

Pupil premium strategy statement ~ Donington Cowley Endowed Primary School

1. Summary information					
School	Donington Cowley Endowed Primary School				
Academic Year	2016-2017	Total PP budget	Received PP budget for Sept 2016 - 31 st March 2017 = £37,730 Anticipated PP budget for April 2017- August 2017 = £34,100 Service Children = £300 <u>Total anticipated PP budget = £72,130</u>	Date of most recent PP Review	May 2017
Total number of pupils	259	Number of pupils eligible for PP	62	Date for next internal review of this strategy	July 2017

2. Current attainment			
	<i>Pupils eligible for PP at our school 2015-2016 KS2 Data</i>	<i>Pupils not eligible for PP (national average 2015-2016)</i>	<i>All pupils (national average 2015-2016)</i>
% achieving expected standard in reading	67%	71%	66%
% achieving expected standard in writing	78%	79%	74%
% achieving expected standard in mathematics	67%	75%	70%
% achieving expected standard in grammar, punctuation and spelling	78%	78%	72%

3. 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 on entry to school in Reception are lower for pupils in receipt of Pupil Premium than for other pupils. This slows reading progress in subsequent years.
B.	Early number skills on entry to school in Reception are lower for pupils in receipt of Pupil Premium than for other pupils. This slows progress in Mathematics in subsequent years.
C.	A high proportion of pupils eligible for Pupil Premium within the school have additional and complex learning needs. Many of these needs are linked to poor language skills and many pupils within this group find it very difficult to use language within problem solving and reasoning contexts.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for Pupil Premium are 93%. This reduces the number of school hours for pupils and causes gaps in learning. This affects the achievement of pupils.
E.	A high proportion of pupils eligible for Pupil Premium have additional needs including medical needs and social needs.

4. 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 Reception.	Pupils eligible for PP in Reception 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 Reception.	Pupils eligible for PP in Reception make rapid progress by the end of the academic year so that all pupils eligible for PP meet age related expectations.
C.	Higher rates of progress across KS2 for higher attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the Schools' Partnership.
D.	Increased attendance rates for pupils eligible for PP.	Attendance for pupils eligible for PP increases from 93% to 96.1% or better.

5. Planned expenditure

Academic year

2016/2017

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?
<p>A. Improved oral language skills in Reception for pupils who are eligible for PP.</p> <p>B. Improved early number skills in Reception for pupils who are eligible for PP.</p>	<p>Staff training on high quality feedback. Coaching system used by staff to ensure consistent and robust approach is in place.</p> <p>CPD for EYFS Lead.</p> <p>EYFS Lead to deliver staff training on key approaches to improving oral language skills and early number skills.</p> <p>Staff training on developing oracy for the high attaining pupils in Reception.</p> <p>Training delivered by EYFS Lead.</p>	<p>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.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET/Staff Meetings to deliver training.</p> <p>Peer observation of attendees' lessons after the training, to embed learning.</p> <p>Lessons from training embedded in school feedback policy.</p>	<p>Early Years' Foundation Stage Lead</p>	<p>Half termly</p>

C. Improved progress for high attaining pupils across the school for pupils who are eligible for PP	Additional small group teaching sessions for high attaining pupils within English and Mathematics. 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.	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 explain their methods within Mathematics and their skills and ideas within English. 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.	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.	Mathematics Subject Lead English Subject Leads	
Total budgeted cost					£ 8000
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 in Reception for pupils eligible for PP in Reception.	Additional small group intervention for children in Reception.	EEF study of impact of small group work and immediate feedback.	Additional training of staff who deliver intervention programmes.	EYFS lead	Half termly
B. Improved early number skills for pupils eligible for PP in Reception.	Additional small group intervention for children in Reception.	EEF study of impact of small group work and immediate feedback.	Additional training of staff who deliver intervention programmes.	EYFS lead	Half termly

C. Higher rates of progress across KS2 for higher attaining pupils eligible for PP.	Additional teaching staff employed to support pupils within Key Stage Two. Additional Guided Reading opportunities and Reading/Writing Conferences to provide effective and immediate feedback. Small group and One to One approach used to provide effective feedback and reflective learning opportunities.	EEF study of effective use of verbal feedback to pupils.	The teaching staff who deliver the targeted support will have training delivered by the Mathematics Lead and the English Lead within the school.	Assistant Headteacher	
Total budgeted cost for aspects i and ii					£60,000
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?
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.	Headteacher to coordinate school's strategy for improving attendance.	Headteacher	Half termly
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	February 2017

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	February 2017
Total budgeted cost for aspects i, ii and iii					£72,000