



# Daven Primary School

## Pupil Premium Allocation for Disadvantaged Students 2018-2019 - Review

### Section 1 - Our Approach to Pupil Premium Spend

At Daven Primary School, we have a clear vision for what all our students will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. We understand the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the Pupil Premium in raising standards.

### Daven Primary School - Vision

**Children succeed in a safe and welcoming environment**  
**Children are happy and excited by their learning**  
**Children develop aspirations for their present and their future**

because parents, staff and governors work together as a supportive team to nurture our children and inspire them to achieve their goals

### Daven Primary School - Aims

- To provide all children with an exciting range of experiences and opportunities to recognise their own potential in all areas, especially their creativity and skills, regardless of their needs.
- To provide a broad, balanced and creative curriculum which not only reflects the requirements of the National Curriculum but inspires and develops children to realise their own goals.
- To fully utilise all the school and local community's resources to create and sustain a positive stimulating learning environment.
- To promote professional relationships and respect between all the school's stakeholders so modelling a positive attitude for our children.
- To promote and maintain a positive image of the school within the Community.
- To provide a secure, safe, warm and caring environment for all.
- To enable children to develop self-confidence and self-expression so empowering them to make decisions about their learning and development and also form positive relationships.
- To ensure that there is equality of access.
- To ensure that children are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

# Daven Primary School - Key Drivers

<b>The highest expectations</b> Everyone can be successful; always set and expect the highest standards	<b>Never give up</b> Resilience is essential; turn challenges into opportunities	<b>Everyone is valued</b> Diversity is celebrated; no one is left behind	<b>Value Feedback</b> Good quality feedback drives improvement	<b>No excuses</b> Create solutions not excuses; accelerate progress	<b>Outstanding learning</b> Outstanding learning in every lesson, every day
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We have reviewed the impact of last year's Pupil Premium (Disadvantaged Pupils) spending to implement this year's.

1. Whole-school ethos on attainment for all	2. Addressing behaviour and attendance	3. High quality teaching for all	4. Meeting individual learning needs	5. Deploying staff effectively	6. Data driven and responding to evidence	7. Clear, responsive leadership
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## Section 2 – Overview of barriers which may have a detrimental impact on progress:

- Low aspirations
- Lack of confidence
- Poor attendance
- Underachievement in past academic years
- Distractions at home: Poor / inconsistent living conditions / social structures
- Pupils having to act as carers for other family members
- Lack of cultural stimulation
- Lack of role models
- School mobility
- Lack of enrichment opportunity



## Section 3 - Percentage of disadvantaged students at Daven Primary School:

2016-17	Whole School	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of disadvantaged students	<b>40%</b>	33%	29%	32%	45%	33%	50%	59%

2017-18	Whole School	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of disadvantaged students	<b>38%</b>	29%	35%	38%	35%	47%	35%	55%

2018-19	Whole School	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of disadvantaged students	<b>37%</b>	33%	30%	33%	48%	36%	42%	38%

**Section 4 - Below is summary of the impact on disadvantaged students through Pupil Premium funding spending of £113,826.44 for 2018-2019, which aims to remove these barriers and ensure our disadvantaged pupils excel:**

Area of Intervention	Rationale	Cost	Staff Responsible	Impact	RAG															
<p><b>Attendance</b></p>	<p>Our attendance team now consists a senior member of staff and a member of school admin. First response is a daily priority to ensure as many children are attending school at any given time as possible. If no response to phone calls / emails, then HT / DHT attend home address to further promote attendance / safeguarding. Breakfast Club to encourage attendance / punctuality. These initiatives are in place with the aim to increase attendance from <b>94.1%</b> (2017-18) to above 96% and rapidly improving the attendance of disadvantaged pupils from <b>93.2%</b> (2017-18) to above national average.</p> <p>Below are examples of how our Pupil Premium has been spent:</p> <ul style="list-style-type: none"> <li>Attendance first response</li> <li>Breakfast Club</li> </ul> <p>EEF Research:</p> <table border="1"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Learning Impact</th> </tr> </thead> <tbody> <tr> <td>Parental engagement</td> <td>moderate</td> <td>moderate</td> </tr> <tr> <td>Extending school time</td> <td>moderate</td> <td>low</td> </tr> </tbody> </table>	Strategy	Cost	Learning Impact	Parental engagement	moderate	moderate	Extending school time	moderate	low	<p><b>£16,370.20</b></p>	<p>HT DHT / PP Lead</p> <p>CS JM</p>	<p>Whole School Attendance 2018-19 = <b>94.7%</b> (+0.6%) Pupil Premium pupil attendance 2018-19 = <b>93.9%</b> (+0.7%)</p> <p>A positive impact is being seen on levels of attendance (both whole school and Pupil Premium pupils). This is attributed to the increased profile of the importance of attendance (e.g. through weekly class attendance awards / scores) and through the daily follow-up of non-attenders / late pupils through first response.</p> <p>Strategies have been effective with individual pupils e.g. LC (Y3) but more work is needed to widen impact.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Develop stronger support / intervention from EWO.</li> <li>Tracking Breakfast Club Pupil Premium pupil's.</li> <li>Tracking whole school v Pupil Premium weekly absenteeism - target parents with results.</li> <li>Tracking whole school v Pupil Premium persistent absenteeism.</li> <li>Regular sharing Pupil Premium attendance figures with staff / Governors.</li> </ul>							
Strategy	Cost	Learning Impact																		
Parental engagement	moderate	moderate																		
Extending school time	moderate	low																		
<p><b>Curriculum Enrichment</b></p>	<p>Aimed to engage and enrich the school experience for students: allowing the most disadvantaged learners to access high quality coaching, raising aspirations, self-esteem and changing mind set. The predominant evidence suggests that devoting more time to Physical Education, physical activity and sport, benefits health and wellbeing. (Chaddock 2012, Youth Sports Trust).</p> <p>Below are examples of how our Pupil Premium has been spent:</p> <ul style="list-style-type: none"> <li>After School Club</li> <li>Swimming, music &amp; computing specialist teaching</li> <li>External monitoring &amp; support</li> </ul> <p>EEF Research:</p> <table border="1"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Learning Impact</th> </tr> </thead> <tbody> <tr> <td>Arts participation</td> <td>low</td> <td>low</td> </tr> <tr> <td>Sports participation</td> <td>moderate</td> <td>moderate</td> </tr> <tr> <td>Collaborative learning</td> <td>low</td> <td>moderate</td> </tr> <tr> <td>Digital technology</td> <td>moderate</td> <td>moderate</td> </tr> </tbody> </table>	Strategy	Cost	Learning Impact	Arts participation	low	low	Sports participation	moderate	moderate	Collaborative learning	low	moderate	Digital technology	moderate	moderate	<p><b>£20,567.09</b></p>	<p>HT DHT / PP Lead</p> <p>Subject Leaders All staff</p>	<p>All disadvantages students have been involved in / been invited to all specialist teaching, coaching and learning experiences / sessions, including:</p> <ul style="list-style-type: none"> <li>Specialist led computing</li> <li>Specialist led PE</li> <li>Specialist led swimming</li> <li>Art club</li> <li>Specialist led Multisport clubs</li> <li>Specialist led Rugby club</li> <li>Netball club / team</li> <li>Football club / team</li> <li>Regular class-based educational visits / trips / residential</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Begin tracking Pupil Premium pupil participation in all curriculum enrichment opportunities.</li> </ul>	
Strategy	Cost	Learning Impact																		
Arts participation	low	low																		
Sports participation	moderate	moderate																		
Collaborative learning	low	moderate																		
Digital technology	moderate	moderate																		

## Learning Enhancement

Aimed to encourage learners to be active and creative so they will engage and enable them to expand their ideas and thinking. Collaborative working with their peers, and teaching and support staff, will enable them to demonstrate and build on their skills, experience and achievements.

Below are examples of how our Pupil Premium has been spent:

- Closing gap in Reading, Speaking & Listening, English & Maths
- Developing culture, attainment & love of reading.
- Provide expert tracking, data & smart solutions

EEF Research:

Strategy	Cost	Learning Impact
Reading comprehension strategies	low	high
Phonics focus groups	low	moderate

£21,606.72

HT  
DHT / PP Lead  
Subject Leaders  
All staff

- Through standardised tracking / plotting sheets introduced this year, teachers have a clearer understanding and overview of attainments of PP pupils as compared to none PP pupils. This overview needs further embedding, especially with new staff members.
- Assessment scores in all areas have increased this year, as compared with last year, including disadvantaged pupils.

AT / ABOVE AGE-EXPECTED			
Summer 2017-18	All Pupils	PP Pupils	Non-PP Pupils
<b>SPaG</b>	38%	<b>24%</b>	48%
<b>Reading</b>	50%	<b>35%</b>	60%
<b>Writing</b>	60%	<b>47%</b>	67%
<b>Maths</b>	36%	<b>26%</b>	43%

AT / ABOVE AGE-EXPECTED			
Summer 2018-19	All Pupils	PP Pupils	Non-PP Pupils
<b>SPaG</b>	61%	<b>51%</b>	69%
<b>Reading</b>	64%	<b>51%</b>	74%
<b>Writing</b>	63%	<b>54%</b>	70%
<b>Maths</b>	67%	<b>62%</b>	71%

### Next Steps:

- Embed use of new whole school standardised score tracking in SPaG, Reading and Maths and non-standardised Writing to compare PP and none PP pupils.
- Further strengthen all staffs' awareness of PP pupils in their class / group and the focus that these pupils require.
- Begin tracking Pupil Premium pupil participation in all learning enhancement opportunities.



**1:1  
Tuition**

Aimed at a teacher, teaching assistant or other trained adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons.

Below are examples of how our Pupil Premium has been spent:

- Closing gap in Phonics, Speaking & Listening, Reading, English & Maths

EEF Research:

Strategy	Cost	Learning Impact
Speaking & Listening focus pupils	high	moderate
Phonics focus pupils	high	moderate
Feedback	low	high
Oral language intervention	low	moderate

**£16,857.75**

HT  
DHT / PP Lead  
  
KS Leaders  
SENDCo  
Dep SENDCo  
Class Teachers

- 1:1 SaLT-based, phonics, Accelerated Reader, writing and maths programmes are used throughout the school to support targeted pupils.
- Pupil Progress meetings continue to focus on individual pupil / pupil groups.
- Assessment scores in all areas have increased this year, as compared with last year, including disadvantaged pupils.

AT / ABOVE AGE-EXPECTED			
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<b>Maths</b>	67%	<b>62%</b>	71%

**Next Steps:**

- Class teachers / 1:1 tutors to keep clearer intervention evidence (pre and post) as directed - with additional focus on PP pupils.
- Introduction of Read-Write-Inc Phonics across EY / KS1, to be integrated into 1:1 support programmes.
- KC to take responsibility / overview of Read-Write-Inc Phonics.
- PP pupils to become a separate focus during pupil progress meetings,



## Nurture

The aims of our nurture provision in school are to:

- Improved learning skills, including language and literacy.
- Improved behaviour and social skills.
- Positive change to social and emotional functioning at home.
- Positive attachments to the school and staff.

To achieve these, we strive to:

- Understand the children's learning developmentally, including those who are disadvantaged.
- Provide pupils a safe base.
- Focus on the development of self-esteem.
- Focus on language as a vital means of communication.
- Understand that all behaviour is communication.
- Support transitions that are significant in the daily lives of children.

Below are examples of how our Pupil Premium has been spent:

- Extend experiences & build self-confidence
- Provide emotional support to children & families in need / crisis
- Support children who have experienced trauma &/or bereavement

EEF Research:

Strategy	Cost	Learning Impact
Social and emotional learning	moderate	moderate
Individualised instruction	low	high
Feedback	low	high
Small group tuition	moderate	moderate
Behaviour intervention	moderate	moderate
Learning styles	low	low

£17,549.96

HT  
DHT / PP Lead

CS  
SW  
LJ

- Nurture interventions, spaces and groups are now set up and being used as intended i.e. named pupils or pupils in crisis.
- Key staff / roles in place to support planned and immediate needs.
- Identified children's academic progress accelerating.
- Identified children's attendance beginning to be impacted positively.
- Class teachers now providing more curriculum support to nurture group children.

### Nurture / Pupil Premium Pupil A

	Att'	SPaG	Reading	Writing	Maths
2017-18	62.5%	B A-E	B A-E	B A-E	A A-E
2018-19	<b>83.5%</b>	<b>Ab A-E</b>	<b>At A-E</b>	<b>At A-E</b>	<b>At A-E</b>



### Nurture / Pupil Premium Pupil B

	Att'	SPaG	Reading	Writing	Maths
2017-18	92.3%	B A-E	B A-E	B A-E	A A-E
2018-19	<b>88.7%</b>	<b>Ab A-E</b>	<b>At A-E</b>	<b>At A-E</b>	<b>At A-E</b>

### Next Steps:

- Nurture group staff to be more proactive in supporting outside of nurture environment, shadowing named pupils back to mainstream classes.
- More academic pace, at appropriate levels, to be developed.
- A specific record of PP children accessing these provisions to be established.



<p><b>Family Support</b></p>	<p>Our aim is for the Family Support worker to provide support, advice and information to the families within our school community. Support for pupils includes:</p> <ul style="list-style-type: none"> <li>Promoting good attendance and punctuality.</li> <li>Promoting self-esteem and confidence.</li> <li>Promoting positive behaviour and positive attitudes to learning.</li> <li>Providing one-to-one support.</li> </ul> <p>Below are examples of how our Pupil Premium has been spent:</p> <ul style="list-style-type: none"> <li>Provide Family Support Worker</li> <li>Supporting families, including those with disadvantaged pupils, through the Early Help, CiN and CP processes.</li> <li>Supporting families, with looked after children and liaising with the Virtual School.</li> </ul> <p>EEF Research:</p> <table border="1"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Learning Impact</th> </tr> </thead> <tbody> <tr> <td>Social and emotional learning</td> <td>moderate</td> <td>moderate</td> </tr> <tr> <td>Parental engagement</td> <td>moderate</td> <td>moderate</td> </tr> </tbody> </table>	Strategy	Cost	Learning Impact	Social and emotional learning	moderate	moderate	Parental engagement	moderate	moderate	<p><b>£20,490.00</b></p>	<p>HT DHT / PP Lead</p> <p>CS</p>	<ul style="list-style-type: none"> <li>CS timetabled to offer in-school support to individuals and families / to attend range of meetings.</li> <li>Safeguarding records all now on County's ECAF / EPEP systems.</li> <li>School use of CPOMs fully embedded and used appropriately by all staff.</li> <li>All staff include Safeguarding and Pupil Premium filters to their standardised assessment trackers.</li> </ul> <table border="1"> <thead> <tr> <th>Safeguarding Register June 2019</th> <th>Whole School</th> <th>Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr> <td>Children at FRS (12 families):</td> <td>20</td> <td>14</td> </tr> <tr> <td>Number of CFC:</td> <td>2</td> <td>2</td> </tr> <tr> <td>Children at CAF (Early Help):</td> <td>6</td> <td>4</td> </tr> <tr> <td>Children at CiN / FSW:</td> <td>8</td> <td>4</td> </tr> <tr> <td>Children at CP:</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total number of children:</td> <td>36</td> <td>24 (67%)</td> </tr> </tbody> </table> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Record and track interventions and support being received by disadvantaged children who appear on Safeguarding / Families Requiring Support register, as a defined group - further consider impact.</li> <li>Safeguarding Register to identify those children who are also disadvantaged.</li> </ul>	Safeguarding Register June 2019	Whole School	Pupil Premium Pupils	Children at FRS (12 families):	20	14	Number of CFC:	2	2	Children at CAF (Early Help):	6	4	Children at CiN / FSW:	8	4	Children at CP:	0	0	Total number of children:	36	24 (67%)	
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<p><b>Safeguarding</b></p>	<p>Our aims for our school and children, including those who are disadvantaged, are to:</p> <ul style="list-style-type: none"> <li>Create safe environments for children and young people through robust safeguarding practices.</li> <li>Ensure that adults who work in the school, including volunteers, don't pose a risk to children.</li> <li>Make sure staff are trained, know how to respond to concerns and keep-up-to-date with policy and practice.</li> <li>Teach children and young people about staying safe.</li> <li>Maintaining an environment where children feel confident to approach any member of staff if they have a worry or problem.</li> </ul> <p>Below are examples of how our Pupil Premium has been spent:</p> <ul style="list-style-type: none"> <li>Provide a management system / whole school training for child protection.</li> <li>Support children and families who are experiencing difficulties or times of crisis.</li> <li>SLT home visits to check and monitor the welfare of pupils who may be at risk.</li> <li>Liaison with outside agencies to ensure all our pupils stay and remain safe and receive the timely help for this to happen.</li> </ul>	<p><b>£3,834.72</b></p>	<p>HT DHT / PP Lead</p> <p>Safeguarding Governor TI CS</p>	<ul style="list-style-type: none"> <li>CS timetabled to offer in-school support to individuals and families / to attend range of meetings.</li> <li>Safeguarding records all now on County's ECAF / EPEP systems.</li> <li>School use of CPOMs fully embedded and used appropriately by all staff.</li> <li>All staff include Safeguarding and Pupil Premium filters to their standardised assessment trackers.</li> <li>Selected Pupil Premium children part of Structured Conversations initiative.</li> </ul> <table border="1"> <thead> <tr> <th>Safeguarding Register June 2019</th> <th>Whole School</th> <th>Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr> <td>Children at FRS (12 families):</td> <td>20</td> <td>14</td> </tr> <tr> <td>Number of CFC:</td> <td>2</td> <td>2</td> </tr> <tr> <td>Children at CAF (Early Help):</td> <td>6</td> <td>4</td> </tr> <tr> <td>Children at CiN / FSW:</td> <td>8</td> <td>4</td> </tr> <tr> <td>Children at CP:</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total number of children:</td> <td>36</td> <td>24 (67%)</td> </tr> </tbody> </table>	Safeguarding Register June 2019	Whole School	Pupil Premium Pupils	Children at FRS (12 families):	20	14	Number of CFC:	2	2	Children at CAF (Early Help):	6	4	Children at CiN / FSW:	8	4	Children at CP:	0	0	Total number of children:	36	24 (67%)										
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Strategy	Cost	Learning Impact												
Social and emotional learning	moderate	moderate												
Parental engagement	moderate	moderate												



## Section 5 - Pupil Data / Context:

At or above Age-Expected	2017-18			2018-19			2019-20			2020-21		
	All Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	All Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	All Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	All Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils
SPaG	38%	<b>24%</b>	48%	61%	<b>51%</b>	69%						
Reading	50%	<b>35%</b>	60%	64%	<b>51%</b>	74%						
Writing	60%	<b>47%</b>	67%	63%	<b>54%</b>	70%						
Maths	36%	<b>26%</b>	43%	67%	<b>62%</b>	71%						

2018-19 Cohort	All	Boys		Girls		FSM		PP		Non PP		Att'
<b>Whole School</b>	<b>175</b>	<b>93</b>	<b>53%</b>	<b>82</b>	<b>47%</b>	<b>65</b>	<b>37%</b>	<b>65</b>	<b>37%</b>	<b>110</b>	<b>63%</b>	<b>94.7%</b>
Reception	21	14	67%	7	33%	7	33%	7	33%	14	67%	93.0%
<b>Key Stage 1</b>	<b>60</b>	<b>32</b>	<b>53%</b>	<b>28</b>	<b>47%</b>	<b>19</b>	<b>32%</b>	<b>19</b>	<b>32%</b>	<b>41</b>	<b>68%</b>	<b>94.7%</b>
Year 1	30	19	63%	11	37%	9	30%	9	30%	21	70%	93.8%
Year 2	30	13	43%	17	57%	10	33%	10	33%	20	67%	95.7%
<b>Key Stage 2</b>	<b>94</b>	<b>47</b>	<b>50%</b>	<b>47</b>	<b>50%</b>	<b>39</b>	<b>41%</b>	<b>39</b>	<b>41%</b>	<b>55</b>	<b>59%</b>	<b>95.0%</b>
Year 3	29	11	38%	18	62%	14	48%	14	48%	15	52%	93.7%
Year 4	22	11	50%	11	50%	8	36%	8	36%	14	64%	95.5%
Year 5	19	10	53%	9	47%	8	42%	8	42%	11	58%	96.7%
Year 6	24	15	63%	9	38%	9	38%	9	38%	15	63%	94.9%