



Pupil Premium Statement 2018/19

The Pupil Premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils. The objective of the Government's funding strategy is to close the academic gaps between these disadvantaged pupils and their peers. Funding is also given to support children who have a parent or parents in the regular armed forces.

At Durrington Infant School there are 35 children who attract this funding. 42 children is 16% of the total number of children in the Infant school. The school received £55,440 of Pupil Premium funding in 2018-19.

At Durrington Junior School there are 100 children who attract this funding. 100 children is 33% of the total number of children in the Junior School. The school received £132,000 of Pupil Premium funding in 2018-19.

The allocation of Pupil Premium funding is not designated on a per-pupil basis but is strategically used to benefit the group as a whole. The school takes an individualised approach to monitoring the progress and attainment of the groups and this is reviewed half-termly at Class Review Meetings with class teachers and senior leaders. The assistant head teacher has overall responsibility for the Pupil Premium funding; she monitors the impact of spending on children's progress and attainment and the provision made for individual children that have specific barriers to learning.

The performance of disadvantaged pupils and those whose parent(s) are in the armed forces is presented to and discussed by Governors termly. The school also monitors the impact that the spending and provision has for other children (non-disadvantaged).

Barriers to Educational Achievement Faced by Pupils at Durrington Infant and Junior Federated Schools

42 children in the Infant School were eligible for the Pupil Premium grant in 2018-19. Ten children (24%) were identified as having special educational needs (SEN), 4 of whom required an Educational Health and Care Plan (EHCP).

100 children in the Junior School were eligible for the Pupil Premium grant in 2018-19. Twenty-five children (25%) were identified as having special educational needs (SEN), 3 of whom required an Educational Health and Care Plan (EHCP).

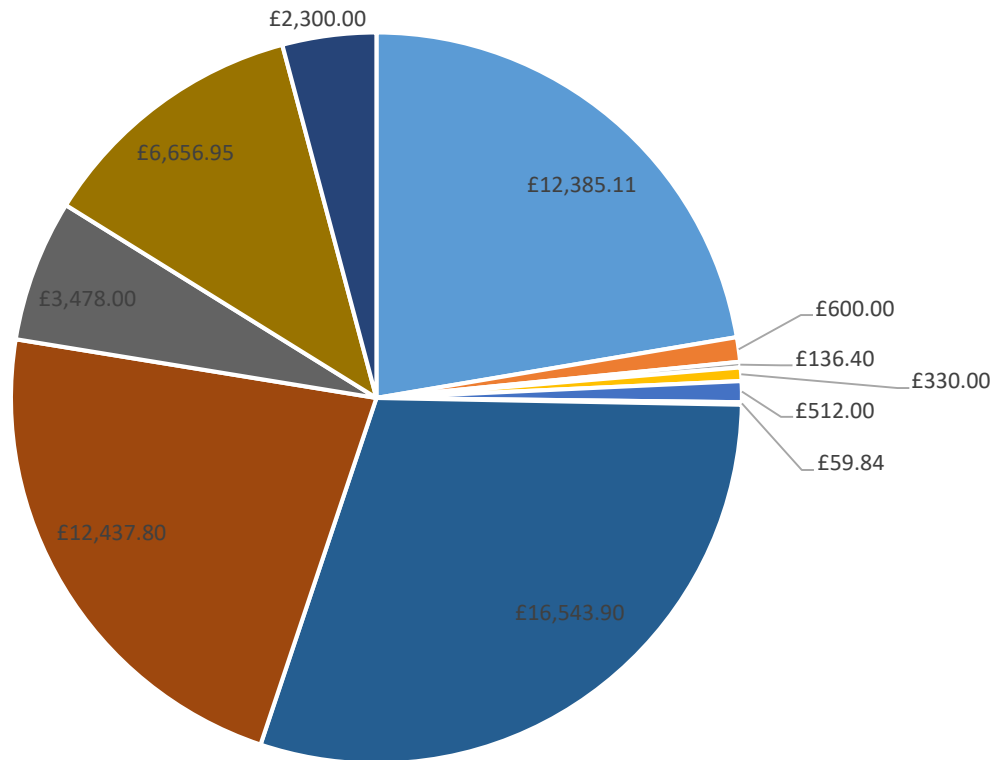
Durrington Infant and Junior Federated Schools looks at every individual child and will identify barriers that prevent children reaching their full potential. These barriers are varied but some common themes have emerged over time. These include:

- Poor or inconsistent attendance and lateness to school. This impacts on learning time which is then lost. Durrington has a robust attendance policy in place and families are offered support if attendance or lateness become a problem. Regular meetings and contracts are given in order to work together with families to ensure that children do not lose any of their learning time, which ultimately can affect their progress and attainment.
- Special Education Needs (SEN). These include areas such as language and communication difficulties which affect the ability to follow instructions and understand vocabulary, and sensory and physical needs which means that simple tasks such as picking up a pencil can be a challenge. Durrington has a personalised approach to supporting children with SEN, which includes small group interventions that give children the opportunity to make rapid progress in the key areas of learning.
- Social and emotional barriers. These can have a severe impact on self-esteem, levels of concentration and the ability to work collaboratively. Durrington has trained learning mentors in place to offer various individual and group support to these children. Our learning mentors not only support the children, but also their families, signposting them to organisations who can provide further support outside of school.
- Lack of home support. Durrington offers parents the opportunities to come in and learn alongside their children, so they are confident to support their children with homework. Each term, parents are invited to come in and see their children's work, providing the class teachers with the opportunity to discuss new concepts, methods and approaches to the children's learning.
- Lower starting points. These impede the rate of progress towards age related expectations. Durrington provides consistent and robust support for those children who need to make accelerated progress to enable them to achieve age related expectations. This support is personalised to meet the needs of the learner, but can include additional teacher support in lessons, intervention groups and opportunities for extended learning. High expectations are placed on the children so that they fulfil their potential.

Across both the Infant School and the Junior School, Pupil Premium Expenditure for 2018-2019 has been allocated in the following way

- Targeted small group intervention by teachers and learning support assistants, including PP LSAs focusing on the disadvantaged children.
- Funding of extra-curricular activities
- Funding for school trips including residential trips
- Counselling services and emotional support groups
- Learning Mentor sessions
- Funding additional learning support assistants in class
- Providing additional resources
- Staff training
- Uniform (infant school)

Durrington Infant School allocation of £55,440



- PP LSAs
- School Uniforms
- Resources
- Counselling/Play Therapy
- Breakfast/after school clubs
- Targeted interventions
- Trip Contributions
- Additional LSAs in class
- Staff training
- Clubs and Activities
- Teacher led support

Measuring the impact of PPG spending

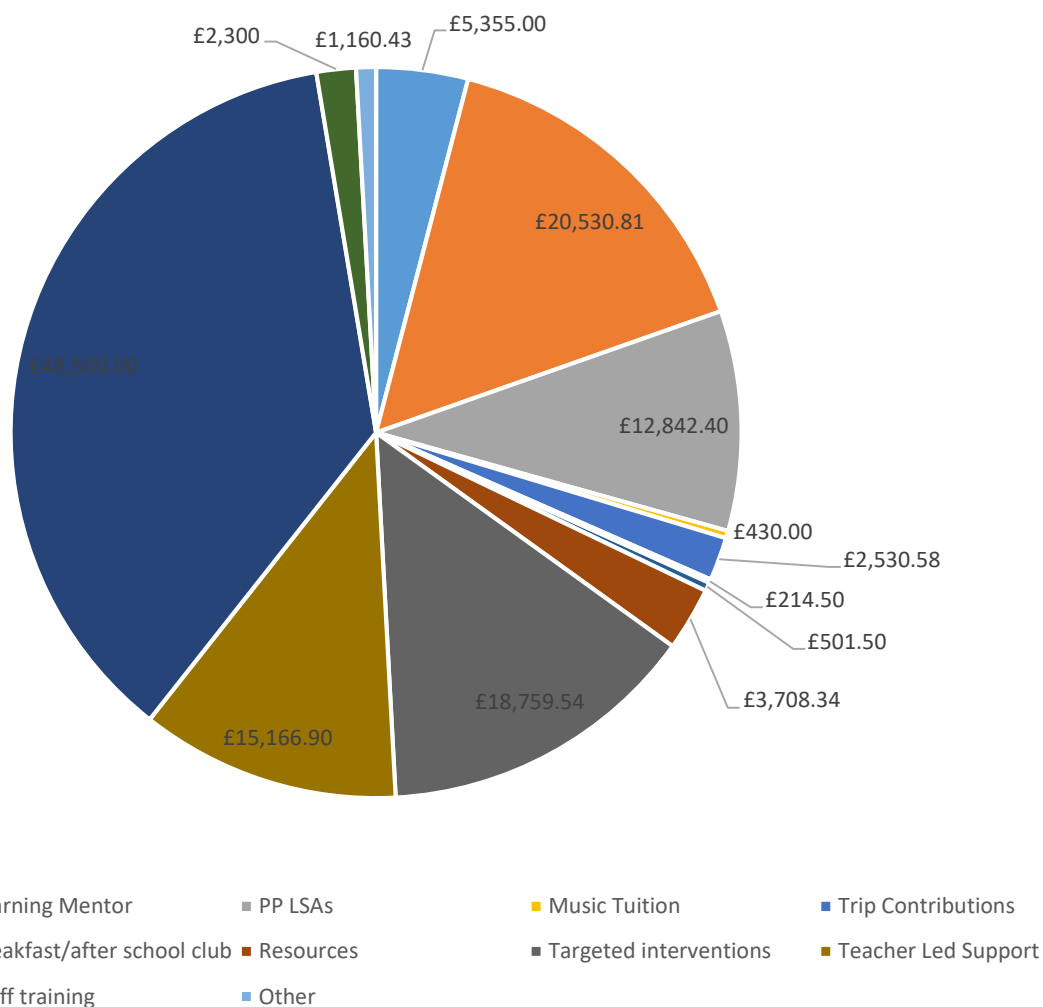
The school evaluates the impact on each pupil at key assessment points throughout the year. In addition, we ensure that all pupils have access to similar curriculum and social opportunities. We review our Pupil Premium Strategy in the summer term 2019 in order to implement new approaches, train staff or review provision ready for the new academic school year.

Progress and Attainment 2018/19

Attainment at end of Key Stage – Summer 2019	Pupils eligible for PP	All pupils in cohort	National Disadvantaged **	National Non-disadvantaged **	National All
% achieving the expected standard in Reading (KS1)	42% (19)	59% (79)	63%	79%	75%
% achieving the expected standard in Writing (KS1)	21% (19)	44% (79)	56%	74%	70%
% achieving the expected standard in Maths (KS1)	37% (19)	51% (79)	63%	80%	76%
% achieving the expected standard in Phonics (Year 1)	75% (12)	82% (73)	72%	85%	83%
% reaching GLD (Early Years)	71% (7)	79% (73)	57%	74%	72%

** based on 2017/18 Government data – 2018/19 figures have not been released yet

Durrington Junior School allocation of £132,000



Progress and Attainment 2018/19

Attainment at end of Key Stage – Summer 2019	Pupils eligible for PP	All pupils in cohort	National Disadvantaged **	National Non-disadvantaged **	National All
% achieving the expected standard in Reading (KS2)	41% (24)	54% (79)	51%	70%	73%
% achieving the expected standard in Writing (KS2)	75% (24)	76% (79)	64%	80%	78%
% achieving the expected standard in Maths (KS2)	29% (24)	48% (79)	67%	83%	79%