

Donisthorpe Primary School Pupil Premium Strategy Statement 2019-2020

1. Summary information

School	Donisthorpe Primary School				
Academic Year	2019/20	Total PP budget	£53,580	Date of most recent PP Review	September 2019
Total number of pupils	204	Number of pupils eligible for PP	33	Date for next internal review of this strategy	April 2020

2a. Current Attainment: Key Stage 2 SATs 2019

	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average 2018)</i>
% achieving the expected standard in reading	80%	75%
% achieving the expected standard in writing	80%	78%
% achieving the expected standard in maths	80%	76%
% achieving the expected standard in reading, writing and maths	80%	64%

2b. Current Attainment: Key Stage 1 SATs 2019

	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average 2018)</i>
% achieving the expected standard in reading	75%	79%
% achieving the expected standard in writing	75%	78%
% achieving the expected standard in maths	75%	80%
% achieving the expected standard in reading, writing and maths	75%	65%

2c. Current Progress: Whole School

	2019	2018
*Attainment/Progress measured using statutory assessment milestones (EYFS, KS1/2)		
**Attainment/Progress in years 1,3,4,5 measured using Donisthorpe Assessment Bands and TAF		
% PP students making at least expected levels of progress in reading	94%	100%
% PP students making at least expected levels of progress in writing	88%	94%
% PP students making at least expected levels of progress in maths	91%	94%

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1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers: * % of PP in some cohorts is small making comparisons difficult. ** % of looked after /adopted children is rising over time.

A.	Rates of progress for PP pupils in maths are below that of their peers*
B.	Rates of progress for PP in English are below that of their peers*
C.	Attainment of PP pupils at KS1 is lower than national* This prevents sustained high achievement in KS2
D.	A number of PP children have a range of social and emotional difficulties**

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Continued opportunities for pupils to develop their experiences, aspirations and talents. Participation in extra-curricular activities outside of school hours remains an ongoing priority.
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Our mastery teaching approach ensures all children achieve the age-related learning expectations. To continue accelerated progress each half-term to narrow attainment gap.	Pupils eligible for PP grant make at least as much progress as their peers across the school in maths.
B.	In writing, pupils can select ambitious vocabulary and grammatical structures that reflect what the writing requires. In reading, improved communication is evident when responding to comprehension questions. Pupils can use a wider range of vocabulary to accurately explain their thinking.	Pupils eligible for PP grant make at least as much progress as their peers across the school in reading and writing.
C.	Visible impact of overlearning strategies supporting the improvement of working memory. As a result, PP pupils can demonstrate improved fluency, recall and reasoning across all subjects.	Attainment for pupils eligible for PP grant is similar to their peers at KS1 and they make sustained high achievement in KS2.
D.	Increase in engagement and readiness to learn observed amongst PP pupils experiencing social and emotional difficulties.	Self-esteem and confidence maximise for all pupils. School's 'Disadvantaged Index' shows qualitative outcomes are at least in line with school expectations.

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E.	Equality of opportunity is accessible for all children across the school regardless of background, including access to a range of sporting and cultural activities.	Wide range of sporting, cultural, school trips and experiences provided for all children.
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3. Planned expenditure

Academic year **2019-2022 A longer term strategy- to be reviewed annually**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure children are secure in achieving age-related expectations through mastery teaching.</p> <p>To ensure the standards achieved by those pupils eligible for the Pupil Premium continues to at least match that of other pupils to narrow the gap.</p> <p>To ensure pupils eligible for PP grant in EYFS achieve at least a Good Level of Development on exit.</p>	<p>Deployment of PP Teacher for 2 days per week for small group and 1:1 tuition to deliver focused in-class support/bespoke intervention linked to classroom learning.</p> <p>Additional LSA support in EYFS to increase the ratio to 1:10 x 3 days</p> <p>To provide bespoke provision for PP pupils within EYFS, including enhanced feedback and bespoke language and gross motor interventions.</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit</p> <p>EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>QFT linked to Performance Management Objectives/Teacher Standards - observations/moderation/data analysis demonstrates the impact of QFT led by the class teacher</p> <p>Frequent monitoring of PP teaching to ensure high quality – measuring progress made by PP pupils from their starting points</p> <p>Programmes refined to maximise progress, ensuring expected progress targets are achieved for all pupils</p> <p>Target % achieving or exceeding expected level in RWM combined in KS2 SATS 2020 to be at least in line with national</p> <p>Target 100% of PP students achieving their age-related expected standard to be at least in line with school others</p>	<p>SLT PP Teacher Class Teacher</p>	<p>Regular review of quality of PP teaching through:</p> <ul style="list-style-type: none"> • Lesson observations • Entry/Exit assessment of intervention programmes • Book Look • Half-termly data analysis • Pupil Progress meetings

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Total budgeted cost					PP Teacher 2 days per week £14,500 Additional LSA 3 days per week £8500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure PP pupils with Special Educational Needs make accelerated progress through over-learning strategies/interventions to boost working memory for maths, reading and writing, increasing fluency and reasoning.</p> <p>Focus on poor oral and language communication skills</p>	<p>Class Teacher to set individual targets, incorporating additional time for recap sessions personalised to the needs of PP students.</p> <p>Concepts taught are reinforced through fluency and recap tasks.</p> <p>SEN Champion to provide additional intervention for Reading/Writing and Maths.</p> <p>Additional support for PP children with S&L difficulties with S&L Therapist supported by trained LSA.</p>	<p>Research of pupils has shown a need to improve working memory to support pupils in retaining concepts in order to recall and apply them consistently.</p> <p>Evidence based approach adopted by The Aspire Educational Trust detailing the positive impact on pupils by accelerating the progress of PP pupils</p>	<p>Ongoing review by SLT/ PP Teacher/SEN Champion/Class Teacher:</p> <ul style="list-style-type: none"> • PP Records/Data Analysis • SEN ILPs • Work Samples • Observations • Pupil Progress Meetings 	<p>SLT</p> <p>PP Teacher</p> <p>SEN Champion</p> <p>Class Teacher</p>	<p>Half Termly Review:</p> <p>SEN ILP review meetings</p> <p>Pupil Progress Meetings</p> <p>Data Analysis</p>
Total budgeted cost					SEN Champion £7500 Speech & Language £600

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<p>To ensure PP pupils develop their language skills and recognition of spelling patterns to enhance comprehension and inference in reading and organisation and composition in writing.</p>	<p>PP Teacher to deliver personalised learning to PP pupils through Lexia Reading Core5 programme 3x weekly.</p> <p>Concepts taught are reinforced through fluency and recap tasks, supporting PP pupils in manipulating vocabulary and grammatical structures.</p> <p>Action plans tailored to group and individual need.</p>	<p>Lexia research has shown the high impact of the programme towards closing the gap for pupils, taking into account the diversity of individual need.</p> <p>Lexia's embedded assessment and reporting system provides actionable data, demonstrating progress at individual, class or whole school level.</p> <p>Early identification of areas of need.</p>	<p>Ongoing review by SLT/PP Teacher/Class Teacher:</p> <ul style="list-style-type: none"> • Frequent analysis of Lexia assessment and reporting data • Session observations • Work samples • Pupil Progress meetings 	<p>SLT</p> <p>PP Teacher</p> <p>Class Teacher</p>	<p>Half-termly reviews at PP progress meetings</p> <p>Half-termly data analysis by SLT/PP Teacher/Class Teacher</p>
Total budgeted cost				£4000	
<p>To provide support for children with specific learning, emotional, social or behavioural difficulties</p>	<p>Inclusion mentor to deliver identified and personalised support for PP children x 1 morning per week</p> <p>PP Champion to deliver assertive mentoring support to PP pupils from year 2 to year 6</p> <p>LSA to train as ELSA</p>	<p>High impact on standards last year: focussed, child centred, collaborative approach based on a dialogue about the pupil's present and future learning needs.</p> <p>Government research supports the high importance and impact of Emotional Literacy</p>	<p>Ongoing review by SLT/SENCO/PP Teacher</p> <ul style="list-style-type: none"> • Discussions • Referrals • Assessments 	<p>SLT/SENCO/PP Teacher</p> <p>ELSA</p>	<p>Half-termly reviews</p>
Total budgeted cost				£3000 £2500	

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ii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To boost self-esteem, encourage teamwork and problem solving strategies, promoting independence and resilience.</p>	<p>Provide EYFS and Year 1 PP pupils eligible for funding with the experience of weekly Forest School sessions on and off site. Provide additional Forest School sessions for KS2 pupils eligible for PP funding.</p>	<p>Work and activities linked to 'Route To Resilience' training previously delivered had a high impact on developing children's 'Character Muscles' and ability to show greater levels of resilience when facing new challenges – class based learning opportunities.</p>	<p>Ongoing reviews by SLT, Class Teacher, PP Teacher and Forest School Review with Class Teacher and PP Teacher to identify impact on class based learning – enhanced levels of resilience, confidence and self-esteem feeding into pupil progress.</p>	<p>SLT Class Teacher ELSA</p>	<p>Termly review of impact on pupil resilience, confidence, self-esteem and progress. Termly review of School's 'Deprivation Index'</p>
Total budgeted cost				£2500	

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<p>To ensure a personalised use of PP to purchase additional resources accessible to PP pupils to ensure the standards achieved by those pupils eligible for the Pupil Premium continues to at least match that of other pupils to narrow the gap.</p>	<p>PP funding used to purchase:</p> <ul style="list-style-type: none"> • IT Resources • SEN Resources • Writing/Maths equipment • Specialist Teaching Services diagnostic assessment for identified area of support • Uniform 	<p>PP review demonstrated effectiveness of this approach in continuing to broaden breadth of resources to develop progress made by PP pupils.</p>	<p>Ongoing review by SLT/PP Teacher/SEN Champion and Class Teacher Ongoing research into, and resourcing of, the most effective intervention approaches.</p>	<p>SLT PP Teacher Class Teacher SEN Champion</p>	<p>Termly review of spending and impact on pupil progress</p>
Total budgeted cost				£5000 resources + £500 uniform	
<p>To continue to ensure a personalised use of PP to support wider learning opportunities.</p>	<p>To fund attendance at school clubs run by external providers To fund trips/visits/residential trips To fund swimming lessons To fund wider opportunities outside of school e.g. Cub/Brownie/Scouting trips/Music tuition etc</p>	<p>PP review demonstrated effectiveness of this approach in continuing to widen learning opportunities.</p>	<p>Termly review meetings to discuss wider opportunities</p>	<p>SLT PP Teacher Class Teacher</p>	<p>Termly review of spending and impact on pupil opportunities</p>
Total budgeted cost				£3900 + £500 homework club	
<p>To enable the children to have access to a range of literature which they can utilise freely.</p>	<p>Weekly 'bookshelf' opportunities to foster an interest in reading and to encourage children to read for pleasure</p>	<p>All pupils able to utilise the wide range of resources available to them to develop their love of reading. Story time, supported by PP Champion, to enable children to</p>	<p>Developing the PP children's love of reading will impact on both reading and writing progress, with 100% of children making expected progress against their PP targets. New books donated to the school to be deployed to PP children.</p>	<p>LSA Class Teacher PP Teacher</p>	<p>Termly review with LLS</p>

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		access creativity with story vocabulary. Evidenced in writing moderation, observations and Book Looks.	Impact to be evidenced through writing moderation, observations, book looks and pupil interviews. Use of more adventurous language linked to teaching of Literacy.		
Total budgeted cost				£600	Total PP Budget spend = £53,600

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4. Review of expenditure

Previous Academic Year

2018-2019

i. 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
<p>To ensure the standards achieved by those pupils eligible for the Pupil Premium continues to at least match that of other pupils to narrow the gap.</p> <p>To ensure that Quality First Teaching has a high impact through the use of targeted support for PP pupils.</p> <p>To ensure pupils eligible for PP grant in EYFS achieve at least a Good Level of Development on exit.</p>	<p>Use of PP Teacher 2 days per week to deliver 1:1 bespoke intervention linked to classroom learning.</p> <p>PP Champion to provide intervention for Reading/Writing/Maths</p> <p>Regular review of quality of teaching: Lesson observation Work Scrutiny Progress reviews Data analysis</p> <p>Additional LSA support 3 days per week to increase ratio to 1:10</p> <p>To provide bespoke provision for PP pupils within EYFS (language/gross</p>	<p>All PP children receiving additional 1:1 tuition with PPT achieved expected progress target in their year group. With some children making more than expected progress.</p> <p>Delivery of Lexia Core 5 Reading Programme initially to PP children by PP Teacher</p> <p>High impact on standards: focussed, child centred, collaborative approach based on a dialogue about the pupil's present and future learning needs.</p> <p>% of EYFS PP children achieving a GLD is high</p>	<p>PP Teacher's hours were increased to cover PP Champion – impact of teaching was significant. Deployment of teacher to deliver PP intervention to continue. Positive impact on learning and progress.</p> <p>Analysis of progress made during Lexia sessions reported to parents during face to face meeting – to continue. Parents felt informed of how children were being supported and how they could help their child at home to access the programme. View to include LA and SEND areas of need.</p> <p>Teachers valued half-termly meetings to review ongoing monitoring with SLT providing recommendations for future learning needs. Used to inform future planning. Will continue.</p> <p>Higher levels of staffing had significant impact on children's development – to continue</p>	<p>PPT 2 days per week £14,500</p> <p>Lexia programme £4000</p> <p>LSA £8500</p>

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ii. 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
To provide specific support through the use of targeted maths, reading and writing interventions for PP/SEN children	<p>SEN Champion to provide intervention for RWM</p> <p>Additional support for PP with S&L difficulties, supported by input from S&L Therapist</p>	<p>Strong links between QFT and intervention sessions had a focused impact for SEN/PP children. Increase in number of PP children achieving more than expected progress against their targets. Donisthorpe 'Six Steps to Success' measures show 100% of PP/SEN children making at least expected progress against their targets.</p> <p>Internal school data shows some PP children making accelerated progress when compared to 'whole school others'.</p>	<p>The use of the SEN Champion working under the guidance of external agencies, providing targeted intervention strategies ensured pupils consolidated learning linked to class based tasks.</p> <p>Measured rise in pupil's levels of self-esteem.</p>	<p>SEN Champion £7500</p> <p>S&L Therapist support £600</p>
To provide support for children with specific learning, emotional, social or behavioural difficulties	<p>Inclusion mentor to deliver identified and personalised support for PP children x 1 morning per week</p> <p>PP Champion to deliver assertive mentoring support to PP pupils from year 2 to year 6</p>	<p>Excellent delivery from highly trained staff supported PP pupil's access to the curriculum within the learning environment.</p> <p>Assertive Mentoring - High impact on standards: focussed, child centred, collaborative approach based on a dialogue about the pupil's present and future learning needs.</p> <p>Lower levels of behavioural issues.</p>	<p>The impact of ongoing support was demonstrated by the pupil progress in books observed during 'Book Looks' and behaviour for learning observed during 'Learning Walks'.</p> <p>Staff have found themselves intervening less with behavioural difficulties. They reported that children now feel equipped with coping strategies they can use in everyday situations. Continue implementing the approach where needed and monitoring pupil response.</p>	<p>£3000</p> <p>£2500</p>

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iii. 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
<p>To boost self-esteem, encourage teamwork and problem solving strategies, promoting independence and resilience.</p>	<p>Provide EYFS and Year 1 PP pupils eligible for funding with the experience of weekly Forest School sessions on and off site. Provide additional Forest School sessions for KS2 pupils eligible for PP funding.</p>	<p>Measurable impact on class based learning – enhanced levels of resilience, confidence and self-esteem feeding into pupil progress. Feeding into PP children achieving, and in some cases exceeding, expected progress targets.</p> <p>Supported by 'Route To Resilience' approach to learning.</p>	<p>High impact on children's levels of resilience, confidence and self-esteem. Measured by progress made within class based learning tasks and intervention support groups.</p> <p>Wider opportunities within the curriculum to continue. Focus on Character Development</p>	<p>£2500</p>
<p>To ensure a personalised use of PP to purchase additional resources accessible to PP pupils to ensure the standards achieved by those pupils eligible for the Pupil Premium continues to at least match that of other pupils to narrow the gap.</p>	<p>PP funding used to purchase: IT Resources SEN Resources Writing/Maths equipment Specialist Teaching Services diagnostic assessment for identified area of support</p> <p>Purchase of uniform</p>	<p>100% of PP children accessed the fund ensuring all pupils benefitted from additional interventions resourced appropriately for maximum impact.</p>	<p>Highly resourced, quality delivery of interventions impacting on PP progress. 100% of PP children made expected or better than expected progress against their targets when measured using the Donisthorpe 'Six Steps to Success' assessment tool.</p> <p>Inclusive for all children</p>	<p>£5000</p> <p>£500</p>

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iii. Other approaches (continued from previous page.....)				
<p>To continue to ensure a personalised use of PP to support wider learning opportunities.</p>	<p>To fund attendance at school clubs run by external providers To fund trips/visits/residential trips To fund swimming lessons To fund wider opportunities outside of school e.g. Cub/Brownie/Scout trips/Music tuition etc Access to homework club</p>	<p>100% PP children accessed the fund ensuring all pupils benefitted from wider learning and enrichment opportunities. 85% of PP children attended extra-curricular after school activities.</p>	<p>Pupils were involved in an increased number of enrichment activities.</p> <p>Class teachers will continue to liaise with parents of PP children to ensure we offer a personalised approach and a variety of engaging enrichment activities for pupils to further widen learning opportunities.</p> <p>Ongoing target: to ensure 100% of PP children access extra-curricular activities.</p> <p>Purchased resources/equipment for residential trips</p> <p>Homework club support</p>	<p>£3900</p>
<p>To enable the children to have access to a range of literature which they can utilise freely.</p>	<p>Weekly 'bookshelf' opportunities to foster an interest in reading and to encourage children to read for pleasure</p>	<p>All pupil children accessed the school library, utilising the wide range of resources available to them to develop their love of reading. Story time, supported by PP Champion, enabled children to access creativity with story vocabulary, evidenced in writing moderation, observations and Book Looks.</p>	<p>Developing the PP children's love of reading impacted on both reading and writing progress, with 100% of children making expected progress against their PP targets. New books donated to the school were deployed to PP children. 'Bookshelf' opportunities to continue.</p>	<p>£600</p>