

Donisthorpe Primary School Pupil Premium Strategy Statement 2018-2019

1. Summary information

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| School | Donisthorpe Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £53,580 | Date of most recent PP Review | September 2018 |
| Total number of pupils | 205 | Number of pupils eligible for PP | 33 | Date for next internal review of this strategy | June 2019 |

2a. Current Attainment: Key Stage 2 SATs 2018

| | <i>Pupils eligible for PP (your school)</i> | <i>All Pupils (national average)</i> |
|-----------------------------------------------------------------|---------------------------------------------|--------------------------------------|
| % achieving the expected standard in reading | 67% | 87% (75%) |
| % achieving the expected standard in writing | 67% | 87% (78%) |
| % achieving the expected standard in maths | 67% | 90% (76%) |
| % achieving the expected standard in reading, writing and maths | 67% | 83% (64%) |

2b. Current Attainment: Key Stage 1 SATs 2018

| | <i>Pupils eligible for PP (your school)</i> | <i>All Pupils (national average)</i> |
|-----------------------------------------------------------------|---------------------------------------------|--------------------------------------|
| % achieving the expected standard in reading | 50% | 78% (76%) |
| % achieving the expected standard in writing | 50% | 78% (68%) |
| % achieving the expected standard in maths | 63% | 81% (75%) |
| % achieving the expected standard in reading, writing and maths | 50% | 78% (64%) |

2c. Current Progress: Whole School

| | 2018 | 2017 |
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| *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 | 100% | 100% |
| % PP students making at least expected levels of progress in writing | 94% | 100% |
| % PP students making at least expected levels of progress in maths | 94% | 100% |

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.

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| 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 and KS2 is lower than national* |
| 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)

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| E. | Continued opportunities for pupils to develop their experiences, aspirations and talents. |
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2. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| 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 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. |
| 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. |

3. Planned expenditure

Academic year

2018-2019

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? |
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| <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>QFT linked to Performance Management Objectives/Teacher Standards - observations/moderation/ data analysis demonstrates the impact of QFT led by the class teacher</p> | <ul style="list-style-type: none"> Frequent monitoring of PP teaching to ensure high quality – measuring progress made by PP pupils from their starting points Programmes refined to maximise progress, ensuring expected progress targets are achieved for all pupils Target 75% achieving or exceeding expected level in RWM combined in KS2 SATS 2018 Target 100% PP students achieving their progress target | <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 |

Donisthorpe Primary School Pupil Premium Strategy Statement 2018-2019

| Total budgeted cost | | | | | PP Teacher 2 days per week £14,000 Additional LSA 3 days per week £8056 |
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| 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? |
| 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>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.</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>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 £7020 Speech & Language £600 |

Donisthorpe Primary School Pupil Premium Strategy Statement 2018-2019

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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>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>Ongoing review by SLT/SENCO/PP Teacher</p> <ul style="list-style-type: none"> • Discussions • Referrals • Assessments | <p>SLT/SENCO/PP Teacher</p> | <p>Half-termly reviews</p> |
| Total budgeted cost | | | | | £3580 |

| ii. Other approaches | | | | | |
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| 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? |
| To boost self-esteem, encourage teamwork and problem solving strategies, promoting independence and resilience. | 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. | 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. | 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. | SLT Class Teacher | Termly review of impact on pupil resilience, confidence, self-esteem and progress. Termly review of School's 'Deprivation Index' |
| Total budgeted cost | | | | £2100 | |
| 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. | PP funding used to purchase: <ul style="list-style-type: none"> IT Resources SEN Resources Writing/Maths equipment Specialist Teaching Services diagnostic assessment for identified area of support Uniform | PP review demonstrated effectiveness of this approach in continuing to broaden breadth of resources to develop progress made by PP pupils. | Ongoing review by SLT/PP Teacher/SEN Champion and Class Teacher Ongoing research into, and resourcing of, the most effective intervention approaches. | SLT PP Teacher Class Teacher SEN Champion | Termly review of spending and impact on pupil progress |



Donisthorpe Primary School Pupil Premium Strategy Statement 2018-2019

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| Total budgeted cost | | | | £4500 resources + £500 uniform | |
| To continue to ensure a personalised use of PP to support wider learning opportunities. | 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 | PP review demonstrated effectiveness of this approach in continuing to widen learning opportunities. | Termly review meetings to discuss wider opportunities | SLT PP Teacher Class Teacher | Termly review of spending and impact on pupil opportunities |
| Total budgeted cost | | | | £3900 + £500 homework club | |

| 4. Review of expenditure | | | | |
|--------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------|
| Previous Academic Year | | 2017-2018 | | |
| 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 |
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Donisthorpe Primary School Pupil Premium Strategy Statement 2018-2019

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| <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>Use of PP Teacher ½ day per week to deliver 1:1 bespoke intervention linked to classroom learning.</p> | <p>All PP children receiving additional 1:1 tuition with PPT achieved expected progress target in their year group.</p> | <p>Positive impact on learning and progress. Approach to continue in 2018/19</p> | <p>PPT £3800</p> |
| <p>To ensure that Quality First Teaching has a high impact through the use of targeted support for PP pupils.</p> | <p>PP Champion to provide intervention for Reading/Writing/Maths</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>Half-termly review and ongoing monitoring by SLT providing recommendations for future learning needs to inform planning.</p> | <p>PPC £3510</p> |
| <p>To ensure pupils eligible for PP grant in EYFS achieve at least a Good Level of Development on exit.</p> | <p>Regular review of quality of teaching: Lesson observation Work Scrutiny Progress reviews Data analysis</p> | <p>% of EYFS PP children achieving a GLD is high</p> | | <p>LSA £12,084</p> |

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 |
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Donisthorpe Primary School Pupil Premium Strategy Statement 2018-2019

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| <p>To provide specific support through the use of targeted maths, reading and writing interventions for PP/SEN children</p> | <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>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>PP Teacher to deliver intervention strategies and programmes, supporting the work of the SEN Champion next year.</p> | <p>SEN Champion £7020</p> <p>S&L Therapist £600</p> |
| <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 afternoon 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>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>£1560</p> <p>£2020</p> |
| <p>iii. Other approaches</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |

Donisthorpe Primary School Pupil Premium Strategy Statement 2018-2019

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| <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. 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. Wider opportunities within the curriculum to continue.</p> | <p>£2100</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 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>£4500 £500</p> |

| iii. Other approaches (continued from previous page.....) | | | | |
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| <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.</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>£3700</p> |
| <p>To enable children 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.</p> | <p>£500</p> |

5. Additional detail

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