



# Pupil Premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Donnington Wood Infant School and Nursery
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	12 <sup>th</sup> November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body – teaching & Learning Committee
Pupil premium lead	Caroline Boddy
Governor lead	John Jones & Catherine Coltman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,390 £97,840 – Deprivation & PLAC £1,550 - Forces
Recovery premium funding allocation this academic year	£9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£108,815</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Donnington Wood Infant School and Nursery our core values of ‘learning, caring, preparing’ drive teaching and learning for all children. We are passionate about being inclusive and working with the whole school community to equip children with knowledge and skills to

- be successful in their learning
- aspire and achieve in their futures
- show respect and compassion for those around them
- demonstrate the ability to make a positive contribution to society

We recognise that for our school community there can be some specific challenges, particularly in relation to disadvantage. The activity we have outlined in this statement is intended to support the needs of disadvantaged pupils and others identified as vulnerable.

Our pedagogical approach and the rationale behind our curriculum progression and planning have been developed in order to meet the specific needs of our school community. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve highly across all subject areas.

We have identified common challenges using a variety of methods – knowledge of our community, formative assessment, summative assessment and statistics over time. All this enables us to identify appropriate, evidence based approaches to ensure maximum impact for all pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Oral language and communication skills (assessed through observations and diagnostic screening) are lower for disadvantaged 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 and access to the wider curriculum.
2	Low attainment on entry for many disadvantaged pupils. This impacts on the rates of progress needed for pupils to reach, or exceed, age related expectations
3	Discussions evidence that many pupils have limited opportunities or experiences. This impacts on the starting points for learning across the curriculum and their ability to draw on prior knowledge.
4	Assessments and observations indicate that the educational progress of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. This is supported by national studies.
5	Analysis of school attendance data evidences that parents of a number of disadvantaged pupils do not prioritise regular school attendance. A disproportionate number of persistent absentees are disadvantaged. Erratic attendance impacts on the ability to make good progress now school is fully open.
6	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.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language and communication skills	Assessments and observations indicate significantly improved oral language and communication skills among disadvantaged pupils.
Improved phonics attainment for disadvantaged pupils	Phonics outcomes for disadvantaged pupils in Year 1 and Year 2 meet or exceed national outcomes for all pupils
Improved outcomes for all pupils, particularly disadvantaged pupils and those who did not attend our nursery	Outcomes in reading, writing and maths for disadvantaged pupils are in line with the cohort or the gap has narrowed significantly
Social and emotional needs of pupils addressed	Reduction in behaviour incidents linked to social and emotional needs Improvement in self-regulation and settling to learn quickly for identified pupils Reduction in number of pupils and families needing support Improved outcomes for identified pupils and families
Attendance rates increased for disadvantaged pupils	Attendance for disadvantaged pupils to be in line with 'other' pupils and national Reduce the number of persistent absentees among disadvantaged pupils

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,900

Activity	Evidence that supports this approach	Challenge number(s)
Implementation and embedding of revised curriculum planning to ensure that – <ul style="list-style-type: none"> <li>all teaching is sequenced and cohesively planned</li> <li>assessment is used to ensure accurate pitch and identify gaps or misconceptions</li> <li>gaps and misconceptions are swiftly addressed</li> </ul>	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.  <a href="#">EEF Toolkit – mastery learning</a>	2
<ul style="list-style-type: none"> <li>Coaching &amp; support for staff by Phonics lead</li> <li>Termly phonic screening, analysis, grouping and monitoring</li> <li>Purchase of a DfE validated Systematic Synthetic Phonics programme to further strengthen phonics teaching for all pupils</li> </ul>	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.  <a href="#">EEF Toolkit – Phonics</a>	1,2
<ul style="list-style-type: none"> <li>Daily opportunities to engage with a range of high quality texts to develop a love of reading</li> <li>At least half-termly opportunities within the curriculum to engage, motivate and inspire</li> </ul>	Observation and work scrutiny in 2020-21 evidenced that learning and progress were enhanced when it was rooted in first-hand experiences. It also demonstrated increased motivation and engagement.	3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s)
2 (FTE) additional trained Teaching Assistants (not class based) <ul style="list-style-type: none"> <li>daily 1:1 sessions for identified children to close gaps / address misconceptions</li> <li>small group and 1:1 phonics support</li> <li>1:1 reading support</li> <li>1:1 consolidation</li> </ul>	EEF Toolkit shows that one to one interventions with trained staff have been shown to be very effective. We want to combine additional adult intervention in class with 1:1 interventions with trained teaching assistants  <a href="#">EEF Toolkit – one to one tuition</a> <a href="#">EEF Toolkit – teaching assistant interventions</a>	2,4
Implement Nuffield Early Language Intervention (NELI) programme for 12 children (2 groups) <ul style="list-style-type: none"> <li>Assessment of receptive &amp; expressive language to identify target group (online app)</li> <li>Implementation of programme</li> <li>Post-assessment and analysis (online app)</li> </ul>	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	1

(Training & resources DfE funded)	younger children and pupils from disadvantaged backgrounds <a href="#">EEF Toolkit – Oral Language interventions</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,300

Activity	Evidence that supports this approach	Challenge number(s)
<ul style="list-style-type: none"> <li>Pupil &amp; Family Support Manager support for pupils with low attendance / poor punctuality</li> <li>3-weekly meeting and tracking for targeted families (PFSM and Head)</li> <li>Payment for Breakfast Club for identified children</li> </ul>	If children are not in school we cannot improve or accelerate attainment. NFER briefing for school leaders identifies addressing attendance as a key step	5
<ul style="list-style-type: none"> <li>Support for complex PPr families and pupils to reduce impact of issues on attendance and pupil progress</li> <li>Small group, 1:1 and responsive sessions to address identified social and emotional needs including pupil mobility</li> <li>Enhanced training for Pupil &amp; Family Support Manager through 'Futures in Mind'</li> <li>Enhanced training and on-going supervision for Pupil &amp; Family Support Worker – 'Emotional Literacy Support' (ELSA)</li> </ul>	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.  <a href="#">EEF Toolkit – social and emotional learning</a> <a href="#">EEF Toolkit – parental engagement</a>  Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.	6
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<ul style="list-style-type: none"> <li>Purchase annual subscription for CPOMS to enable staff to swiftly identify and track vulnerable children.</li> <li>Regularly track, analyse and respond to incidents logged on CPOMS</li> </ul>	Current use has evidenced saving time in collating, analysing and retrieving information. This enables staff to respond more swiftly and accurately.	6
<ul style="list-style-type: none"> <li>Purchase 'Calm Brain' subscription to support children to improve self-regulation and ability to settle quickly to learn</li> <li>Use Calm Brain assessment tracker to demonstrate progress for classes and individuals</li> </ul>	Tracking (using Calm Brain assessment tracker) in previous years has demonstrated improved ability to self-regulate and settle to learn.	6

**Total budgeted cost: £109,200 (£41,900 + £32,000 + £35,300)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our initial assessments in Autumn 2020 showed that most children started the year working below, and in some cases significantly below, age related expectations following an extended period of school closure due to COVID (March – July 2020). As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

On-going assessments and tracking demonstrated that nearly all pupils, including disadvantaged pupils, made strong progress from their starting points in Autumn 2020. Attainment for disadvantaged pupils was strongest in Reception and Year 1 where the impact of school closure was less evident. Despite being on track during the Autumn Term 2020 the outcomes we aimed to achieve by the end of the academic year were not fully realised.

Due to the impact of school closures and missed time in school, a significant focus was placed on social and emotional support for pupils on returning (September 2020 and March 2021) to school. We used pupil premium funding to provide wellbeing support for all pupils. During the partial closure in Spring 2021 we used pupil premium funding to offer telephone and doorstep support to disadvantaged families. We also used it to support the resourcing of home-learning packs so that every child had all the resources needed to complete learning activities at home. Observations and tracking using Leuven Scales demonstrated that pupils, including disadvantaged pupils, settled quickly back to school and re-engaged with learning.

Overall attendance in 2020/21 was higher than in 2018/19 (the most recent full year). The gap between 'all' and disadvantaged learners reduced during the year by 0.76%. Disadvantaged attendance was the highest in 2020/21 than any previous year, even with the disruption of partial school closure in Spring 2021. Although this demonstrates positive impact of actions during 2020/21, disadvantaged learners were still disproportionately represented in the group of persistent absentees. Despite the improvements in attendance for disadvantaged pupils, it remains a priority of our current plan in order to close the gap even further and continue to reduce the number of disadvantaged persistent absentees.

### Externally provided programmes

Programme	Provider
None used	

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was used to support pupils in a variety of ways dependent on individual circumstances and as the need arose. <ul style="list-style-type: none"><li>• 1:1 transition support when moving to a new school due to new posting (transfers in and out)</li><li>• 1:1 support when parent posted (in UK) but family remain</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	Pupils who moved school transitioned smoothly and there was good communication between schools

## Further information

We are currently working with Magic Breakfast to provide a healthy snack at the start of every day for all pupils in school. We are also able to offer subsidised and free places at Breakfast Club for disadvantaged and vulnerable pupils.

We are also working with 'Safer, Stronger Communities' in Telford to raise awareness of opportunities in the local area for positive engagement and to raise aspirations.