrate the Davington aims; **Empathy, Independence, Resilience, Responsibility, Resourcefulness, Creativity.**

Culture

We will provide a culture where:

- Staff believe in ALL children
- There are no excuses made for underperformance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop a 'growth' mind set towards learning

Analysing data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of pupils

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better

Day to day teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables e.g. marking
- Sharing good practice within the school and drawing on internal expertise
- Assessing accurately and making good use of joint levelling and moderation

Increasing learning time

We will maximise the time children have to 'catch-up' through:

- Improving attendance and punctuality
- Providing earlier intervention
- Making good use of 'early morning work'

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their children's learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Going the extra mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children.

Monitoring and evaluation

We will ensure that:

- A wide range of data is used – achievement and progress data, pupils' work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working

- A governor is given the monitoring focus for pupil premium

Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year; reasons for decision making, analysis of data, use of research
- Nature of support and allocation; learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
- An overview of spending; total grant received, total spent and total remaining
- A summary of the impact of pupil premium funding; performance of dis-advantaged pupils and implications for pupil premium spending the following year. All schools are required to report on the amount of funding received and how this is being used.

We currently use the additional funding in the following ways:

- Further Development of Well Being Support
- Purchase equipment for specific clubs to allow children to attend
- Provide 1-1 support and group support on key skills
- Additional Support from Outside Agencies
- Additional teachers for programmed support
- Additional Teaching Assistants for High Level Support
- Increase in Hours for the Family Liaison Officer
- Subsidise school educational trips
- Access to transition opportunities

Pupil Premium Money is currently £88,740 (April 2019 to March 2020).

The Pupil Premium Strategy will be reviewed in September 2020.

End of Academic Year Data update 2018-2019

Pupil Premium achievement at Key Stage 2

% EXS 2019	All pupils (57)	Pupil Premium (12)	Pupil Premium excluding SEND (6)	National (All Pupils)	National Pupil Premium
Reading	75	75	83	73	
Writing	88	88	100	78	
Maths	75	75	83	79	
RWM combined	67	63	67	65	
SPAG	79	69	67	78	

Pupil Premium achievement at Key Stage 1

% EXS & GDS 2019	Expected standard		Greater Depth	
	All Pupils (59)	Pupil Premium (9)	All Pupils (59)	Pupil Premium (9)
Reading	76	38	29	13
Writing	72	38	22	13
Maths	80	63	19	0

(Looked after children, FSM6 = Free School Meals)

Strategy for Pupil Premium Grant Expenditure

Disadvantaged pupils	
Number of pupils recorded as disadvantaged (Yrs. R-6)	67
Number of Children in Care	5

Pupil Premium Grant for Davington Primary School 2018-2019	
Total number of pupils on roll (October 2019 census)	417
Total number of disadvantaged pupils FSM6 (January 2019 census)	67
Total number of disadvantaged pupils (January 2019 census)	67
Total amount of PPG funding for academic year 2018-2019	£111,575

How we measure the impact and effect of Pupil Premium Grant spending

- Assessment data on attainment and progress
- Pupil voice – gathering pupil feedback
- Attendance and punctuality tracking
- Record of attendance on trips and after school clubs