

1. Summary information					
School	Donnington Wood Infant School & Nursery				
Academic Year	2016/17	Total PP budget	£79,980 77,880 deprivation 2,100 Forces	Date of most recent PP Review	July16
Total number of pupils	159	Number of pupils eligible	59 - PPrD 7 - PPrF	Date for next internal review of PP strategy	July17

2. Current Attainment	2016 PPr Deprivation (school)	2016 'other' pupils national average	2015 PPr Deprivation (school)	2015 'other' pupils national average
% achieving ARE in reading	48%	78%	90%	93%
% achieving ARE in writing	36%	70%	90%	91%
% achieving ARE in mathematics	44%	77%	100%	95%
% progress in reading (EYFS expected to KS1 ARE)	80%	87%		
% progress in writing (EYFS expected to KS1 ARE)	86%	83%		
% progress in mathematics (EYFS expected to KS1 ARE)	83%	87%		

3. Barriers to future attainment (for pupils eligible for PP)		Evidence	4. Desired outcomes	Success criteria		
In-school barriers	A	Low attainment on entry for all pupils, including those eligible for PPrD. This impacts on the rates of progress needed to reduce the difference in attainment against national	2015 Reception Baseline - 86 scale score ALL (86 PPrD) 85 scale score Maths (83 PPrD) 88 scale score CLL (88 PPrD) 2015 Scale scores for PPrD children who did not attend our nursery were lower (80/81/81)	Improve outcomes for all pupils, particularly those eligible for PPrD	Pupils eligible for PPrD make rapid progress by the end of the year so that an increased number of pupils eligible for PPrD meet age related expectations (all year groups) in reading, phonics, writing and maths	
	B	Oral language and communication skills are lower for PPrD pupils on entry to Rec (particularly for those PPrD who did not attend our nursery). This impacts on the acquisition of phonic and reading skills.	2015 Reception Baseline - see above 2016 Phonics 72% - highest results ever but still below national 2015 EYFS GLD 51% all pupils (33% PPrD)	Improve oral language and communication skills for all pupils, particularly those eligible for PPrD		
	C	In 2016 not enough high ability pupils made expected progress from 'exceeding' EYFS to Greater Depth in reading, writing or maths	RaiseOnline 2016 Internal tracking	Higher rates of progress for high ability pupils, particularly those eligible for PPrD		High ability pupils eligible for PPrD make as much progress as 'other' pupils identified as high ability across KS1 and in-year (using teacher assessment).
	D	The social and emotional needs of a group of pupils (across school, mostly eligible for PPrD) have an impact on their academic progress and at times on the progress of others.	Pupil & Family Support tracking Meritac Higher % of PPrD pupils accessing Pupil & Family Support	Social and emotional needs of pupils addressed		Reduction in behaviour incidents linked to social and emotional needs Reduction in number of pupils needing support
External barriers	E	Low attendance rates for a group of pupils across school (including PPrD) impact on progress and attainment	2015-16 Whole School Attendance 94.23% (92.31% PPrD)	Attendance rates increased for pupils eligible for PPrD	Overall PPrD attendance to be in line with 'other' pupils Reduce the number of persistent absentees among PPrD pupils	
	F	Lack of parental engagement in learning particularly with regards to reading at home which impacts on progress in phonics and reading	Low levels of reading at home (33%) 2016 Phonics 72% - highest results ever but still below national	Improve rates of reading at home for all pupils, particularly those eligible for PPrD	Increased rates of reading at home resulting in improved phonics and reading attainment	

5. Planned expenditure					Academic Year	2016-17	
The three headings demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies							
	Desired outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review	cost
Quality of teaching for all	Improve outcomes for all pupils Higher rates of progress for high ability pupils, partic for PPrD	Agreed marking and feedback policy implemented consistently including use of 'next steps' targets, and stamper	EEF Toolkit suggests high quality feedback is an effective way to improve attainment and is suitable as a whole school approach	Weekly health check on books to ensure marking/ feedback is following agreed policy and impacting on progress	KS1 - Deputy Head EYFS - Assistant Head	monthly	1200
		Termly phonic screening, analysis, grouping and monitoring Purchase more phonically decodable books	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Pupil progress meetings Monitoring cycle	Literacy Lead	termly	600 2000
		Regular activities within and beyond the curriculum to motivate and inspire	Engagement in previous activities has shown impact on motivation and progress.	Monitoring cycle to identify impact of events on learning, motivation and progress	Year group teams	On-going	4000
		Implement strategies from 'Higher Order Thinking Skills' CPD during 2015-16.	CPD in 15-16 evidenced how children need challenge to broaden and deepen learning. Strategies explored in 15-16 will become embedded across school.	Monitoring cycle Pupil Progress meetings	Senior Leadership Team	On-going	600

	Improve oral language and communication skills	Whole school Makaton training & implementation Attain 'Makaton friendly' status Regular 'refresher' training for staff	Makaton is rooted in research which demonstrates impact on oral communication and language skills. We have chosen a whole school approach so that support is not limited to a particular age or location in school	Monitoring of implementation and impact during lesson obs	Makaton Lead Teacher	Termly	3000
	Social and emotional needs of pupils addressed	Purchase additional 'Jigsaw' resources to support delivery of PSHE & SMSC. This will support all pupils to build strong social and emotional skills	EEF Toolkit states that on average, Social & Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	Feedback from staff Monitoring of 'Jigsaw' pupil books & lessons Pupil discussions	Headteacher PSHE Lead	Spring 2017	700
		Termly training to develop staff knowledge of social and emotional issues which impact on learning so they are able to identify needs more swiftly. Enhanced training for Pupil & Family Support Manager	Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.	Training records Feedback from staff training	Pupil & Family Support Manager and Headteacher		1500
					Total budgeted cost		13600

	Desired outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review	
Targeted support	Improve outcomes for pupils - partic PPr and more able	Additional TA in Reception Additional TA in KS1 <ul style="list-style-type: none"> enable increased feedback about learning reduce adult:pupil ratio weekly small group sessions for identified children (main focus - PPr and more able) 	EEF Toolkit shows that small group interventions with trained staff have been shown to be very effective. We want to combine additional adult intervention in class with small group and 1:1 interventions with teaching assistants & teachers.	Monitoring cycle Progress data analysed termly Pupil progress meetings termly	Senior Leadership Team	Termly review July 2017 review with end of year data	12000
	Higher rates of progress for high ability pupils, particularly those eligible for PPrD	Additional TA (10 hrs weekly) to support 1:1 phonics and reading for identified individuals (main focus - PPr and more able)					12000
					Literacy Lead		5000
	Social and emotional needs of pupils addressed	'Early Bird' healthy snack at the start of the day to improve concentration and punctuality	Pilot project 2014-15 demonstrated improved concentration and punctuality	Feedback from pupils, parents and staff Monitoring of impact on data	Headteacher	July 2017	1100
		Purchase annual subscription for CPOMS Meritec, set up and train staff. This will enable staff to swiftly identify and track vulnerable children.	Feedback from schools already using the system was very positive particularly in saving time in collating, analysing and retrieving information	Monitoring of impact from data retrieved and analysed	Senior Leadership Team	Termly review	1250

Targeted support	Social and emotional needs of pupils addressed	Support for complex PPr families and pupils to reduce impact of issues on attendance and pupil progress	The EEF Toolkit suggests that targeted interventions matched to specific pupils can be effective. When necessary or appropriate we work with families to address particular concerns or issues.	Supervision of PFSM Termly Pupil Progress meetings	Pupil & Family Support Manager (Head to supervise)	Termly review	9000
		Weekly small group and 1:1 sessions to address identified social and emotional needs.		Monitoring of PFSW records Termly Pupil progress meetings	Pupil & Family Support Worker (PFSManager to supervise)	Termly review	7900
		Re-launch 'Playground Buddies' programme to support vulnerable pupils at playtimes (training for new Y2 pupils)	EEF Toolkit states that on average, Social & Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	Feedback from MDSAs, teachers & pupils	Pupil & Family Support Worker Physical Development Lead	Termly review July 2017	1500
		MDSA to support vulnerable children indoors during lunchtime		Monthly monitoring of first aid incidents Monitoring of lunchtimes	Headteacher		2500
					Total budgeted cost		52250

	Desired outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review	
Other approaches	Improve rates of reading at home for all pupils , partic PPr and more able	Allocated time for Literacy Lead to train volunteer readers for targeted children Re-launch home-reading challenge with regular prizes	EEF Toolkit states that parental engagement is consistently associated with pupil success at school. We aim to engage parents with their child's leaning in a range of different ways.	Monitoring of reading frequency	Literacy Lead		600
	Improve outcomes for all pupils, parti PPrD	Pupil & Family Support Worker support for weekly Family Learning so parents feel better equipped to support their child's learning		Feedback from parents (pre & post evaluations)	Pupil & Family Support Manager		1000
		Twice yearly parent-teacher-pupil meetings during school day to discuss progress, targets and ways for parents to support learning at home		Feedback from parents	Class teachers		2400
				Monitoring attendance rates at meetings and events	Admin team		
Increased attendance and punctuality rates	Pupil & Family Support Manager support for pupils with low attendance / poor punctuality 'Spotlight' project run termly to work with targeted families Termly attendance panels Payment for Breakfast Club for identified children	If children are not in school we cannot improve or accelerate attainment. NfER briefing for school leaders identifies addressing attendance as a key step	Regular tracking of attendance for identified children	Headteacher Pupil & Family Support Manager			2250 3000 BClub
					Total budgeted cost		10750
						Total budgeted	77100

£1700 contingency

	Desired outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review	
Forces Children	To ensure new pupils settle swiftly and receive support as appropriate	Pupil & Family Support worker for transitional children to support settling in to new school	Forces Children often have frequent school moves. It is important to support them in settling quickly into their new school.	Monitoring of PFSWorker records Feedback from pupils and their families	Pupil & Family Support Worker (PFSEManager to supervise)	On-going	1000
	Enable regular contact for pupils when a parent is serving away from home in the armed forces	1:1 with Pupil & Family Support Worker when a parent is posted.	Communication with parents when they are posted can be limited. Using email can enable children to send messages, photos and scans of their work.			On-going	800
	Support children who have a parent serving in the armed forces	Weekly 'Reading Force' group with teaching assistant	Forces Children need opportunities to share their experiences with others.	Feedback from pupils, parents and staff	Deputy Head	Termly	500
Total budgeted cost							2300

6. Review of expenditure				
Previous Academic Year				
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
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
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