Donnington Wood Infant School & Nursery — Pupil Premium strategy statement 2018-19

1. Summary information					
School	Donnington Wood Infant School & Nursery				
Academic Year	2018-19	Total PP budget	£81,300 72,600 deprivation 300 Forces	Date of most recent PP Review	Sept18
Total number of pupils	155	Number of pupils eligible*	55 – PPrD 1 - PPrF	Date for next internal review of PP strategy	Sept19

*census 2017-18

Sept 2018 = 61 PPrD pupils

2. Current Attainment	2018 PPr Deprivation school	2017 'other' pupils national average	2017 PPr Deprivation (school)
% achieving ARE in reading	73%	79%	54%
% achieving ARE in writing	73%	72%	46%
% achieving ARE in mathematics	73%	79%	46%
% progress in reading (EYFS expected to KS1 ARE)	100%	87%	90%
% progress in writing (EYFS expected to KS1 ARE)	93%	78%	90%
% progress in mathematics (EYFS expected to KS1 ARE)	90%	85%	91%

3. Barriers to future attainment (for pupils eligible for PP)			Evidence	4. Desired outcomes	Success criteria
In-school barriers	A	Low attainment on entry for all pupils, including those eligible for PPrD. This impacts on the rates of progress needed to reduce the difference in attainment against national	2018 Reception Baseline – 94 scale score Maths (98 PPrD) 98 scale score CLL (99 PPrD) Average for pupils (36ch) who attended our nursery higher than those who didn't (16ch).	Improve outcomes for all pupils, particularly those eligible for PPrD and those who did not attend our nursery	Pupils eligible for PPrD make rapid progress by the end of the year so that an increased number of pupils eligible for PPrD meet age related expectations (all year groups) in reading, phonics, writing and maths
	B	Over 40% of pupils do not attain GLD at the end of EYFS. A high proportion of these children need to make rapid progress to meet ARE in Year 2.	Internal tracking Conversion rates in 2018 were all above national however there remains a need for current year groups to make the same rapid progress through KS1		
	C	Very few children reach 'exceeding' at the end of EYFS. A proportion of pupils need to make rapid progress to convert from 'expected' in EYFS to Greater Depth in writing and maths.	Internal tracking Data analysis against National	Higher rates of progress for potentially high ability PPrD pupils.	Potentially high ability pupils eligible for PPrD make rapid progress to attain Greater Depth at the end of KS1.
	D	Oral language and communication skills are lower for PPrD pupils on entry to Rec (particularly for those PPrD who did not attend our nursery). This impacts on the acquisition of phonic and reading skills.	2018 Y1 Phonics 65% – below national (81%) 2018 Y2 Phonics 92% - at national (92%) Receptive & Expressive language screening (July 2017) showed children's language skills were average of 1 year behind chronological age	Improve oral language, communication skills and phonics for all pupils, particularly those eligible for PPrD	Increase in phonics attainment in Year 1 so it is closer to National
	E	The social, emotional and safeguarding needs of a group of pupils (across school, mostly eligible for PPrD) have an impact on their academic progress and at times on the progress of others.	Pupil & Family Support tracking Meritec Higher % of PPrD pupils accessing Pupil & Family Support	Social and emotional needs of pupils addressed	Reduction in behaviour incidents linked to social and emotional needs Reduction in number of pupils needing support

External barriers	F	Low attendance rates for a small group of pupils across school (including PPrD) impact on their progress and attainment	2017-18 Whole School Attendance 93.96% (92.02% PPrD)	Attendance rates increased for pupils eligible for PPrD	Overall PPrD attendance to be in line with 'other' pupils Reduce the number of persistent absentees among PPrD pupils
	G	High mobility in some classes impacts on progress and attainment for these individuals	Year 2 cohort Sept 2018 = 17% of pupils have joined since the end of Reception	Impact of mobile pupils on attainment & progress of the cohort minimised	Mobile pupils make the same progress as cohort
	H	On-going lack of parental engagement in learning particularly with regards to reading at home which impacts on progress in phonics and reading	Improved levels of reading at home in 17-18 but some children still not reading at home at all. 2018 Phonics 65% – below national	Improve rates of reading at home for all pupils, particularly those eligible for PPrD	Increased rates of reading at home resulting in improved phonics and reading attainment

5. Planned expenditure					**Academic Year**	**2018-19**

The three headings demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

	Desired outcome	**Chosen action / approach**	**Evidence and rationale**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review**	**cost**
Quality of teaching for all	Improve outcomes for all pupils Higher rates of progress for 'emerging' pupils and potentially high ability pupils, partic for PPrD	Revised marking and feedback policy implemented consistently including use of 'next steps' targets and 'even better if'	EEF Toolkit suggests high quality feedback is an effective way to improve attainment and is suitable as a whole school approach	Regular health check on books to ensure impact of marking/ feedback Discussions with pupils about marking and feedback	KS1 – Deputy Head EYFS – Assistant Head	monthly	1200
		Regular activities within and beyond the curriculum to motivate and inspire	Engagement in previous activities has shown impact on motivation and progress.	Monitoring cycle to identify impact of events on learning, motivation and progress	Science Lead Year group teachers	On-going	4000

		Phonics CPD for all staff (Chris Ogden & Literacy lead) including gap task and impact feedback.	High quality first teaching consistently using agreed methodologies will have impact for all pupils.	Monitoring cycle Pupil Progress meetings	Literacy lead	On-going	1190
		Termly phonic screening, analysis, grouping and monitoring Training for new teacher and refresher for TAs	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Pupil progress meetings Monitoring cycle Obs of phonics sessions / guided reading	Literacy Lead – Deputy Head	termly	1850
	Improve oral language and communication skills	Screen tracking group for receptive & expressive language skills (purchase BPVS & Renfrew) Trial and develop whole school approaches to support acquisition of language skills Identify and target children and groups needing additional support	EEF Toolkit states that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds	Monitoring of implementation and impact during lesson obs, pupil discussions, vocab assessments / tracking	Vocabulary Lead	On-going	2500
		Regular Makaton 'refresher' training for staff	Makaton is rooted in research which demonstrates impact on oral communication and language skills.	Monitoring of implementation and impact during lesson obs	Makaton Lead Teacher	Termly	360

		Purchase additional 'Jigsaw' resources to support delivery of PSHE & SMSC. This will support all pupils to build strong social and emotional skills	EEF Toolkit states that on average, Social & Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.	Feedback from staff Monitoring of 'Jigsaw' pupil books & lessons Pupil discussions	Headteacher PSHE Lead	On-going	500
	Social and emotional needs of pupils addressed	Termly training to develop staff knowledge of social & emotional and safeguarding issues which impact on learning so staff are able to identify needs more swiftly. Enhanced training for Pupil & Family Support Manager through 'Future in Mind'		Training records Termly staff training Feedback from staff training Feedback for 'Future in Mind'	Pupil & Family Support Manager and Headteacher	On-going	1500
					Total budgeted cost		**13100**
	Desired outcome	**Chosen action / approach**	**Evidence and rationale**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review**	
Targeted support	Improve outcomes for pupils – partic PPr and more able Higher rates of progress for PPrD pupils	2x Additional TAs (school based) • weekly small group sessions for identified children • 1:1 and small group reading and phonics support enable increased feedback about learning • reduce adult:pupil ratio	EEF Toolkit shows that small group interventions with trained staff have been shown to be very effective. We want to combine additional adult intervention in class with small group and 1:1 interventions with teaching assistants & teachers.	Monitoring cycle Progress data analysed termly Pupil progress meetings termly	Senior Leadership Team SENCo	Termly review July 2019 review with end of year data	24000

	Social and emotional needs of pupils addressed	'Early Bird' healthy snack at the start of the day to improve concentration and punctuality	Pilot project 2014-15 demonstrated improved concentration and punctuality	Feedback from pupils, parents and staff Monitoring of impact on data	Headteacher	July 2019	1300
		Purchase annual subscription for CPOMS Meritec to enable staff to swiftly identify and track vulnerable children. Attend updates.	Use in last 2 years had a very positive impact particularly in saving time in collating, analysing and retrieving information	Monitoring of impact from data retrieved and analysed	Senior Leadership Team	Termly review	1000
Targeted support	Social and emotional needs of pupils addressed	Support for complex PPr families and pupils to reduce impact of issues on attendance and pupil progress	The EEF Toolkit suggests that targeted interventions matched to specific pupils can be effective.	Supervision of PFSM Termly Pupil Progress meetings	Pupil & Family Support Manager (Head to supervise)	Termly review	9000
		Weekly small group and 1:1 sessions to address identified social and emotional needs.	When necessary or appropriate we work with families to address particular concerns or issues.	Monitoring of PFSW records Termly Pupil progress meetings	Pupil & Family Support Worker (PFSM supervise)	Termly review	7900
		Fortnightly small group sessions to support children joining school during the year. 1:1 sessions if more appropriate.		Monitoring of PFSW records	Pupil & Family Support Worker (PFSM supervise)	On-going	1000
		'Playground Buddies' programme to support vulnerable pupils at playtimes (training for new Y2 pupils)	EEF Toolkit states that on average, Social & Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	Feedback from MDSAs, teachers & pupils	Pupil & Family Support Worker Physical Development Lead	Termly review July 2019	1500
		MDSA to support vulnerable children indoors during lunchtime		Monthly monitoring of first aid incidents Monitoring of lunchtimes	Headteacher		2500
					Total budgeted cost		**48200**

	Desired outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review	
Other approaches	Improve rates of reading for pupils who do not read at home	Allocated time for Literacy Lead to train volunteer readers for targeted children Continue Reading prize scheme		Monitoring of reading frequency Monitoring of reading journals Progress data analysed termly	Literacy Lead		600
	Improve outcomes for all pupils, parti PPrD	Pupil & Family Support Worker support for weekly Family Learning so parents feel better equipped to support their child's learning	EEF Toolkit states that parental engagement is consistently associated with pupil success at school. We aim to engage parents with their child's leaning in a range of different ways.	Feedback from parents (pre & post evaluations)	Pupil & Family Support Manager		1300
		Twice yearly parent-teacher-pupil meetings (x3 for Y2) during school day to discuss progress, targets and ways for parents to support learning at home		Feedback from parents Monitoring attendance rates at meetings and events	Class teachers Admin team		2800
	Increased attendance and punctuality rates	Pupil & Family Support Manager support for pupils with low attendance / poor punctuality 3-weekly meeting and tracking for targeted families (PFSM and Head) Regular attendance panels. Payment for Breakfast Club for identified children	If children are not in school we cannot improve or accelerate attainment. NfER briefing for school leaders identifies addressing attendance as a key step	Regular tracking of attendance for identified children	Headteacher Pupil & Family Support Manager		2400 1000 BClub
						Total budgeted cost	**8100**
						Total budgeted	**69400**

£3200 contingency

	Desired outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review	
Forces Children	To ensure new pupils settle swiftly and receive support as appropriate	Pupil & Family Support worker for transitional children to support settling in to new school	Forces Children often have frequent school moves. It is important to support them in settling quickly into their new school.	Monitoring of PFSWorker records Feedback from pupils and their families	Pupil & Family Support Worker (PFSManager to supervise)	On-going	500
	Enable regular contact for pupils when a parent is serving away from home in the armed forces	1:1 with Pupil & Family Support Worker when a parent is posted.	Communication with parents when they are posted can be limited. Using email can enable children to send messages, photos and scans of their work.			On-going	As and when
					Total budgeted cost		500

6. Review of expenditure

Previous Academic Year	

Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Targeted Support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost