

Pupil Premium Strategy Statement



Donisthorpe Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sylvie Newman
Pupil premium lead	Jamie Williamson
Governor / Trustee lead	Sarah Newton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68570
Recovery premium funding allocation this academic year	£tbc
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£68570

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" model of a disadvantaged child.

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 residentials, 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	Outcomes and progress of the pupils are significantly affected by their home life (high numbers of LAC children)
3	Some of our youngest pupil premium children have poorer oral language and vocabulary skills
4	Some of our pupil premium children have limited life experiences and opportunities to join in with enrichment

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	Disadvantaged children are making or exceeding nationally expected progress in Reading. Achieve national average progress scores in KS2 Reading
Progress in Writing	Disadvantaged children are making or exceeding nationally expected progress in Writing. Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Disadvantaged children are making or exceeding nationally expected progress in Maths. 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: £ 20570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1
CPD for teachers and LSAs to further improve teaching and learning		2
CPD for teachers and LSAs working in KS1/LKS2 to have understanding of SoundsWrite phonics scheme	EEF Attainment Gap Report	3
CPD around behaviour/classroom culture based on Paul Dix training	Sutton Trust – quality first teaching has direct impact on student outcomes	4
Additional Teaching Assistant in EYFS to ensure general LSA support in each cohort, on top of 1:1 and 1:2 support.	School progress and attainment data	

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teaching Assistant support, ensuring LSA pupil premium interventions are available in all year groups, at least one afternoon per week</p> <p>Time allocated to staff for writing and reviewing disadvantaged children individual termly targets</p> <p>Additional Teaching Assistant in EYFS to ensure general LSA support in each cohort, on top of 1:1 and 1:2 support.</p> <p>Additional Clubszone sessions to allow for teacher-led PP interventions in cohorts with high numbers of disadvantaged</p> <p>Continuation of Lexia Reading Core5 programme</p> <p>Trained ELSA to deliver ELSA sessions 3 afternoons per week</p> <p>Early reading/phonics lead to track progress of lowest attainers and lead staff on strategies to make accelerated progress</p> <p>Elite Tutoring paid sessions for selected children</p> <p>Implement NELI language intervention for increased vocabulary development in EYFS</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 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> <p>EEF Teaching and Learning Toolkit – one to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF Teaching and Learning Toolkit – small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 2 3 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Support Assistant (ELSA) promoting the emotional literacy of children.</p> <p>Exciting trips and visits will be planned to enhance the curriculum including residential for UKS2</p> <p>Improving readiness to learn for the most disadvantaged pupils- include 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> <p>All disadvantaged children given opportunities to join after school clubs Paul Dix When the Adults Change training around behaviour and school culture – Behaviour Change Course</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>EEF Tiered Approach states that pupils can be more effective learners if they have a good understanding of their own mental health and wellbeing and how to access strategies/support within school (Institute of Education Science, 2008; Lazowski & Hulleman, 2016; OECD, 2015; Yeager & Walton, 2011)</p> <p>Latest research around cognitive load and learning suggests that rich, outside-of-school experiences strengthen children's schema, making new learning easier. 'Students learn new content by reference to their prior knowledge'. Making It Stick, Chris Quigley; Rosenshine's Principles in Action by Tom Sherrington;</p> <p>Behaviour Change, Paul Dix</p>	<p>1 2 4</p>

Total budgeted cost: £ 68570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Actions	Impact
<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>Teaching continues to improve (Good Ofsted May 2022, monitoring cycles including lesson visits, book looks, pupil progress and pupil interviews)</p> <p>Staff are well training and best placed to support children in Maths and English</p> <p>Soundwrite phonics scheme implemented in KS1</p> <p>98% disadvantaged children made expected or better progress in Reading, 85% disadvantaged children made expected or better progress in Writing, 80% disadvantaged children made expected or better progress in Maths – better progress than in previous years and broadly in line with whole school progress (better than whole school in Reading).</p> <p>10% better than expected progress in Reading (12% whole school), 18% better than expected progress in Maths (10% whole school) for disadvantaged pupils</p>
<p>Additional Teaching Assistant support in EYFS to increase the ratio to 1:10 x 5 mornings per week</p>	<p>Children in EYFS received additional support, GLD 2023 above national</p>
<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Staff to identify pupil premium children and personal targets for rapid progress on pro forma and allocate at least one afternoon per week to these targets with support from LSAs.</p> <p>School-led tutoring 2x mornings per week with qualified teacher, targeting pupil premium children.</p>	<p>Progress of disadvantaged children broadly in line with progress of whole school, which is an improvement on previous years.</p> <p>Small group intervention managed by teachers/LSAs</p> <p>School-led tutoring and Elite Tutoring led to progress for identified disadvantaged children</p>

School to pay for 10 hours of tutoring with Elite Tutoring for 10 children	
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	Staffing changes meant training existing LSA as ELSA, delivering sessions 3 afternoons per week. 6 x children started programme before end of academic year, and have now completed with clear progress in managing emotions. Second group have recently started.
Implement NELI language intervention for increased vocabulary development	Implemented in EYFS – 76% GLD (above national), 86% speaking (above national)
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	Children have made progress from starting points in Lexia programme 98% disadvantaged children making EXS progress in Reading, 10% disadvantaged children make better than EXS progress in Reading (whole school = 92%, 12%)
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	Staffing changes did not allow for identified SEN Champion to work across school, but did allow us to ensure every class has general LSA to assist in small group interventions and delivery of PP targets
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.	Inclusion work continues to support children in KS2. Improved confidence and behaviour, with Year 6 children in particular secondary-ready after facing significant personal social emotional challenges.
Additional reading breakfast club x 1 morning per week before school	98% disadvantaged children making EXS progress in Reading, 10% disadvantaged children make better than EXS progress in Reading (whole school = 92%, 12%)
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. Staffing changes meant training existing LSA as ELSA, delivering sessions 3 afternoons per week. 6 x children started programme before end of academic year, and have now completed with clear progress in managing emotions. Second group have recently started.

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	Increased the number of trips/visits this year. Cost is not a barrier for families. However, nature of trips has been impacted by cost of living crisis. 5/6 disadvantaged Year 6 children attended residential to Wales.
Improving readiness to learn for the most disadvantaged pupils- include purchasing of resources to support class based learning 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.
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.

Externally provided programmes

Programme	Provider
Private tuition to selected target children	Elite Tuition Group