



Pupil Premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	123
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	11 th November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing Body – Teaching & Learning Committee
Pupil premium lead	Caroline Boddy
Governor lead	Jane Brothwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,345 £90,025 – Deprivation £320 - Forces
Recovery premium funding allocation this academic year	£9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99,770

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 <i>all</i> 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 the pandemic (partial school / nursery closures, lack of opportunities to mix or socialise with others). 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.
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.

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 all 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 all disadvantaged pupils are at least in line with the cohort or the gap has narrowed significantly
Social and emotional needs of pupils addressed	Improvement in self-regulation and settling to learn quickly for all identified pupils Reduction in number of pupils and families needing support Improved outcomes for all identified pupils and families
Attendance rates increased for disadvantaged pupils	Attendance for all 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: £48,925

Activity	Evidence that supports this approach	Challenge number(s)
Implementation and embedding of 'Little Wandle Letters and Sounds' – Coaching, CPD & support for staff by Phonics lead to ensure (weekly ½ day release) - <ul style="list-style-type: none"> • fidelity to the programme • assessment is used to ensure accurate pitch and identify gaps or misconceptions • gaps and misconceptions are swiftly addressed 	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. <u>EEF Toolkit – Phonics</u>	1,2
1 full time teacher so that – <ul style="list-style-type: none"> • average class size is 21 children • no mixed year group classes • increased opportunities for high quality interactions between staff and children • increased opportunities for quality feedback, consolidation and intervention 	Gains from smaller class sizes, particularly during the early stages of primary school, come from the increased flexibility and the quality and quantity of feedback pupils receive. <u>EEF Toolkit - Feedback</u>	1,2,4

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s)
1 1 full time teaching assistant so that – <ul style="list-style-type: none"> • full time teaching assistant in each classroom • increased opportunities for high quality interactions between staff and children • increased opportunities for quality feedback, consolidation and intervention • daily 1:1 sessions for identified children to close gaps / address misconceptions • small group and 1:1 phonics support • 1:1 reading support 	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 <u>EEF Toolkit – one to one tuition</u> <u>EEF Toolkit – teaching assistant interventions</u>	1,2,4
Implement Nuffield Early Language Intervention (NELI) programme for 12 children (2 groups) <ul style="list-style-type: none"> • Assessment of receptive & expressive language to identify target group (online app) • Implementation of programme • Post-assessment and analysis (online app) (Training & resources DfE funded)	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 <u>EEF Toolkit – Oral Language interventions</u>	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,100

Activity	Evidence that supports this approach	Challenge number(s)
<ul style="list-style-type: none"> 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	5
<ul style="list-style-type: none"> Support for complex PPr families and pupils to reduce impact of issues on attendance and pupil progress Small group, 1:1 and responsive sessions to address identified social and emotional needs including pupil mobility Enhanced training for Pupil & Family Support Manager through 'Futures in Mind' Enhanced training and on-going supervision for Pupil & Family Support Worker – 'Emotional Literacy Support' (ELSA) 	<p>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.</p> <p><u>EEF Toolkit – social and emotional learning</u></p> <p><u>EEF Toolkit – parental engagement</u></p> <p>Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</p>	6
<ul style="list-style-type: none"> Purchase annual subscription for CPOMS to enable staff to swiftly identify and track vulnerable children. Regularly track, analyse and respond to incidents logged on CPOMS 	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"> 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 	Tracking (using Calm Brain assessment tracker) in previous years has demonstrated improved ability to self-regulate and settle to learn.	6
<ul style="list-style-type: none"> At least half-termly opportunities closely aligned with the curriculum to engage, motivate and inspire. Opportunities to develop cultural capital embedded in curriculum plans 	Engagement in previous activities has shown positive impact on motivation and learning. First hand experiences have brought learning alive for children.	3

Total budgeted cost: £99,025 (£48,925 + £28,000 + £22,100)

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 2021 to 2022 academic year.

Our initial assessments in Autumn 2021 showed that many children started the year working below, and in some cases significantly below, age related expectations due in part to the impact of the pandemic on school and nursery attendance. This was most evident for our disadvantaged pupils.

On-going assessments and tracking demonstrated that nearly all pupils, including disadvantaged pupils, made strong progress from their starting points in Autumn 2021. This evidenced the impact of our revised curriculum planning and pedagogical approach. Although most overall outcomes in summer 2022 were in line with nationally there is still work to do in 2022-23 to further narrow the disadvantaged gap.

A significant focus on social and emotional support for pupils continued during 2021-22, particularly in supporting those most impacted by school closures and missed time in school during the pandemic. We used pupil premium funding to provide wellbeing support for all pupils. A small group of pupils, who started the year with significant social and emotional challenges exacerbated by the pandemic, made good progress over the year as a result of intense support. They transitioned successfully to their Key Stage 2 setting.

Attendance continued to be impacted by the pandemic and comparisons with previous years are not possible. The gap between 'all' and disadvantaged learners reduced during the year by 1.58% (more than double the reduction in the previous year). In Summer 2022 attendance for all mirrored the national picture with disadvantaged pupils only 0.63% below 'all'. Although this demonstrates positive impact of actions during 2021-22, disadvantaged learners were still disproportionately represented in the group of persistent absentees. This remains a priority in 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?	<p>Funding was used to support pupils in a variety of ways dependent on individual circumstances and as the need arose.</p> <ul style="list-style-type: none">• 1:1 transition support when moving to a new school due to new posting (transfers in and out)• 1:1 support when parent posted (in UK) but family remain
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pupils who moved school transitioned smoothly and there was good communication between schools</p>

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 Donnington and Muxton Parish Council to engage families in community activities and healthy lifestyles.