

# Pupil premium report for Delamere School

## Pupil premium spending current academic year 2020-2021

SUMMARY INFORMATION			
Type of special educational needs and disability	Generic Special Needs Ages 3-11 years	Date of most recent pupil premium review:	July 2020
		Date of next review:	March 2021
Total number of pupils:	112	Total pupil premium budget:	2019-20 - <b>£74762</b> 2020-21- <b>£68458</b>
Number of pupils eligible for pupil premium: Number of pupils eligible for pupil premium plus	42 9	Amount of pupil premium received per child: Amount of pupil premium plus available to be claimed from Virtual School	£1,320 £600 per term maximum

## STRATEGY STATEMENT

At Delamere we ring-fence our Pupil Premium budget to ensure that it is targeted towards the children who are eligible.

Children with a disability often belong to families who are economically disadvantaged and are therefore disproportionately represented amongst Free School Meals groups. There is often an assumption that only a child's special need is holding them back whereas we have found that you can make a difference by careful spending of Pupil Premium Funds.

Our strategy includes investment in traditional academic interventions coupled with emotional support which improves attitudes to learning, and enrichment activities to build cultural capital. We adopt a personalised and multi-layered approach to fit the complex needs of our children.

What doesn't work well at Delamere is a one size all approach, or purely academic interventions without reference to emotional needs.

The overall aim of our pupil premium strategy is to reduce the attainment gap between our economically disadvantaged pupils and their peers.

Delamere has rigorous and systematic processes of monitoring progress for all pupils. This includes:

- Ongoing observations and recording of each child's Learning Journey
- Termly target setting & statutory annual reviews to assess progress against outcomes outlined in pupils' Education, Health and Care Plans.
- 6 weekly analysis of data to compare the progress of different cohorts of learners.
- Termly individual pupil progress meetings where gaps in progress are highlighted and interventions required identified.
- Systematic use of Emotional Wellbeing tracking tool.

## Assessment information

### Average % Progress against a P levels moving towards Delamere Steps.

When monitoring cohort progress we look at currently Looked After Children and Previously Looked after Children as one cohort. The following judgements have been made using Delamere Progression Guidance. Judging progress from pupils' individual starting point

**5<sup>th</sup> September 2019 – 20<sup>th</sup> July 2020 – Not all children attended for full period of lock down but for all the data here - children had returned by the end of year. Consequently this data needs to be read with caution**

	Reading	Writing	Listening	Speaking	Number	Measure	Geometry	PHSE Self Help
All Pupils	58%	62%	59%	55%	63%	52%	62%	103%
PP	54%	57%	45%	45%	44%	35%	58%	60%
PP+	44%	54%	26%	56%	71%	79%	49%	79%

	Spoken Language	Statistics
All Pupils	60%	21%
PP	36%	23%

### **15<sup>th</sup> September 2020 - 8<sup>th</sup> February 2021**

	Reading	Writing	Listening	Speaking	Number	Measure	Geometry	Science		PSHE Self Help
								KS1	KS2	
All Pupils 71	37%	35%	40% 57	30% 60	43%	21%	32%	17% 21	31% 50	57% 56
PP 24	39%	34%	43% 18	29% 20	45%	20%	30%	17% 6	20% 18	47% 18
PP+ 7	30%	38%	50% 4	25% 4	29%	26%	38%	NA	84% 6	45% 4

	Spoken Language	Statistics
All Pupils	33% 17	23% 11
PP	25% 8	16% 4

The progress of children **who are or have previously been looked after** is in line with or is above that of their peers

Children who are in receipt of the **Pupil Premium grant** are making comparable progress to that of their peers.

Taking this into account it would be fair to say that at Delamere we are closing the gap between disadvantaged pupils and their peers.

PERSONALISED LEARNING TARGETS CURRENT PROGRESS %		
	Pupils eligible for PP	Pupils not eligible for PP
Summer Term 2020		
Autumn Term 2020		
Spring Term 2021		

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	All children at Delamere already struggle with huge barriers to attainment. When this is magnified by <b>lack of resources</b> or <b>parenting capability</b> in the home environment, outcomes for children are even lower. Our evidence suggests that it is not purely the extent of learning difficulty that influences a child's longterm outcomes.
B	Struggle to invest in the development of a child's talents such as Sport, Music or Art
C	Limited essential life skills - lack of confidence & motivation / low resilience / difficulties with self-control / poor mental health e.g. high levels of anxiety.

ADDITIONAL BARRIERS	
External barriers	
D	The potential link between poverty and higher Safeguarding risks.
E	Limited cultural capital
F	Poor Attendance at school

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Ensure parents are supported to engage with their child's learning, and have the resources they need to reinforce learning at home.	Parents understand how to access support from school. Parental engagement is closely monitored on an individual basis.
B	Children who demonstrate a talent in Art, Music or Sport are enabled through school to develop this talent.	Arts Award accreditations for music and art, evidence from inclusive sports events e.g. swimming galas, table cricket tournaments.
C	In a flexible and personalised way children are supported to develop essential life skills.	Children demonstrate positive attitudes to learning.
D	School ensures that all children are kept safe.	Systems are in place such as Vulnerable Children meeting, CPoms, Encompass, Early Help that make sure no child falls through a gap and chances are missed to keep them safe. Quality assurance by Governors.
E	Gather information from families on pupil entry into school and again at entry into KS2 about what cultural capital they bring with them, ensure this is valued and celebrated, then investigate how this could be built on.	All children are supported through enrichment activities and a broad curriculum offer to develop strong cultural capital.
F	Poor attendance is addressed in a range of ways to ensure positive change.	All children are supported to achieve over 90% attendance at school and where possible 95% or above.

## Planned expenditure for current academic year

ACADEMIC YEAR 2020-2021					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
SLT to attend: Lets Talk About Race online course. November 2020 £150	Every Head of Dept is able to disseminate the lessons learned about how to ensure curriculums and learning resources are inclusive to BAME children	Gap between attainment of BAME children and their peers.	Quality Assurance through system of lesson observations and curriculum overview.	Sally Burston	Spring 2021
Purchase of BAME reading resources for the library. Autumn 2020 £496.33	Library books to represent the ethnic and cultural diversity of our pupil population.	Confidence & self-esteem of BAME children should increase if they can see themselves represented across school resources.	Audit of library Spring 2021	Kerry Mitchell Literacy Co-ordinator	Spring 2021
Lego Therapy course £200	Lego Therapy is implemented across school as a communication and social skills teaching device.	As a school we regularly update training in line with best practice for children with communication difficulties.	Interventions are quality assured through system of observations.	Adam Robinson	Spring 2021
Zones of Regulation Training £400	Zones of Regulation are implemented as an emotional support tool across school.	As an NAS Accredited school we regularly update training in line with current thinking and best practice for those children with a diagnosis of Autism.	Quality Assurance through system of lesson observations and Learning Walks.	Rebecca Sutton	Spring 2021
Total budgeted cost:					£1246.33

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Reading Intervention – 1-1 with TA3. £2,295	Raise attainment in reading.	Internal data analysis.	Overseen by Deputy Head. Regular data checks	Trish Manion	Spring 2021
Music Therapy £7000	Increased confidence, self-esteem, development of talent.	Internal data analysis Delamere Emotional Wellbeing Tool Cultural Capital Analysis	Quality Assurance by Arts coordinator. Impact reports provided to Governing Body	Beth Bishop	Spring 2021
Interventions for Bilingual Children (EAL) £6556	Improved attitudes to learning e.g. resilience	Internal data analysis	Overseen by Deputy Head Regular data checks	Lauren McLeod	Spring 2021
Arts Interventions £5,759	Increased confidence, self-esteem, development of talent	Internal data analysis Delamere Emotional Wellbeing Tool Cultural Capital Analysis	Quality Assurance by Arts coordinator. Impact reports provided to Governing Body	Alex Levene	Spring 2021
Academic Interventions £5994	Decreased gap in attainment	Internal data analysis	Overseen by Deputy Head. Regular data checks	Nicky Heath	Spring 2021
Rebound therapy £5830	Improved communication skills & attitudes to learning	Internal system of staff observation Internal data	Quality Assurance by PE coordinator. Impact reports provided to Governing Body.	Jo Jackson Jordan Ruff	Spring 2021
Total budgeted cost:					£33,434

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Employment of Family Liaison Officer £19,272	Improved Parental support leads to higher levels of engagement, improved attendance and safeguarding.	Internal data analysis Attendance records Parental consultation	Overseen by Headteacher Impact reports for Governors	Liz Johnson	Spring 2021
Employment of Emotional Literacy Support Assistant £6,110	Improved Mental Health and emotional wellbeing of pupil group.	Emotional wellbeing tool Teacher Referral	Overseen by Headteacher Impact reports for Governors	Aimee Henderson	Spring 2021
Pet Therapy £2,930	Improved Mental Health and emotional wellbeing of pupil group.	Emotional wellbeing tool Teacher Referral and feedback	Overseen by Headteacher Impact reports for Governors	Erica Barker	Spring 2021
Total budgeted cost:					£28,312

## ADDITIONAL INFORMATION

We have taken account of the following when devising our strategy;

- Equality & Human Rights Commission Published April 2017 - Being Disabled in Britain – A Journey Less Equal  
<https://www.equalityhumanrights.com/sites/default/files/being-disabled-in-britain-executive-summary.pdf>
- Attendance Records
- June 2017 Ofsted report
- Individual Case studies
- Progress data against each child's starting point
- Results of parental consultation
- EEF Pupil Premium Guide
- EEF Big Picture



## Review of expenditure from previous academic year (see 2019-2020 report)

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
		Did you meet the success criteria? Give evidence to support your impact, this can be from: <ul style="list-style-type: none"> <li>• Internal data</li> <li>• Case studies</li> </ul> Also include impact on pupils not eligible for pupil premium if appropriate	If your approaches didn't meet your success criteria: <ul style="list-style-type: none"> <li>• Why not?</li> <li>• Will you continue with this approach next year? If so, then why? Will you make any changes?</li> </ul>	
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost