# Pupil Premium strategy statement 2023-24

## This statement details our school’s use of pupil premium (and recovery premium for the 2023-24 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**

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| Detail | Data |
| School name | Donnington Wood Infant School and Nursery |
| Number of pupils in school | 120 |
| Proportion (%) of pupil premium eligible pupils | 47% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-24 |
| Date this statement was published | 24th November 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Caroline Boddy |
| Governor lead | Mandy Parker |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £86,515  £85,845 – Deprivation  £670 - Forces |
| Recovery premium funding allocation this academic year | £6416 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | **£92,931** |

**Part A: Pupil premium strategy plan**

**Statement of intent**

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| 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.

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| 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 *all* 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 | 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. |
| 5 | 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.

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| 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 outcomes for disadvantaged pupils and pupils new to DWIN school | Outcomes in phonics, reading, writing and maths for all disadvantaged pupils are at least in line with the cohort and above those nationally |
| Social and emotional needs of pupils addressed | Improvement in self-regulation 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 to match national | 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

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| Activity | Evidence that supports this approach | Challenge number(s) |
| Embedding of ‘Little Wandle Letters and Sounds’–  Coaching, CPD & support for staff by Phonics lead to ensure (weekly ½ day release) -   * fidelity to the programme * assessment is used to ensure accurate pitch and identify gaps or misconceptions * gaps and misconceptions are swiftly addressed * support for new staff * implementation of Year 2 Spelling programme | 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.  [EEF Toolkit – Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1,2 |
| 1 full time teacher so that –   * 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 | 1. 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.   [EEF Toolkit - Feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) | 1,2,4 |

**Targeted academic support (e.g., tutoring, one-to-one support, structured interventions)**

Budgeted cost: £21,000

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| Activity | Evidence that supports this approach | Challenge number(s) |
| 1 1 full time teaching assistant so that –   * 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  [EEF Toolkit – one to one tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [EEF Toolkit – teaching assistant interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1,2,4 |
| Implement Nuffield Early Language Intervention (NELI) programme for 6 children (2 groups)   * 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  [EEF Toolkit – Oral Language interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |

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

Budgeted cost: £22,100

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| Activity | Evidence that supports this approach | Challenge number(s) |
| * 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 |
| * 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) | 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.  [EEF Toolkit – social and emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  [EEF Toolkit – parental engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. | 6 |
| * 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 |
| * 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 |
| * 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 had experiences have brought learning alive for children. | 3 |

**Total budgeted cost: £92,025 (£48,925 + £21,000 + £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 2022 to 2023 academic year.

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| On-going assessments and tracking demonstrated that nearly all pupils, including disadvantaged pupils, made strong progress from their starting points in Autumn 2022. This evidenced the impact of our pedagogical approach, curriculum, assessment tracking and consolidation / intervention.  End of year outcomes improved again in EYFS (GLD) and KS1 (ARE & GD) to be in line or above nationally. The gap between all pupils and Pupil Premium also narrowed in EYFS (-29 in 2022, -3 in 2023) to be significantly less nationally (-12 2023). In KS1 the gap between all pupils and Pupil Premium also narrowed. Pupil Premium attainment was above nationally for similar pupils.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **KS1 2023** | | **Read** | | | | **Write** | | | | **Maths** | | | | | ARE | | GD | | ARE | | GD | | ARE | | GD | | | **DWIN** | Nat | **DWIN** | Nat | **DWIN** | Nat | **DWIN** | Nat | **DWIN** | Nat | **DWIN** | Nat | | All | 43ch | **79** | 68 | **33** | 19 | **65** | 60 | **16** | 8 | **70** | 70 | **21** | 16 | | PPrD | 26ch | **73** | 54 | **23** | 9 | **58** | 45 | **4** | 3 | **62** | 56 | **12** | 8 |   A significant focus on social and emotional support for pupils continued during 2022-23. We used pupil premium funding to provide wellbeing support for all pupils. Attendance in the Autumn term 2022 matched national. Significant illness in Reception and Year 1 during the Spring Term impacted attendance for many pupils, but this this improved steadily during the Summer Term. 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**

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| Programme | Provider |
| None used |  |

**Service pupil premium funding**

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| 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.   * 1:1 transition support when pupil moving into our school * 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? | Pupils who moved school transitioned smoothly and there was good communication between schools |

**Further information**

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| This year we have been support by Kellogg’s 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. |