

# Pupil premium strategy statement ~ Donington Cowley Endowed Primary School

1. Summary information					
<b>School</b>	Donington Cowley Endowed Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	Received PP budget for Sept 2017 - 31 <sup>st</sup> March 2018 = £50,050 Anticipated PP budget for April 2018- August 2018 = £37,950 Service Children = £600 Total anticipated PP budget = £88,600	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	267	<b>Number of pupils eligible for PP</b>	69	<b>Date for next internal review of this strategy</b>	February 2018

Current attainment				
<b>End of KS2 SATs (Year 6) (12 pupils including Service Pupils)</b>	<i>Pupils eligible for PP at our school 2016-2017 KS2 Data (including pupils eligible for Service Children Grant) 12 pupils in total. Each pupil represents 8.3% Based on unvalidated data</i>	<i>Pupils not eligible for PP or Service Children (in school data) Based on unvalidated data</i>	<i>Pupils not eligible for PP (national average 2016-2017) Based on unvalidated data</i>	<i>All pupils (national average 2016-2017) Based on unvalidated data</i>
<b>% achieving expected standard or above in reading</b>	5/12 = 42%	74%	77%	71%
<b>% achieving expected standard or above in writing</b>	10/12 = 83.3%	78.2%	81%	76%
<b>% achieving expected standard or above in mathematics</b>	7/12 = 58.3%	74%	80%	74.8%
<b>% achieving expected standard or above in grammar, punctuation and spelling</b>	10/12 = 83.3%	87%	not yet available	76.9%
<b>End of KS1 SATs (Year 2)</b>	<i>Pupils eligible for PP at our school 2016 – 2017 KS1 Data</i>	<i>Pupils not eligible for PP or Service Children (in school data)</i>	<i>Pupils not eligible for PP (national average 2016-2017)</i>	<i>All pupils (national average 2016-2017)</i>
<b>% achieving expected standard or above in reading</b>	67%	90.6%	79%	76%
<b>% achieving expected standard or above in writing</b>	67%	72%	72%	68%
<b>% achieving expected standard or above in mathematics</b>	67%	87.5%	79%	75%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	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>B.</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.	
<b>C.</b>	Reading skills are developing more slowly for some pupils in receipt of Pupil Premium in Year 1 than for other pupils.	
<b>D.</b>	Reading skills are developing more slowly for some pupils in receipt of Pupil Premium in KS2 than for their peers.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	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.	
<b>F.</b>	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.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	Improved reading skills for pupils eligible for PP in Year 1.	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
<b>D.</b>	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.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Attendance for pupils eligible for PP increase to be in line with the attendance rate of pupils not in receipt of Pupil Premium funding.
<b>F.</b>	Pupils with medical needs are supported in order to ensure that they achieve at the level of their peers.	Children with medical needs achieve in line with their peers.

#### 4. Planned expenditure

Academic year

2017/2018

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?
<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. CPD for EYFS Lead. 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. 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. 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.</p>	<p>Early Years' Foundation Stage Lead</p>	<p>December 2017</p>
<p>C. Reference C and D above</p>	<p>Increased level of support from Teaching Assistants who have received training in teaching reading skills and guided reading.</p>	<p>The school participated in the county wide MOBILISE project last year which examined how to ensure that intervention delivered was effective and timely.</p>	<p>Careful monitoring of data for all groups. Provision of regular feedback to staff. The school monitoring cycle will continuously evaluate provision.</p>	<p>Phase Leaders/ Data Manager</p>	<p>January 2018</p>

<p>D. Improved progress for all pupils including high attaining pupils across the school for pupils who are eligible for PP</p>	<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 introduction of Accelerated Reader within KS2 initially and then 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>January 2018</p> <p>January 2018</p>
<b>Total budgeted cost</b>					£ 10 000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A. Improved oral language skills in Reception for pupils eligible for PP in Reception.</p>	<p>Additional small group intervention for children in Reception.</p>	<p>EEF study of impact of small group work and immediate feedback.</p>	<p>Additional training of staff who deliver intervention programmes. The school monitoring cycle will continuously evaluate provision.</p>	<p>EYFS lead</p>	<p>Half termly</p>
<p>B. Improved early number skills for pupils eligible for PP in Reception.</p>	<p>Additional small group intervention for children in Reception.</p>	<p>EEF study of impact of small group work and immediate feedback.</p>	<p>Additional training of staff who deliver intervention programmes. The school monitoring cycle will continuously evaluate provision.</p>	<p>EYFS lead</p>	<p>Half termly</p>

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 2016/2017 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	Early Years' Phase Leader	December 2107
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. Small group and 1:1 approach used to provide effective feedback and reflective learning opportunities. Introduction of Catch up Reading intervention programme to support pupils in making accelerated progress in reading.	EEF study of effective use of verbal feedback to pupils.	The teaching staff who deliver the targeted support will have training delivered by English Lead within the school. The school monitoring cycle will continuously evaluate provision.	Assistant Headteacher/Data Manager	January 2018
		Evidence in support of programme was presented though LA Mobilise project.	SENDCo will lead and manage the programme and ensure that TAs are trained in the effective delivery.	Headteacher	January 2018
<b>Total budgeted cost for aspects i and ii</b>					£82 338
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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
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	There is a whole staff commitment to the approach.	Music Lead	January 2018

		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.			
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	January 2018
<b>Total budgeted cost for aspects i, ii and iii</b>					£88 552

5. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
<p>Improved oral language skills in Reception for pupils who are eligible for PP.</p> <p>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. CPD for EYFS Lead.</p> <p>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.</p>	<p>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.</p> <p>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.  <b>Pupils eligible for PP funding made good progress from different starting points.50% of pupils eligible for PP achieved at a Greater Depth within Shape, Space and Measures in 2016-2107.</b></p>	<p>CPD delivered as appropriate to ensure that all staff are highly skilful.</p>	<p>(Refer to next page)</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
<p>Improved progress for high attaining pupils across the school for pupils who are eligible for PP</p> <p>Improved oral language skills in Reception for pupils who are eligible for PP.</p> <p>Improved early number skills in Reception for pupils who are eligible for PP</p>	<p>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.</p> <p>Additional small group intervention for children in Reception</p> <p>Additional small group intervention for children in Reception</p>	<p><b>The use of Writing Conferences was particularly successful and enabled the children in receipt of Pupil Premium funding to achieve at a level higher than the national average for all pupils at the end of Key Stage 2.</b> The progress of Higher Attaining children in Writing was good. Pupils in receipt of PP achieved highly in Grammar, Punctuation and Mathematics at the end of Key Stage 2.End of KS1 data shows a high level of attainment and good progress for pupils in receipt of Pupil Premium Funding in all subjects.</p> <p>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.  <b>Pupils eligible for PP funding made good progress form different starting points.50% of pupils eligible for PP achieved at a Greater depth within Shape, Space and Measures in 2016-2107.</b></p>	<p>Continue with targeted Writing Conferences. Extend to Year 5 pupils.            Develop use of Mathematics Conferences within Y5/6.</p> <p>Ensure that the strategy for additional support is embedded within Year 1 for 2017-2018.</p>	<p>(Refer to next page)</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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.	
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.	
Total cost for all aspects				<b>£67,939.03</b>

### **1. Additional detail**

Following extensive research, the school will introduce Accelerated Reader during the academic year 2017-2018.