

Pupil premium strategy statement ~ Donington Cowley Endowed Primary School

1. Summary information					
School	Donington Cowley Endowed Primary School				
Academic Year	2019-2020	Total PP budget	Total anticipated PP budget = £101,700	Date of most recent PP Review	July 2019
Total number of pupils	249	Number of pupils eligible for PP Number of pupils eligible for SCG * Number of pupils eligible for PLAF**	65 pupils 7 pupils 6 pupils	Date for next internal review of this strategy	July 2020

Current attainment				
End of KS2 SATs (Year 6)	<i>Pupils eligible for PP at our school 2018-2019 KS2 Data (including pupils eligible for Service Children Grant) Data based on 10 pupils in total. Each pupil represents 10% Based on provisional data</i>	<i>Pupils not eligible for PP or Service Children (in school data). Each pupil represents 2.9% Based on provisional data</i>	<i>Pupils eligible for PP (national average 2018-2019) Based on provisional data</i>	<i>All pupils (national average 2018-2019) Based on provisional data</i>
% achieving expected standard or above in reading	5/10=50%	74%	not yet available	73%
% achieving expected standard or above in writing	5/10=50%	91%	not yet available	78%
% achieving expected standard or above in mathematics	6/10=60%	79%	not yet available	79%
End of KS1 SATs (Year 2)	<i>Pupils eligible for PP/Service Children Grant at our school 2018–2019 KS1 Data (including pupils eligible for Service Children Grant) 15 pupils in total. Each pupil represents 6.7%</i>	<i>Pupils not eligible for PP or Service Children (in school data). Each pupil represents 5.26%.</i>	<i>Pupils eligible for PP (national average 2018-2019)</i>	<i>All pupils (national average 2018-2019)</i>
% achieving expected standard or above in reading	10/15 = 67%	84%	62%	75%
% achieving expected standard or above in writing	9/15 = 60%	89%	55%	69%
% achieving expected standard or above in mathematics	10/15 = 67%	89%	62%	76%

*Service Child Grant

** Post looked After Funding

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Oral language skills in KS1 are lower for pupils in receipt of Pupil Premium than for other pupils. This slows reading progress in subsequent years.	
B.	Number skills in KS1 are lower for pupils in receipt of Pupil Premium than for other pupils. This slows progress in Mathematics in subsequent years.	
C.	Reading skills are developing more slowly for some pupils in receipt of Pupil Premium in KS1 than for other pupils.	
D.	Reading skills are developing more slowly for some pupils in receipt of Pupil Premium in KS2 than for other pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Attendance rates for pupils eligible for Pupil Premium are lower than for pupils not in receipt of Pupil Premium funding. This reduces the number of school hours for pupils and causes gaps in learning. This affects the achievement of pupils.	
F.	A high proportion of pupils eligible for Pupil Premium have additional needs including medical needs and social needs. In some case this affects attendance due to medical appointments for long term medical conditions.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PP in KS1	Pupils eligible for PP in KS1 make rapid progress by the end of the academic year so that all pupils eligible for PP meet age related expectations.
B.	Improved early number skills for pupils eligible for PP in KS1	Pupils eligible for PP in KS1 make rapid progress by the end of the academic year so that all pupils eligible for PP meet age related expectations.
C.	Improved reading skills for pupils eligible for PP in Year 1 and Year 2	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
D.	Higher rates of progress in Reading across KS2 for all pupils including higher attaining pupils eligible for PP. Pupils read regularly and have access to high quality texts within Guided Reading and independent reading.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in Reading. Measured in Y3, 4, 5 and 6 by formative assessment and successful moderation practices established across the Schools' Partnership. Pupils in receipt of PP make (or exceed) expected progress.
E.	Increased attendance rates for pupils eligible for PP.	Attendance for pupils eligible for PP increases to be in line with the attendance rate of pupils not in receipt of Pupil Premium funding.
F.	Pupils with complex medical needs are supported in order to ensure that they achieve at the level of their peers.	Children with complex medical needs achieve in line with their peers.

4. Planned expenditure

Academic year

2019/2020

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 reference (see above)	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?
A. Improved oral language skills in KS1 for pupils who are eligible for PP.	Staff training on high quality feedback. Coaching system used by staff to ensure consistent and robust approach is in place. CPD for KS1 English Lead/Mathematics Lead. Leaders to deliver staff training on key approaches to improving oral language skills and early number skills. Note: EYFS Lead and Mathematics Lead have attended CPD led by Kyra Teaching School re research based Explicit Teaching of Vocabulary. Staff then delivered CPD for all staff on INSET day 2 nd September 2019	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The approach is already being used within Upper Key Stage Two and takes the form of Reading Conferences/Writing Conferences.	Course selected using evidence of effectiveness. Use INSET/Staff Meetings to deliver training. Peer observation of attendees' lessons after the training, to embed learning. Lessons from training embedded in school feedback policy.	Early Years' Foundation Stage Lead	March 2020
B. Improved number skills in Reception and Year 1 for pupils who are eligible for PP.	Staff training on developing oracy for the high attaining pupils in EYFS/KS1 Training delivered by EYFS Lead AND Mathematics Lead/AHT CPD Explicit teaching of vocabulary	The approach to developing early number skills is being led by our in house Mathematics Lead who is also a Specialist Leader in Education for the LA. The work is based on our whole school CPA approach to learning.	Close working between EYFS Lead and Mathematics Subject Lead	Maths SL/EYFS Lead	March 2020
C. Reference C and D above	Staff training on developing early number skills for pupils in Reception and Year 1 Range of additional resources purchased for multi-sensory activities	The school participated in the county wide MOBILISE project which examined how to ensure that intervention delivered was effective and timely.	Careful monitoring of data for all groups. Provision of regular feedback to staff. The school monitoring cycle will continuously evaluate provision.	Phase Leaders/ Data Manager	March 2020

	Increased level of support from Teaching Assistants who have received training in teaching reading skills and guided reading/ Mathematics and developing early number skills				
D. Improved progress for all pupils including high attaining pupils across the school for pupils who are eligible for PP	<p>Additional small group teaching sessions for high attaining pupils within Reading. The activities will provide additional challenge for these groups of pupils and enable pupils to discuss their learning with the teacher. The opportunities for detailed verbal feedback will form a key part of our strategy for improving rates of progress.</p> <p>The development of Accelerated Reader within KS2 initially and Year 2. Additional support will be allocated to PP pupils including an increased level of 1:1 reading support and discussion time.</p>	<p>Small group additional challenge teaching sessions have proved effective as detailed within the EEF Toolkit. Pupils enjoy the opportunities given to them to discuss, reflect upon and analyse texts. They are able to receive and discuss immediate feedback from the teacher. There is then an excellent opportunity for peer learning when the pupils are engaged in learning within their class.</p> <p>We have worked with our local Secondary school to look at long term impact of AR approach. Progress is broken down into different elements to ensure carefully targeted support for pupils.</p>	<p>Staff will have the opportunity to discuss and agree the main principles of maximising the power of verbal and immediate feedback. Time for staff discussion will be allocated during Staff Meetings and INSET Days.</p> <p>Ongoing training for all staff delivered by AR/ Subject Leader. The school monitoring cycle will continuously evaluate provision.</p>	<p>English Subject Leads</p> <p>English Subject Leads/ Data Manager</p>	<p>March 2020</p> <p>March 2020</p>
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?

A. Improved oral language skills for pupils eligible for PP in EYFS and KS1	Additional small group intervention for children in Reception. and KS1	EEF study of impact of small group work and immediate feedback.	Additional training of staff who deliver intervention programmes. The school monitoring cycle will continuously evaluate provision.	EYFS lead	Half termly
B. Improved early number skills for pupils eligible for PP in EYFS and KS1	Additional small group intervention for children in Reception and Year 1	EEF study of impact of small group work and immediate feedback.	Additional training of staff who deliver intervention programmes. The school monitoring cycle will continuously evaluate provision.	EYFS lead	Half termly
C. Improved reading skills for pupils eligible for PP in Year 1.	Well planned additional phonics teaching sessions to close the gap. Additional 1:1 reading sessions for this group of pupils.	EYFS data from 2018/2019 shows that this group of pupils achieved lower than their peers in reading.	Phonics to be carefully planned to ensure additional daily targeted teaching. Close monitoring of ongoing assessments Support for parents in helping their children at home.	Phonics Lead	December 2019
D. Higher rates of progress across KS2 for all pupils eligible for PP including higher attaining pupils eligible for PP.	Additional teaching staff employed to support pupils within Key Stage Two on a 1:1 and small group basis. Additional Guided Reading opportunities and Reading Conferences to provide effective and immediate feedback. Additional mathematics opportunities through success@arithmetic programme Small group and 1:1 approach used to provide effective feedback and reflective learning opportunities.	EEF study of effective use of verbal feedback to pupils. Evidence in support of programme was presented though LA Mobilise project.	The teaching staff who deliver the targeted support will have training delivered by English Lead/Mathematics Lead within the school. The school monitoring cycle will continuously evaluate provision.	Assistant Headteacher/Data Manager	March 2020
				Headteacher	March 2020

iii. Other approaches

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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Increased attendance rates for pupils eligible for PP.	Parents/carers of pupils who are eligible for PP and who have poor rates of attendance will be offered support. The Headteacher will work with the parents/carers of the pupils within this group to identify the barriers to regular school attendance. Individual action plans will then be agreed and closely monitored.	Targeted support for families. Individual barriers identified and support agreed and put into place. Early Help Systems to support families.	Attendance Officer- 3 hours per week spread over 5 days to ensure daily contact and follow up to attendance concerns is immediately actioned.	Attendance Manager	Weekly attendance reports
Additional support for pupils with complex medical needs/PP eligibility	Purchase of additional I pads for the pupils to enable them to work off site when required Learning mentor time to support learning and emotional well being	Targeted support to ensure that children with many barriers to their learning are having their needs met	Support and liaison from Class teacher/SEND Lead	Headteacher	March 2020
Appointment of a Family Support Worker to work for 12 hours per week to support children and their families	Family Support Worker to be appointed November 2019 to support families within the Early Help Assessment process/Team around the child processes.	Targeted support for children and families to support good attendance at school and access to a range of services	Family Support Worker will work alongside the School Attendance Officer and the school's Designated Safeguarding Lead and Deputies	Headteacher	March 2020
Musical instrument tuition	The school will fund tuition for children within Key Stage 2.	Children who learn to play a musical instrument need to show perseverance, determination, attention to detail and commitment. These are qualities which we all need in order to develop positive attitudes towards learning. The children commit to joining our school orchestra. The orchestra is fully involved in the life of the local community and the pupils perform at a number of events in the area.	There is a whole staff commitment to the approach.	Music Lead	March 2020
Educational visits support	The school fully supports the value of Residential Visits. The school aims to ensure that all children are able to enjoy this very valuable experience.	Pupils benefit from outdoor and adventurous opportunities.	The programme is closely monitored by the Assistant Headteacher.	Assistant Headteacher	March 2020
Total budgeted cost for aspects i, ii and iii					£ 100,905

5. Review of expenditure				
Previous Academic Year		2018-2019		
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
Improved oral language skills in Reception for pupils who are eligible for PP.	Staff training on high quality feedback. Coaching system used by staff to ensure consistent and robust approach is in place. CPD for EYFS Lead.	Very good leadership within EYFS enabled all staff to work together to create a highly effective learning environment. EYFS lead delivered effective CPD for EY staff.	CPD delivered as appropriate to ensure that all staff are highly skilful.	(Refer to next page)
Improved early number skills in Reception for pupils who are eligible for PP.	EYFS Lead to deliver staff training on key approaches to improving oral language skills and early number skills. Staff training on developing oracy for the high attaining pupils in Reception. Training delivered by EYFS Lead.	Pupils achieving a Good Level of Development overall in EYFS was above both LA and National Data. Pupils make good progress from different starting points. Pupils eligible for PP funding made good progress from different starting points.		
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
Improved progress for high attaining pupils across the school for pupils who are eligible for PP	Additional teaching staff employed to support pupils within KS2. Additional small group teaching sessions for high attaining pupils within English and Mathematics. The activities provided additional challenge for these groups of pupils and enabled pupils to discuss their learning with the teacher. The opportunities for detailed verbal feedback formed a key part of our strategy for improving rates of progress.	The use of Writing Conferences was particularly successful and enabled the children in receipt of Pupil Premium funding to make good progress.	Continue with targeted Writing Conferences. Extend to Year 5 pupils. Develop use of Mathematics Conferences within Y5/6.	(Refer to next page)
Improved oral language skills in Reception for pupils who are eligible for PP.	Additional small group intervention for children in Reception	Pupils achieving a Good Level of Development overall in EYFS was above both LA and National Data. Pupils make good progress from different starting points. Pupils eligible for PP funding made good progress form different starting points.	Ensure that the strategy for additional support is embedded within Year 1 for 2019-2020	
Improved early number	Additional small group intervention for			

skills in Reception for pupils who are eligible for PP	children in Reception			
iii. Other approaches				
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
Increased attendance rates for pupils eligible for PP.	Parents/ carers of pupils who are eligible for PP and who have poor rates of attendance will be offered support. The Headteacher will work with the parents/carers of the pupils within this group to identify the barriers to regular school attendance. Individual action plans will then be agreed and closely monitored.	Daily input from the Attendance Officer helped to raise the profile of attendance within groups with poor attendance. Support offered to families through Partnership working was effective in drawing up action plans which are regularly reviewed.	We will continue to develop the role of the school attendance officer. Daily contact with families is essential. Regular attendance reports show clear patterns of attendance and are very detailed. This approach helps in target setting process.	(Refer to next page)
Musical instrument tuition	The school will fund tuition for children within Key Stage 2.	Curriculum enrichment is essential for all children The school's commitment to providing a rich learning environment promotes high aspirations for all. Our school orchestra is very well supported by the children and the wider community.	The approach will continue and will be extended as funding allows.	

Educational visits support	The school fully supports the value of Residential Visits. The school aims to ensure that all children are able to enjoy this very valuable experience.	Pupils benefit from outdoor and adventurous opportunities.	The programme is closely monitored by the Assistant Headteacher. The approach will continue.	
Total cost for all aspects				£ 103,752

1. Additional detail