

# Donisthorpe Primary School- Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sylvie Newman
Pupil premium lead	Susan Heath
Governor/Trustee lead	Mark Dixon/James Fletcher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59040
Recovery premium funding allocation this academic year	£5220
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£64260</b>

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision made for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- To allocate additional learning support to provide small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained ELSA or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Support for equipment and resources to ensure equality of opportunity for all children

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our pupil premium children are not making as rapid progress in reading, writing and maths as non-pupil premium children
2	Access to high quality adult support via targeted interventions.
3	Some of our youngest pupil premium children have poorer oral language and vocabulary skills
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
5	Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs.

## 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.

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Improved attendance for disadvantaged pupils	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of negative behavioural incidents
Improved wellbeing	Pupil surveys reflect greater enjoyment and engagement in school Reduction in referrals to Inclusion/ELSA

## 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: **£17500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils</p> <p>CPD to further improve teaching and learning</p> <p>CPD for LSAs on new initiatives by Maths and English by leads</p> <p>CPD for whole staff to introduce whole school approach to reading/writing</p> <p>Additional Teaching Assistant support in EYFS to increase the ratio to 1:10 x 5 mornings per week</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff</p>	<p>1</p> <p>3</p> <p>5</p>

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£26500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations</p> <p>SEN Champion x 5 mornings to deliver ELSA to help children and young people learn to understand their emotions and respect the feelings of those around them</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>

<p>Implement NELI language intervention for increased vocabulary development</p> <p>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</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>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.</p> <p>Additional reading breakfast club x 1 morning per week before school</p>	<p>teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£18600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunchtimes and break times</p> <p>Exciting trips and visits will be planned to enhance the curriculum including residential for Year 5 and 6 and a whole key stage theatre visit (cultural capital) with families</p> <p>Improving readiness to learn for the most disadvantaged pupils- include</p>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these</p>	<p>4 5</p>

<p>purchasing of resources to support class based learning Forest School sessions to build on characteristics for learning and develop positive wellbeing</p> <p>Subsidising visits – including residential, day visits and clubs enabling all children have access to a range of clubs and cultural activities</p> <p>Music tuition and hire/purchasing of instruments</p> <p>Additional PE kits bought to allow children to participate fully in sport to raise self-esteem</p> <p>Additional school uniform purchased to ensure PP children don't feel disadvantaged at school compared to their peers</p>		
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**Total budgeted cost: £62000**

## 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 2020 to 2021 academic year.

During the Covid-19 school closure January to March our Pupil Premium pupils were well supported. Remote learning was set daily by class teachers and technology equipment was loaned where required. Staff communicated with pupils via a class Seesaw App, there was a weekly live wellbeing Zoom call for children 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.

Actions	Impact
To use knowledge organisers to extend vocabulary and knowledge.	Knowledge organisers are in place in class and are used by the staff to develop a language and vocabulary, Book looks show that they are in place and are used to support the retention of information.
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.	Children received 1:1 or small group work with PP Teacher – working on specific targets identified by the class teacher/Lexia placement. Learning has 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.
Cross curricular writing linked to curriculum planning. Rigorous assessment and moderation of writing to identify gaps and teach these.	CPD for staff by KS1 and KS2 English Co-ordinators. New whole school writing program launched in order to further develop the teaching of Reading and writing across the school. Book looks to show progress, although there are still gaps for some pupils caused by the pandemic. Remote learning policy prioritised the teaching of writing.  Covid pandemic led to National tests being cancelled in July 2020- there is therefore no national data. Internal assessments show progress from starting points
Additional Teaching Assistant support in EYFS to increase the ratio to 1:10 x 3 days	33% pupils eligible for PP in EYFS achieve at least a GLD (1 PP child=33%)
Whole school reading strategy and approach introduced at KS1	CPD for staff by KS1 and KS2 English Co-ordinators. New whole school writing program launched in order to further develop the teaching of Reading and writing across the school. Book looks to show progress, although there are still gaps for some pupils

	<p>caused by the pandemic. Remote learning policy prioritised the teaching of reading.</p> <p>Covid pandemic led to National tests being cancelled in July 2020- there is therefore no national data. Internal assessments show progress from starting points</p>
To purchase reading books and other resources to aid vocabulary acquisition at home.	Reading is a high profile in school- library is in regular use, children love reading inside and outside of school.
Additional training for staff (including supply cover costs)	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.
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.	<p>Lexia has continued throughout the year tracking children's progress and individual targets. The program is accessible at home.</p> <p>Learning has 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>
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.
Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunchtimes and break times.	Improved emotional literacy – children able to deal with conflict, more resilient. Children becoming more self-confident.
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.	<p>Individual reports written after every session and monitored half-termly.</p> <p>Staff and parent/carer discussions.</p>
Forest School sessions to build on characteristics for learning and develop positive wellbeing.	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.
Subsidising visits – including residential, day visits and clubs enabling all children have access to a range of clubs and cultural activities.	<p>This has been impacted by the Covid pandemic</p> <p>Since March, while still following Covid Risk assessments we have increased the number of sporting activities after school and have provided additional Forest School sessions</p>

Music tuition and hire/purchasing of instruments	Improvement in self-confidence, patience and perseverance - developing characteristics essential for lifelong learning.
Additional PE kits bought to allow to participate fully in sport to raise self-esteem.	Development of perseverance, resilience, self-confidence and have the opportunity to attend a wide range of sporting events.
Additional school uniform purchased to ensure PP 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.
Subsidising swimming lessons to enable children to learn to swim at least 25 meters.	No swimming this year due to the pandemic.