

## 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.<br>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 |               |

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|           | 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.<br>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<br>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.<br>Writing book looks to show progress, assessment data, writing moderation in school and across schools.                                    |                      |

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| 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.<br>Parental involvement<br>Programme accessible at home<br>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> |

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| 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<br/>£49,590</b> |