



Donnington Wood Infant School & Nursery

Pupil Premium strategy statement 2020-21

| 1. Summary information | | | | | |
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| School | Donnington Wood Infant School & Nursery | | | | |
| Academic Year | 2020-21 | Total PP budget | £79,250 | 78,010 deprivation 1240 Forces | Date of most recent PP Review Sept20 |
| | | Number of pupils eligible | 58 – PPrD (37%) | 4 - Forces | |
| Total number of pupils | 137 | Number of eligible pupils on roll Sept 2020* | 71 – PPrD (54%) | 5 - Forces | Date for next internal review of PP strategy Sept21 |

There has been a significant increase in the % of pupils eligible for Pupil Premium from September 2020. Funding is based on eligible pupils in 2019-20.

| 2. Current Attainment | No attainment or progress data is available for Summer 2020 as schools were partially close during to the pandemic. | | |
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| % achieving ARE in reading | | | |
| % achieving ARE in writing | | | |
| % achieving ARE in mathematics | | | |
| % progress in reading (EYFS expected to KS1 ARE) | | | |
| % progress in writing (EYFS expected to KS1 ARE) | | | |
| % progress in mathematics (EYFS expected to KS1 ARE) | | | |

| 3. Barriers to future attainment (for pupils eligible for PP) | | | Evidence | 4. Desired outcomes | Success criteria |
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| In-school barriers | A | Low attainment on entry for all pupils, (including PPrD). This impacts on the rates of progress needed to reduce the difference in attainment against national | Reception Baseline analysis Internal tracking | 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 | A large number of pupils do not attain GLD at the end of EYFS. These children need to make rapid progress to meet ARE in Year 2. | Internal tracking KS1 conversion rates in 2019 were broadly in line or above national, although attainment was lower than nationally. No data available for 2020. | Increase rates of progress for all pupils, particularly those eligible for PPrD | |
| | C | Very few children 'exceeding' at the end of EYFS. A proportion of pupils need to make rapid progress to move from 'expected' in EYFS to Greater Depth in KS1 | 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 EYFS. They are also low for many pupils who join the school during the year with no previous experience of school or schooling in the UK. This impacts on the acquisition of phonic and reading skills. | 2019 Y1 Phonics 76% – below national (82%) 2019 Y1 Phonics PPrD 71% Receptive & Expressive language screening regularly shows children's language skills are an average of 1 year behind chronological age | Improve oral language, communication skills and phonics for all pupils, particularly those eligible for PPrD Improved outcomes in reading, phonics and writing | Increase in phonics attainment in all year groups so they meet National in all areas |
| | 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 CPOMS 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 Improvement in self-regulation and settling to learn quickly |

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| External barriers | F | Low attendance rates for a small group of pupils across school (including PPrD) impact on their progress and attainment | 2019-20 (to Feb 2020) Whole School Attendance 94.37% (93.53% PPrD) | Attendance rates increased for pupils eligible for PPrD Gaps in learning, due to absence, closed rapidly | Overall PPrD attendance to be in line with 'other' pupils and national Reduce the number of persistent absentees among PPrD pupils |
| | G | High mobility in some classes impacts on progress and attainment for these individuals. Many pupils joining have little or no experience of UK schooling. | Year 2 cohort Sept 2020 = 26% of pupils have joined since the start 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 19-20 but some children still not reading at home at all. 2019 Phonics 76% – below national (82%) | Improve rates of reading at home for all pupils, particularly those eligible for PPrD | Re-engage parents in reading at home resulting in improved phonics and reading attainment |

| 5. Planned expenditure | | | | | | Academic Year | 2020-21 |
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| The three headings demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school | | | | | | | |
| | 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 | Implementation of revised curriculum planning for phonics, writing, maths and all foundation subjects to ensure that all teaching is cohesively planned, accurately pitched and sequenced | EEF Toolkit suggests that mastery learning is effective as it breaks subject matter and learning content into units with clear objectives that are worked through in a series of sequential steps. Those who do not reach the required level are provided with additional tuition / support. | Regular scrutiny of books / learning, lesson visits, pupil discussions. Staff meeting time to review and discuss implementation of revised planning SLT support for PPA (weekly) | SLT & subject leaders & all staff (5 scrutinies per term, 6 lesson visits) SLT SLT | On-going through the year | 3000 3600 3900 |
| | Higher rates of progress for 'emerging' pupils and potentially high ability pupils, partic for PPrD | Revision and implementation of marking and feedback policy including use of instant intervention / consolidation to close gaps and tackle misconceptions | EEF Toolkit suggests high quality feedback is an effective way to improve attainment and is suitable as a whole school approach | Regular scrutiny of books to ensure impact of marking/ feedback and use of instant interventions / consolidation Pupil discussions Staff meeting time to review and discuss marking & feedback | KS1 – Deputy Head EYFS – Assistant Head Headteacher | Ongoing and at set points in the year | 1800 |
| | | At least half-termly opportunities within the curriculum to engage, 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 | Year group teachers | On-going | 3000 |

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| Quality of teaching for all | Improve outcomes for all pupils | Termly phonic screening, analysis, grouping and monitoring | 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 | Phonics Lead – Deputy Head | termly | 1850 |
| | Higher rates of progress for 'emerging' pupils and potentially high ability pupils, partic for PPrD | 'Letters & Sounds' training for all staff | | Monitoring cycle | | | FREE |
| | | Coaching and support for staff by Phonics lead | | Obs of phonics sessions / guided reading | | | 2850 |
| | | (Also involved in Language Hub which provides additional activities, support and funding) | | | | | |
| | Improve oral language and communication skills | CPD <ul style="list-style-type: none"> early language acquisition (LSAT) modelling language in early years (STSA) Implement whole school approaches to support acquisition of language skills | 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 | Phonics Lead – Deputy Head | On-going | 1650 |
| | | Identify and target children and groups needing additional support and intervention | | | | | |
| | | Continue to assess tracking group for receptive & expressive language skills (BPVS & Renfrew) to measure impact | | | | | |
| | | Train 1x TA, purchase resources and implement the Nuffield Early Language Intervention project to improve language skills in Reception | | Monitoring of implementation and impact during lesson obs, pupil discussions, vocab assessments / tracking | Phonics Lead – Deputy Head | On-going | 2100 |

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| Quality of teaching for all | Improve oral language and communication skills | Implement 3 tiers of vocabulary (know / learning / hearing) for all curriculum planning | EEF Toolkit states that studies of oral language interventions consistency show positive benefits on learning. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school | Monitoring of implementation and impact during lesson obs, pupil discussions, vocab assessments / tracking | Phonics Lead – Deputy Head | Launch – Sept 2020 Review & develop Spring 2021 | 1000 |
| | | 'Love of reading' Introduce daily sharing of high quality reading texts including discussion and oral comprehension | EEF Toolkit - there is consistent evidence that reading to young children, encouraging them to answer questions and talking about the story with a trained adult improves oral language and communication skills. | Monitoring of implementation and impact during lesson obs, pupil discussions, vocab assessments / tracking | Phonics Lead – Deputy Head | On-going | 1800 |
| | Social and emotional needs of pupils addressed | Purchase additional 'Jigsaw' resources to support delivery of new PSHE & SMSC curriculum. 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 |
| | | 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. | | Training records Termly staff training Feedback from staff training | Pupil & Family Support Manager and Headteacher | On-going | 1500 |
| | | Enhanced training for Pupil & Family Support Manager through 'Future in Mind' | | Feedback for 'Future in Mind' | Pupil & Family Support Manager and Headteacher | | |

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| | | Purchase 'Calm Brain' subscription to support children to improve self-regulation and ability to settle quickly to learn Use Calm Brain assessment tracker to demonstrate progress for classes and individuals | | Half termly assessment Half termly staff discussion | Pupil & Family Support Manager and Headteacher | On-going | 600 |
| | | | | | | Total budgeted cost | 29150 |

| | 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 (1x Rec, 1x Y2) <ul style="list-style-type: none"> daily small group sessions for identified children to raise attainment rapidly small group reading and phonics support 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 | SLT SENCo | Termly review July 2021 review with end of year data | 25500 |
| | Social and emotional needs of pupils addressed | Purchase annual subscription for CPOMS to enable staff to swiftly identify and track vulnerable children. Regularly track, analyse and respond to incident logged on CPOMS | Current use has evidenced saving time in collating, analysing and retrieving information | Monitoring of impact from data retrieved and analysed 3-weekly meetings to track, analyse and action – vulnerable learners, attendance, behaviour, Leuven scales | Headteacher, DSLs, enior Leadership Team | Termly review | 700 1200 |

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| 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 | 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 Half -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 |
| | | Total budgeted cost | | | | | 45300 |

| | 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 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. | Feedback from parents (pre & post evaluations) | Pupil & Family Support Manager | | 1080 |
| | 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) 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 | | 1500 1000 BClub |
| | | | | | Total budgeted cost | | 3580 |
| Total budgeted | | | | | | | 78030 |

| | Desired outcome | Chosen action / approach | Evidence and rationale | How will you ensure it is implemented well? | Staff lead | When will you review | |
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| 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 | Pupil & Family Support Worker (PFSSManager to supervise) | On-going | 800 |
| | 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. | Feedback from pupils and their families | | On-going | 400 |
| | | | | | Total budgeted cost | | 1200 |