



Derwentwater Primary School Pupil Premium Strategy Statement: Academic Year: 2019 – 2021

Pupil Premium is an amount of money allocated to disadvantaged children in order to close the achievement gap.

Pupil Premium is allocated from the government straight to school and it is clearly identifiable. Schools are free to spend the Pupil Premium as they feel is appropriate. The government thinks that schools are best placed to assess what additional provision should be made for individual pupils within their responsibility.

All schools are held to account for how they have used additional funding to address the inequalities between children eligible for free school meals (FSM), looked after children (LAC) & service children and other pupils.

Schools must report annually on how the money has been spent and what the impact has been on the achievements of the pupils. The report is publicised on the school website.

School Breakdown of Pupil Premium:

Total number of pupils in the school- Jan 2018: 504pupils			Nursery to year 6 Pupil Premium Budget: 133 pupils; 213,500	
Current number of pupils: 504 pupils			Nursery Pupil Premium: 2 pupils; funding £600	
LAC: 3 pupils			Adopted from care: 0	
Date of last Pupil Premium Review: 11 th October 2017			Pupil Premium Governor: Vicki Jackson	
Date of next Pupil Premium Strategy Review: Autumn 2019			Pupil Premium Lead: Nikki Gardner (Acting Deputy head for Inclusion)	
Year Group	PP no. (FSM)	Year Group	Percentage of year	Percentage of school
Nursery	2(0)	29	6%	0.4%
Reception	6(0)	62	10%	1.2%
Year 1	17(1)	72	24%	3.3%
Year 2	17(0)	62	27%	3.3%
Year 3	19(2)	77	25%	3.8%
Year 4	27(2)	66	41%	5.3%
Year 5	14(1)	67	21%	2.7%
Year 6	31(0)	69	45%	6%
Whole School	133(6)	504	26%	26%

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Barriers and Desired Outcomes

Barriers:	Desired Outcomes:	Success Criteria:
<p>1. Very low entry points showing a significant gap in understanding of key facts and basic skills in the core subjects. These gaps often take a number of years to close.</p>	<p>Pupil premium pupils in all year groups to make at least expected progress. Reducing the attainment gap between pp and non-pp pupils in core subjects, including science to less than 10%. (Tracking between PP and National average in future)</p>	<ul style="list-style-type: none"> • Teacher, parents and pupils to know pupil’s next steps and targets. • To ensure quality first teaching is evident across the school and targeted interventions and guided groups reduce identified gaps in knowledge and skills. • Senior leadership team utilise termly assessment data to analyse progress and attainment of PP children and coordinate (through pupil progress meetings) implementation of interventions where necessary. • All teachers utilise effective assessment for learning strategies to ensure PP children make accelerated progress.
<p>2. Limited exposure to high level vocabulary and opportunities to deepen understanding impacts negatively on children reaching expected or greater depth in reading, writing and mathematics.</p>	<p>Progress is accelerated, leading to the attainment gap narrowing in reading and writing and 10% more PP children achieving GDS/Higher standard. Reception data showing an increase for PP children in GLD by 10%. Bold Beginnings, Bercow report</p>	<ul style="list-style-type: none"> • Early years planning focus on communication and interaction to develop language skills. • Speech and language support, training and interventions that show impact. • Whole school focus on oracy, higher level vocabulary and reading comprehension.
<p>3. Limited parent engagement can become a barrier to success and progress. These families and pupils would benefit greatly from additional support and nurture.</p>	<p>Increase in parent engagement leading to a shared vision. Greater understanding of how parents can support their children leading to a narrowing of the attainment gap and increased confidence.</p>	<ul style="list-style-type: none"> • A programme of workshops that develop confidence and understanding amongst hard to reach parents. • Workshops, drop-ins, coffee mornings, Parent Support Advisor (PSA) and The Hub being utilised by more parents. Use of a translator. • Counselling service being used by parents and children. • A calendar of events that involve the whole community. • A programme of workshops that reflect parent voice.
<p>4. Social and emotional needs can impact on attitude and behaviour for learning.</p>	<p>Improved behaviour on the playground and engagement in class. Children taking responsibility for their own behaviour choices. Children</p>	<ul style="list-style-type: none"> • Tracking system shows a reduction in incidents leading to reflection time and/or letters to parents. • Greater parent partnership.

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Barriers:	Desired Outcomes:	Success Criteria:
	aware of how to self- regulate and manage their emotions. Greater resilience shown.	<ul style="list-style-type: none"> • Targeted interventions and pupil voice show positive impact. • Counselling service being utilised by parents and children. • Training around SEMH to upskill teachers. • Good behaviour for learning evident; children understand how they can support themselves.
5. Limited opportunity for support in completing home learning and access to learning material is limited.	Attainment gap narrows as children are supported with their reading homework. Increase in confidence amongst PP children and enhanced enjoyment of books.	<ul style="list-style-type: none"> • Use the Hub for additional reading support and homework reading club. • School library promotes a love of reading and encourages children to borrow books. • Increase in use of Reading Eggs. • Increased access and use of laptops to access other online learning sites. • Parents use school website to link to educational sites.
6. Poor dental hygiene and starting the day off hungry has a negative impact on learning.	Improved focus and concentration and an increased awareness of health. A reduction in the attainment gap between pp and non pp children.	<ul style="list-style-type: none"> • Links to health visitors to address oral health and healthy eating. • Mile a day to increase readiness to learn. • Greater parent engagement in health workshops, leading to better health • Fruit available to children in key stage 2
7. Limited opportunities to participate in enrichment activities outside of school leads to reduced prospects and experiences.	Greater participation in enrichment activities that lead to increased aspirations. Increased progress and self-esteem. Greater confidence and engagement.	<ul style="list-style-type: none"> • Programme of visitors and trips across the school that enrich the curriculum and increase pupil engagement and motivation to learn and initiate learning. • Greater involvement in clubs offered at school. • Pupils show greater confidence in their learning and interaction with others.
8. High percentage of PP are EAL children in the early stages of English acquisition. This limits their access to good English speaking and listening models.	EAL, PP children can access more of the curriculum through the use of visuals and as a result narrowing the attainment gap. Greater engagement in parent workshops leads to improved understanding of education and an	<ul style="list-style-type: none"> • EAL programme supports children’s language development. • Speech and Language specialist utilised to develop strategies and approaches such as colourful semantics, environmental checklist and early language acquisition interventions. • Whole school approach to develop oracy, vocabulary and reading comprehension fully embedded and showing impact. • Increase in attendance at parent workshops

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Barriers:	Desired Outcomes:	Success Criteria:
	increase in confidence in how they can support their children.	

Attainment: 2016-2019

Year 6 July (35 pupils)	2016-2017				2017-2018				2018-2019			
	DPS PP	DPS All pupils	All pupils Nat	Nat PP	DPS PP	DPS All pupils	All pupils Nat	Nat PP	DPS PP	DPS All pupils	All pupils Nat	Nat PP
% achieving at or above in reading, writing and mathematics	57%	62%	61%	47%	54%	63%	64%	51%	50%	56%	65%	51%
% achieving the higher standard in reading, writing and mathematics	2%	11%	9%	4%	4%	10%	10%	4%	3%	9%	11%	5%
% at expected for writing	67%	69%	76%		65%	73%	78%		70%	69%	78%	
% at expected for reading	67%	71%	72%		69%	75%	75%		63%	67%	73%	
% at expected for mathematics	77%	76.2%	75%		69%	76%	75%		73%	80%	79%	
% at expected for EGPS	77%	80%	77%		75%	79%	78%		78%	78%	78%	
% at greater depth for writing	5%	13%	18%		8%	13%	20%		6%	23%	20%	
% at the higher standard for reading	17%	32%	25%		13%	21%	28%		16%	15%	27%	
% at the higher standard for mathematics	19%	25%	23%		19%	24%	24%		19%	25%	27%	
% at the higher standard for EGPS	33%	40.5%	31%		31%	39%	34%		22%	30%	36%	
% making progress in reading	-0.7	0.7	0.0	-0.7	-0.4	-0.5	0.0	-0.6	0.7	0.7	0.0	
% making progress in writing	-2.1	-1.4	0.0	-0.4	-1.1	-1.2	0.0	-0.4	0.0	0.1	0.0	
% making progress in mathematics	0.8	0.5	0.0	-0.6	0.6	0.5	0.0	-0.6	-0.4	0.9	0.0	

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Diminishing the Gap between Pupil Premium and Non-Pupil Premium Targets for 2018-2019/2019-20		
Targets 2018-2019 Summer data showing gap between PP and Non PP		Targets 2019-2020 Now Comparing PP to National Expected
	Early years	Current year 1 Combined target is 65%
	100% of EYFS PP made accelerated progress of 6+ steps	Need additional 9 children from ALL PP combined target is additional 2 children:
	Year 1	Current Year 2 Combined target is 65%
Reading	To increase attainment by 10% 8% gap	Need additional 7 children from ALL PP combined target is additional 2 children:
Writing	To increase attainment by 10% 8% gap	
Maths	To increase attainment by 10% 8% gap	
	Year 2	Current Year 3 Combined target is 65%
Reading	To increase attainment by 10% 10% gap	On track
Writing	Reduce the gap by 10% 16% gap	
Maths	To increase attainment by 10% PP exceeding by 3%	
	Year 3	Current Year 4 Combined target is 45%
Reading	To increase attainment by a further 10% PP exceeding by 12%	Need additional 7 children from ALL PP combined target is additional 2 children:
Writing	To increase attainment by a further 10% 5% gap	
Maths	To increase attainment by a further 10% 2% gap	
	Year 4	Current Year 5 Combined target is 65%
Reading	Reduce the gap by 10% 13% gap	On track
Writing	Reduce the gap by a further 10% 6% gap	
Maths	Reduce the gap by a further 10% the same	
	Year 5	Current Year 6 Combined target is 65%
Reading	To increase attainment by 10% PP exceeding by 18%	Need additional 9 children from ALL PP combined target is additional 4 children:
Writing	To increase attainment by a further 10% PP exceeding by 9%	
Maths	To increase attainment by a further 5% PP exceeding by 7%	
	Year 6	LEFT
Reading	To increase attainment by 10% 4% gap	
Writing	To increase attainment by a further 10% PP exceeding by 1%	
Maths	To increase attainment by a further 10% 7% gap	

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Quality of teaching for all					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
High standards of teaching and learning through consistent planning and assessment	Additional focused teaching support – through planning support and team teaching led by Subject Leads and Assistant Head teacher (ongoing) Cost: £60,000	Utilising expertise, experience and strengths to develop standards of teaching through a collaborative approach has been proven to be effective in raising standards. There will be a focus on team teaching and shared planning.	Monitoring of progress of key children and monitoring and improvement cycle. Evaluation of teaching & learning. Analysis of data. Subject and phase reviews. Book monitoring. Learning walks. Pupil progress meetings	AP- 1 day RF-2.5 days CA-2.5 days AB-2 days KH-2 days	Termly
A curriculum that teaches ambitious vocabulary and builds upon skills and knowledge across and within subjects	Review the curriculum and develop an intent that shows the progression of skills and knowledge. Plan vocabulary coverage for all subjects that shows a clear progression across the school. Cost: Overall budget	Ofsted’s new framework has a focus on ensuring the curriculum intent, implementation and impact is at the heart of what we do. The vocabulary Gap research shows that the emphasis needs to be on broadening and securing children’s vocabulary.	Ambitious curriculum planning that links skills, knowledge and vocabulary across subjects and year groups Pupil voice shows previous learning Attainment increase	HT DHI Subject leads	Half termly
Develop confidence in speaking and use of a broader vocabulary	Oracy Reading comprehension No pens day Vocabulary Cost: Overall budget	Improved vocabulary and opportunities that promote speaking have a positive impact on confidence, writing and understanding.	Whole school training on planning for oracy. Sharing good practise and monitoring quality of teaching and learning during no pens day.	English leads	Evidence of high level vocabulary in books and spoken language. Half termly

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Quality of teaching for all					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Broaden children's experiences	Develop a programme of enrichment activities across the school – trips and visitors. Cost: £500 per year group = £4000	Providing opportunities that inspire and enhance children's engagement with learning.	Trips and visitors link to curriculum coverage – monitored through calendar and topic webs. Yearly overview of trips	DHI Phase Leaders	Termly
Progress and Attainment improves	Pupil premium pupil progress focus meetings to be run with the Head/DHT on a half termly basis. Cost: £10,200 (15x supply)	Regular pupil progress meetings develop closer tracking of pupil premium children. Teachers are constantly evaluating progress and developing next step support strategies.	Time, planning Targeted in-class interventions Half Termly meetings that show teachers know their children. Discussions around strategies and next steps for targeted children	Head DHI	4 times a year
Improved behaviour, engagement and resilience	Specialised CPD to support SEMH Cost: Overall budget	Specialist Practitioner Research based therapeutic strategies which have positive impacts. EP and specialist advice	Reviewing training before in happens. Review impact in classrooms. Learning walks Book scrutiny. Pupil voice Liaising with counselling service	Counsellor SALT EP	Termly
Speech and language targets met, impacting positively on progress and attainment	Speech and Language Therapist employed four days a week. Cost on PP budget is 1.5 days per week. Cost: £12,000	Specialist Practitioner Research based strategies which have positive impacts.	Review impact of pupil programmes. Provision map	SALT SENCo	Half termly

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Quality of teaching for all					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Improved behaviour through consistent systems, reflection, ownership of behaviour and interventions.	Introduce consistent school behaviour approach. Focus on positive choices, rewards, celebration, values, modelling and reflection. Tracking system to identify trends and target children. Cost: Overall budget	Tracking behaviour allows for targeted interventions to support children. Positive interactions and consistent and fair systems help children feel safe and secure.	Training Monitoring Tracking Parent and pupil feedback Reduction in number of incidents Clear systems for sanctions and rewards that are understood by parents, staff and children.	DHI NG 1 day TF 1 day	Half termly
Total cost:					

Targeted Support					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Build confidence and make friends	Year 3-6 Lunchtime social and communication club Cost: £ 6,000 Nurture group for Year 1 and 2 – Silver SEAL	To enable children who struggle with friendships and communication to develop confidence and skills through games, song and role play. This will be the first time that this club will be running.	Baseline surveys Half Termly follow up surveys.	SENCo TH x5 SE x5 NL	Half termly

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Targeted Support					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
<p>Maintain excellent progress and attainment in phonics screening and RWI</p> <p>Improve progress and attainment in reading and self confidence</p>	<p>RWI Year 1 and 2 phonics 1-2-1 tuition. (daily) Cost: £14,500</p> <p>Train parents to be reading volunteers, (5 sessions) Cost: £400</p>	<p>Identifying pupils’ gaps and teaching to them. The data from the last two years shows that it has a good impact.</p> <p>Education, Endowment Fund identifies RWI as an evidence based approach</p> <p>Pupils benefit from 1-2-1 reading as they do not receive it at home.</p> <p>1-2-1 reading has an impact on pupil progress and confidence. Pupils benefit from personalised support. This has been proven to have a high impact on pupil outcomes.</p>	<p>Progress assessments every 6 weeks.</p> <p>Progress assessments every 6 weeks.</p> <p>Analysis of data of intervention impact.</p> <p>Is gap diminishing against national?</p>	<p>NL 2 hrs daily</p> <p>TH 2 hrs daily</p> <p>DHI PSA</p> <p>Support staff</p> <p>KS1 AHT</p> <p>EYFS Lead</p>	<p>Half termly</p>
<p>Progress and Attainment improved through the development of a communication room</p>	<p>Nursery and Reception – Talking box intervention (Three times a week) Cost: £4,500</p>	<p>Pupils develop their support language. This has been proven to have a high impact on pupil outcomes.</p>	<p>Analysis of data of intervention impact.</p> <p>How many steps of progress being monitored and percentages showing we are remaining on track to meet targets</p>	<p>SALT</p> <p>EYFS</p> <p>Leader</p>	<p>Half termly</p>
<p>Improve progress and attainment in maths</p>	<p>After school maths intervention Cost: £3,400</p>	<p>Pupils benefit from pre-teaching and revision. This has been proven to have a high impact on pupil outcomes – including PP. MM x4</p>	<p>Analysis of data of intervention impact.</p>	<p>TA</p> <p>Maths</p> <p>Leaders</p>	<p>Half termly</p>

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Targeted Support					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Improve progress and attainment in maths in year 6	Year 5 and 6 specialist mathematics teacher Cost: £30,000 1 hour x5 weekly NG/VN	Pupils benefit from smaller classes and specialist teaching. This has been proven to have a high impact on pupil outcomes – including PP.	Analysis of data of intervention impact.	TA DHI HT	Termly
Increase progress and attainment and build confidence	Lunchtime Reading Club and Rockstars club (weekly) (Costed in with lunchtime social and communication club)	To support children who have not returned or completed reading homework. This is the first time that we will be running the club as a result of pupils' requests.	Register to be kept on pupil attendance. Pupil baseline surveys on how they feel about homework and the progress that they are making, pre and post joining the club.	SENCo TA	Half termly
Improve progress and attainment and build confidence	After school homework club (four times a week) x2 Cost: £14,000	To support children who have not returned or completed homework. This is the first time that we will be running the club as a result of pupils' requests. Each year group to have a day from years 3-6 1 TA x 2 Years 2 TA x 1	Register to be kept on pupil attendance. Pupil baseline surveys on how they feel about homework and the progress that they are making, pre and post joining the club.	SENCo TAs SE TH NL PH 4Xweekly	Termly
Build confidence and make friends	Lunchtime Wellbeing group and mentor (Costed)	Target children who have multiple vulnerabilities (Special needs children, EAL pupils and Pupil Premium). Develop social interaction and wellbeing – games, drawing, mindfulness colouring, origami etc.	Pupil emotion wellbeing baseline surveys. Pupil conferencing. Children are targeted with complex SEN needs and/or emotional difficulties; aim to extend the offer to include more children.	SENCo TA	Half termly

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Targeted Support					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
		This is in response to pupil voice and identified concerns.			
Support SEMH needs and social interactions	School counselling 'The Space' Plus additional counsellor Cost: £16,000	'The Space' gives children the opportunities for self-referral. Pupil premium children are referred by the school for 1-2-1. Historic data shows that it has a positive impact on a pupil's wellbeing.	School counsellor keeps records of pupils attending and produces a monitoring report on a termly basis. Baseline surveys are done with the pupil, parent and class teacher. Follow up surveys are done when appropriate.	DHI Counselling Manager Counsellor	Termly
Bespoke offer for LAC to increase their access to homework and promote a love of learning	To liaise with carers and children to establish interests, motivations and barriers Cost: £5000	Research shows that bespoke interventions that inspire children and increase their accessibility and experiences are more beneficial in improving engagement and attainment.	Increased pupil engagement and attainment	DHI	Termly
Individual OT programmes to support learning	1-2-1 and small group occupational therapy programs Cost: Health and overall budget	Programs are designed by the local authority Occupational Therapist. The programs focus on improving pupils' fine, gross motor skills and core strength.	Therapist creates baseline and does post-intervention measurements. Trained TAs	SENCo Occupational Therapist	Termly
Total cost:					

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Support for pupils and families					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Support for parents	Parent drop ins with the Counselling Manager (weekly) Cost: Part of counselling	Parents require the opportunity to have someone to speak to about their issues. Historic data shows that this has a good impact on our pupils' wellbeing.	The Counselling Manager keeps a record of parents' attendance and general commentary around parental issues. Termly report from counselling service	DHI Counselling Manager	Termly
Support for parents	Parents Support Adviser (PSA) (annual) Cost: £35,100	To provide guidance and advice to parents and carers on supporting their children at home. Improving links with parents to increase their involvement in school life. To deliver tailored workshops, for example on reading, healthy eating, parenting skills to help parents know how best to improve children's outcomes.	The PSA keeps a log of parents supported and impact of support. Following every parent workshop feedback is collected by parents. Arabic and Somali coffee mornings provide parents with the opportunities for feedback and strategy and themes for upcoming events.	PSA	Termly
Support for parents	Phonics workshops in EYFS and KS1 (x 6) (Overall budget)	To enable parents to support their child in learning to read.	Feedback from parents. Survey parents post workshops.	EYFS Leader AHT KS1	Yearly
Support SEMH needs	Develop the playground so it has defined spaces that promotes exercise, social interaction and awareness of nature. (Overall budget)	Evidence to suggest exercise and social interaction supports mental well being	Feedback from parents and pupils. Observation of behaviour and engagement. Parent, pupil questionnaire. Staff feedback	All	Yearly
Improve links with the community and	Develop The Hub and The Link as a community centre that offers a range	Increasing parental engagement in order to support families in supporting their children.	Increased parent participation and feedback.	PSA SENCo DHI	Termly

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Support for pupils and families					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
support children with SEMH	of activities and workshops and links to other agencies. Oral health care, health eating, library (Overall budget)	Breaking down barriers for hard to reach parents.	Programme of workshops that reflect school needs and parent voice. Feedback at the end of each workshop Programme that reflects needs of the school.		
Enrich the experience of the nursery children	Refurbish the nursery – incorporate sensory spaces and areas to develop communication and interaction (Overall budget)	Speech and Language input outlines the need for younger children to have their sensory needs fulfilled in order to access other parts of their learning.	Work in collaboration with speech and language therapist to ensure adequate resources are used. Pupil engagement Monitoring of nursery provision	Sp &L DHI SENCo	Termly
Enhance the curriculum and speaking and learning opportunities to improve language	Create a Year 1 outdoor learning space (Overall budget)	Evidence shows that opportunities to learn by doing and experiencing is more powerful way to engage children in their learning.	AH for key stage 1 to lead in developing the playground concept with speech and Language therapist and DHI Ensure quality planning of outdoor learning promotes language. Observations show language rich opportunities.	AH KS1 DHI Sp &L	Twice yearly
Meet social and emotional needs	Improve Dining experience by refurbishing the canteen. (Overall budget)	Evidence suggests that social interaction during meal time supports mental well-being.	Pupils to have an input in the design. Feedback about experience.	DHI	Yearly
Singing group to target pre-school	Offer a weekly singing group (Costed)	The vocabulary gap upon entry into nursery is wide and evidence shows that early intervention has the most impact	Parent feedback Parent and child participation	DHI PSA Sp & L	Half termly

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Support for pupils and families					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
siblings' language development					
Enhance parent offer through curriculum workshops to improve understanding of school aims	Calendar of curriculum workshops to share vision and engage parents in how they can support their children (Overall budget)	Working in partnership with parents is key to raising standards A shared vision ensures the community is striving together to raise standards.	Parent engagement and communication is enhanced. Parents are better equipped to support their children Pupils make accelerated progress	HT MM DHI Subject Leaders Phase Leaders	Termly
Improve website as a tool to communicate with parents about how they can support their children	Share information from curriculum evenings to more parents can access information. Share videos and links from teachers to support children with their learning.	Sharing information in a range of methods will allow for greater access by parents and children. Improved communication ensures better relationships between parents and school.	Parent engagement and communication is enhanced. Parents are better equipped to support their children Pupils make accelerated progress	HT MM DHI Subject Leaders Phase Leaders	Yearly
Total cost:					

Pupil Premium Budget 2019-2020	£213,500	Planned expenditure on Pupil Premium	£215,100
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