

## Donisthorpe Primary School Pupil Premium Strategy Statement 2020-2021

1. Summary Information					
<b>School</b>	Donisthorpe Primary School				
<b>Total number of pupils</b>	206	<b>Percentage of pupils eligible for PP</b>	17%	<b>Date for next internal review of this strategy</b>	July 2021
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%)	

\*Due to Covid-19 pandemic, there were no statutory national assessments at the end of the academic year 2019-2020. The results below are for 2018/19

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>	Missed learning and education gaps during Covid-19
<b>B.</b>	Attainment gap between disadvantaged and non-disadvantaged pupils
<b>C.</b>	SEMH difficulties and low well-being affecting children's ability to engage fully in lessons.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lack of enrichment opportunities to develop experiences, aspirations and talents. Participation in extra-curricular activities.

4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact</i>
<b>A.</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 eligible for PP grant make at least as much progress as their peers across the school in R/W/M	

	Pupils can use a wider range of vocabulary to accurately explain their thinking.		
<b>B.</b>	Mastery teaching approach ensures all children achieve the age-related expectations.	Pupils eligible for PP grant make at least as much progress as their peers across the school in R/W/M	
<b>C.</b>	Increase engagement and readiness to learn, observed amongst PP pupils experiencing social and emotional difficulties.	Self-esteem and confidence maximised for all pupils.	
<b>D.</b>	Raise self-esteem, improve confidence and develop social skills by providing opportunities to access enrichment opportunities.	Wide range of sporting, cultural, school trips and experiences provided for all children, including payments towards residential visits and opportunities to play a musical instrument.	

<b>Academic year 2020/21</b>		
<b>Actions</b>	<b>How will the impact be monitored?</b>	<b>Budgeted cost</b>
To use knowledge organisers to extend vocabulary and knowledge.	Staff develop a language and vocabulary rich environment. Monitoring: Assessment data and Pupil Progress Meetings, learning walks to assess use of Knowledge Organisers, Pupil Voice to check this is happening.	
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 engage with children, staff and parents.	Tracking children's progress and individual targets PP Parent Meetings.	<b>£14,500</b>
Cross curricular writing linked to curriculum planning. Rigorous assessment and moderation of writing to identify gaps and teach these.	Develop role of KS1 English Co-ordinator and KS2 English Co-ordinator. Writing book looks to show progress, assessment data, writing moderation in school and across schools.	

Additional Teaching Assistant support in EYFS to increase the ratio to 1:10 x 3 days	Pupils eligible for PP in EYFS achieve at least a GLD on exit.	<b>£8500</b>
Whole school reading strategy and approach introduced at KS1	Delivery of CPD for staff by KS1 and KS2 English Co-ordinators. Assessment data/Pupil Progress Meetings.	
To purchase reading books and other resources to aid vocabulary acquisition at home.	Children foster a love of reading inside and outside of school.	<b>£600</b>
Additional training for staff (including supply cover costs)	Feedback from additional training, monitoring impact of training through discussions with staff.	<b>£380</b>
Continuation of 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. Purchase additional iPads.	Lexia assessment data – tracking children’s progress and individual targets. Parental involvement Programme accessible at home All PP children accessing programme 3 x per week at school.	<b>£3850</b>
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.	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.	<b>£6400</b>
Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunchtimes and break times.	Observe children able to deal with conflict, more resilient. Observe children becoming more self-confident – ready for learning.	<b>£3250</b>
Inclusion support team to work in school 1 day per week, working with individuals and groups. Improving confidence and behaviour and removing barriers to learning.	Individual reports written after every session and monitored half-termly. Staff and parent/carer discussions.	<b>£3660</b>
Forest School sessions to build on characteristics for learning and develop positive wellbeing.	Children wellbeing questionnaire before and after sessions. Observations. Work sampling.	<b>£2300</b>

Subsidising visits – including residential, day visits and clubs enabling all children have access to a range of clubs and cultural activities.	Monitoring the participation of children in receipt of PP.	<b>£2850</b>
Music tuition and hire/purchasing of instruments	Feedback from music teacher, parents and children.	<b>£1800</b>
Additional PE kits bought to allow to participate fully in sport to raise self-esteem.	Monitoring of participation, including extra-curricular activities.	<b>£200</b>
Additional school uniform purchased to ensure PP children don't feel disadvantaged at school.	Monitoring self-esteem and confidence.	<b>£500</b>
Subsidising swimming lessons to enable children to learn to swim at least 25 meters.	Monitoring participation, including extra-curricular opportunities.	<b>£800</b>
		<b>Total spend £49,590</b>