

## Donisthorpe Primary School Pupil Premium Strategy Statement of Impact 2019-2020

1. Summary Information				
<b>School</b>	Donisthorpe Primary School			
<b>Total number of pupils</b>	204	<b>Percentage of pupils eligible for PP</b>	16%	<b>Date for next internal review of this strategy</b>   July 2020
2. Current Attainment: End of Key Stage 2 SATS 2019		<i>Pupils eligible for PP (School)</i>		<i>All pupils (National average)</i>
		<i>End of KS2</i>		<i>End of KS2</i>
<b>% Achieving National or above in reading, writing and maths</b>		75%		65% (71%)
<b>% Achieving National or above in reading</b>		75%		73% (78%)
<b>% Achieving National or above in writing</b>		75%		78% (83%)
<b>% Achieving National or above in maths</b>		75%		79% (84%)
3. Barriers to future attainment (for pupils eligible for PP, including higher ability)				
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>				
<b>A.</b>	Rates of progress for PP pupils in maths are below that of their peers			
<b>B.</b>	Rates of progress for PP in English are below that of their peers			
<b>C.</b>	Attainment of PP children at KS1 is lower than national preventing sustained high achievement in KS2			
<b>D.</b>	A number of PP children have a range of social and emotional difficulties			
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>				
<b>E.</b>	Continued opportunities for pupils to develop experiences, aspirations and talents. Participation in extra-curricular activities outside of school hours remains an ongoing priority			
4. Desired outcomes				
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>	<b><i>Impact</i></b>	
<b>A.</b>	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.	No national data to enable comparison.	

<b>B.</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.	No national data to enable comparison. KS1 progress in reading to be reviewed after the phonics check in the Autumn term 2020.
<b>C.</b>	Visible impact of overlearning strategies supporting the improvement of working memory. As a result, PP pupils can demonstrate 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.	No national data to enable comparison.
<b>D.</b>	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.	Behaviour for learning has continued to improve. Reduced number of incidents recorded at lunchtime.
<b>E.</b>	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.	Higher uptake of attendance at sporting clubs. 76% of disadvantaged Y6 children attended a sporting club and 62% represented school at a sporting event.

## 5. Expenditure and impact

<b>Academic year 2019/20</b>	<b>£53,580</b>
<b>Actions</b>	<b>Impact</b>
Deployment of PP Teacher for 2 days per week for small group and 1:1 tuition to deliver focused in-class support/bespoke intervention and individual short term targets linked to classroom learning. PP Teacher to liaise with children, staff and parents.	Children received 1:1 or small group work with PP Teacher – working on specific targets identified by the class teacher/Lexia placement. Learning had been moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils to narrow the gap.

<p>Additional Speech &amp; Language 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>Children make good progress from their starting points with 75% of PP children predicted to achieve GLD prior to lockdown.</p> <p>Improved oral and language communication skills.</p>
<p>SEN Champion deployed to provide additional 1:1 intervention and working in small groups. Concepts to be taught and reinforced through fluency and recap tasks.</p>	<p>Individual and personalised fluency and recap tasks enable PP children with additional SEND to make at least good progress – Over-learning strategies developing working memory for maths, reading and writing, increasing fluency and reasoning and addressing gaps in learning.</p>
<p>Lexia Reading Core5 programme 3x weekly. 1:1 tuition to develop language skills and recognition of spelling patterns to enhance comprehension and inference in reading and organisation and composition in writing.</p>	<p>Early identification of need. High impact towards closing the gap. Children making good progress.</p>
<p>Inclusion support team to work in school 1 morning per week, working with individuals and groups. Improving confidence and behaviour and removing barriers to learning.</p>	<p>Children's self-confidence has been developed and improved emotional literacy had been developed allowing children to deal with conflict and become more resilient.</p>
<p>Additional training for staff (including supply cover costs)</p>	<p>Staff have developed their own practice ensuring they are kept up to date with the latest initiatives and research so ensuring they plan and deliver Quality First teaching and learning, ensuring children are challenged and reach their full potential.</p>
<p>Emotional Literacy Support Assistant (ELSA) training for Teaching Assistant. Promoting the emotional literacy of children. Provide additional support at lunchtimes and break times.</p>	<p>Improved emotional literacy – children able to deal with conflict, more resilient. Children becoming more self-confident.</p>
<p>Staff to supervise homework club at lunchtime (1 day per week).</p>	<p>Building confidence, consolidating learning. Making good progress.</p>
<p>Forest School sessions – Additional Forest School sessions for pupils eligible for PP funding.</p>	<p>Children becoming more resilient when facing challenges. Boosting self-esteem, encouraging team work and problem solving strategies – promoting independence. Good progress in class based learning.</p>
<p>Subsidising visits (including residential and day visits).</p>	<p>Provided a real experience in the wider world and the opportunity for pupils to face a range of challenges that contributed significantly to their personal development.</p>

Music tuition and purchasing of instruments.	Improvement in self-confidence, patience and perseverance - developing characteristics essential for lifelong learning.
Additional PE kits bought to allow children to fully participate in sport.	Development of perseverance, resilience, self-confidence and have the opportunity to attend a wide range of sporting events.
Subsidising swimming lessons to enable children to learn to swim at least the minimum 25meters.	Development of a life skill and an understanding of the benefit of exercise and sport.
Providing resources for children to complete homework tasks at home (stationary and Dyslexia equipment to help children access homework task).	Children are able to consolidate their learning at home and share this with their parents and carers.
Purchasing resources to support children with intervention programmes.	Misconceptions are addressed with children allowing them to make good progress.
Purchasing of new school uniform for children in receipt of PP funding to ensure children don't feel disadvantaged at school.	Children feel a sense of belonging and pride – raising their self-esteem and confidence. In turn this filters through to their academic work allowing them to make good progress.
Purchasing additional books to replace lost/damaged books where parents/carers are not in a position to do this.	Children have the correct equipment in school and are able to access their learning so leading to good progress.
<p><b>During the Covid-19 related lockdown our Pupil Premium pupils were well supported. Online learning was set weekly by class teachers and technology equipment was loaned where required. Staff communicated with pupils via a class Seesaw App and families received regular welfare phone calls home. A proportion of our Pupil Premium pupils attended school throughout the lockdown period, as did our most vulnerable pupils. Daily packed lunches were available for FSM pupils and a number of food parcels were delivered to families.</b></p>	