

Donnington Wood Infant School & Nursery	<b>Pupil Premium Grant 2014-15</b> 59 FSM £76,700    7 Forces £2,100	<b>£78,800</b>
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The pupil premium is money in the school budget allocated to support children and families with lower incomes and children in families who work in the armed forces. It is calculated on the number of children who are registered as eligible for free school meals (or have been in the last 6 years), those who have a parent in the services and those who have ever been a child looked after by the local authority. The money can be spent supporting families directly or on resources and activities which will impact on achievement and engagement for this particular group of children.

Objective	Sutton Trust	School action	Cost
Maintain accelerated progress in reading and phonics	Reading & Phonics	Purchase decodable home-reading books	3000
		Purchase computerised library system to support tracking of home reading	2000
		KS1 TA (15hrs per wk) to support PPr reading	6600
		Training for new volunteers readers	600
Accelerate progress in reading, writing and maths for PP pupils by delivering specific, targeted support and intervention	Learning support / small group tuition	Additional TA in KS1 (10 hr per wk)	4400
Devise and deliver specific targeted support and interventions	Early Years intervention	2x Apprentice TA in Foundation Stage	12000
Ensure high quality first teaching through single-age classes	Reducing class size	Contribution to 6 <sup>th</sup> teacher	10000
To provide supervision and support for vulnerable pupils	Social & emotional learning	MDSA to support vulnerable group indoors (+ training)	2500
To ensure new pupils settle swiftly and receive support as appropriate		Playground Buddies (2 <sup>nd</sup> year)	800
To provide early social and emotional support for pupils and groups of pupils		Pupil & Family Support worker (2hr wk) for transitional children (incl forces families)	880
		Pupil & Family Support worker (18 hrs per wk)	7900
Ensure parents have opportunities to engage in their child's learning	Parental involvement	Twice yearly parent-teacher-pupil meetings	1800
Ensure families in need are supported		Pupil & Family Support Manager (10hrs weekly) supporting complex PP families	6500
Parents feel better equipped to support their child's learning		Pupil & Family Support worker (avg 2 hr weekly) support for Family Learning	880
Increase number of PP children who participate in curriculum enrichment and extra-curricular activities	Arts & sports participation	Access to activities within and beyond school curriculum eg visitors, subsidise trips, after school clubs	8000
To improve attendance and punctuality of identified children	(Attendance)	Pupil & Family Support Manager (3 hrs weekly) support for attendance	1950
Improve transition between home and school for identified PP children		2 TAs walking bus	2200
Improve identification of vulnerable children	Early intervention	New MIS system to enable easier analysis of attainment, attendance & behaviour	1000
Improve concentration, behaviour and punctuality at the start of the school day		½ he TA per day to support Early Bird pilot providing healthy snack at the start of the day	1100
			<b>74,110</b>

£4,000 contingency as needs arise during the year

The Sutton Trust Teaching and Learning Toolkit considers a wide variety of common approaches and strategies to raising achievement and analyses them based on a arrange of evidence to identify the high impact approaches alongside cost implications This action plan is based on some of the higher impact strategies identified by the Sutton Trust so that we can be confident that we are using interventions and approaches with a track record of success.

	Objective	Actions	Success criteria	Self-review activity	Evaluations (July 2015)
Reading & Phonics	Maintain accelerated progress in reading and phonics	Purchase decodable home-reading books	Increase in % of children reading at home Accelerated progress in reading Accelerated progress in phonics	Progress data analysed half termly (CB) Pupil progress meetings at least termly (CB, SP & AS)	Increased % of children reading at home. Children not reading regularly easily identifiable using new computer system. Phonically decodable books available for all children.
		Purchase computerised library system to support tracking of home reading	Increase in % of children reading at home and easy identification of children not reading at home Tracking of books to minimise losses	SP to monitor library system SP to feedback to class teachers	
		Allocated time for Deputy Head to train new volunteer readers for targeted children (4 x ½ days)	More children have the opportunity to read regularly 1:1 with an adult Increased pupil progress in reading amongst PP children	Monitoring of reading frequency (SP) Progress data analysed half termly (CB)	Fewer books lost 1 new parent reader recruited.
Learning support / small group tuition	Accelerate progress in reading, writing and maths for PP pupils Devise and deliver specific, targeted support and intervention	Additional TA in KS1	Improved pupil progress in KS1 (partic Y2) partic in reading & writing Increased % of children achieving 2b+ (in line with nat) in reading & writing To provide additional & targeted support in classrooms for vulnerable groups (either teacher or TA)	Monitoring cycle (SLT) Progress data analysed half termly (CB) Pupil progress meetings at least termly (CB, SP & AS)	See below of impact on KS1 results in 2014
Early Years intervention	Devise and deliver specific targeted support and interventions	2 apprentice TAs in Foundation Stage <ul style="list-style-type: none"> <li>Smaller adult:pupil ratio so increase feedback about learning</li> <li>Teacher will have greater flexibility in planning interventions</li> <li>Opportunity for 1:1 for identified children</li> </ul>	Improved pupil progress in EYFS. Increased % of children working at age-related expectations in Nursery & Reception	Monitoring cycle (SLT) Progress data analysed half termly (CB) Pupil progress meetings at least termly (CB, SP & AS)	Good Level of Development 2013 - 8% 2014 - 53% 2015 - 56%
Reducing class size	Ensure high-quality first teaching through single-age classes	Contribution to 6 <sup>th</sup> teacher to enable all children to be taught in single-age classes (2 per year group)	Improved pupil progress Increased % meeting national expectations	Monitoring cycle (SLT) Progress data analysed half termly (CB) Pupil progress meetings at least termly (CB, SP & AS)	See below of impact on KS1 results in 2014

Social & emotional learning	To provide supervision and support for vulnerable pupils	MDSA to support vulnerable group indoors (+ training)	Vulnerable pupils are better supported in school during lunchtime First aid is dealt with swiftly and without taking other MDSA from their roles	Monthly monitoring of first aid incidents (TH) Monitoring of lunchtimes (MV)	Improved support for pupils during lunchtime
		'Playground Buddies' programme (2 <sup>nd</sup> year) to support vulnerable pupils at playtimes (training for new Y2 pupils)	Vulnerable pupils feel better supported at playtimes - more engaged, problems with friends are sorted, less incidences of boisterous play	Feedback from MDSAs, teachers & pupils (BG)	Not implemented as LM on leave for the year. To be reintroduced in 15-16
	To ensure new pupils settle swiftly and receive support as appropriate	Pupil & Family Support worker (2hr weekly) for transitional children (partic forces families)	Children settle quickly into our school. Pupils & families feel well supported following a move.	Monitoring of PFSW records (CB & RB)	Support provided in Aut 14 had positive impact. No PFSW during Spr & Sum 15 so reduced impact.
	To provide early social and emotional support for pupils and groups of pupils	Pupil & Family Support worker (18hr weekly) to work with groups of children and individuals	Social & emotional needs are met earlier Support is available as soon as social and or emotional needs are identified	Monitoring of PFSW records (CB & RB)	
Parental involvement	Ensure parents have opportunities to engage in their child's learning	Twice yearly parent-teacher-pupil meetings during school day to discuss progress, targets and ways for parents to support learning at home	Parents are well informed about their child's progress and how they can support their child's learning at home. Parents and children know their targets. Accelerated pupil progress. Improved partnership working between home & school	Feedback from parents	Attendance at meetings at least 80% in all classes (some classes 100%) Attendance at parent events now being tracked by the office
	Ensure families in need are supported	Pupil & Family Support Manager (10hrs weekly) supporting complex PP families	Impact of complex family problems on PP children is reduced as families are accessing appropriate support	Supervision of PFSM (CB)	Increasing number or complex families supported by PFSM. Ch more settled
	Parents feel better equipped to support their child's learning	Pupil & Family Support worker (avg 2 hr weekly) support for Family Learning	Parents are better equipped to support their child's learning at school. Progress is accelerated for pupils where parents are engaging with their learning. Sessions are tailored to parent needs and requests	Feedback from parents (pre & post evaluations)	Family learning well attended and parents keen to continue with further courses

Arts & sports participation	Increase number of PP children who participate in curriculum enrichment and extra-curricular activities	Access to activities within and beyond school curriculum eg visitors, subsidise trips & after school clubs	All pupils participate in curriculum enrichment and extra-curricular activities (regardless of cost)	Registers of attendees at extra curricular clubs (various) Record of curriculum enrichment	Cost of clubs subsidised to allow access for all. Mix of ch attending clubs
Attendance	To improve attendance and punctuality of identified children	Puli & Family Support Manager (3 hrs weekly) support for PP with low attendance / poor punctuality and other family issues	Increased attendance for PP children. Reduction of PP Persistent Absentees.	Weekly tracking of attendance for identified children (RB) Monthly monitoring of attendance & action planning (CB & RB)	Attendance 2014-15 = 94.30% (increase from 94.07 13-14) and highest ever % of persistent absentees reduced from 6% (12-13) to 3.75% (13-14) to 3% (14-15)
	Improve transition between home and school for identified PP children	2 TAs employed to run walking bus for PP children attending Breakfast Club at the Junior School	Children more settled at the start of the day. Children have eaten a good breakfast. Children arrive at school on time	Feedback from teachers Monitoring of registers for punctuality	Key ch arriving on time
Early Intervention	Improve access and analysis of pupil data (academic, attendance & behaviour)	(contribution to) new MIS system to supporting tracking and analysing pupil data for vulnerable groups	Data (academic, attendance, behaviour) can be tracked and analysed more easily Vulnerable groups can be identified easily saving time which can then be used to plan and implement interventions	Monitoring of impact from data retrieved and analysed (CB, RB, SP & AS)	First full year of Bromcom. System being used to analyse attendance and identify target groups Changes to assessment systems have limited impact for analysing pupil assessment data (development work on this begun Sum15)
	Improve concentration, behaviour and punctuality at the start of the school day	$\frac{1}{2}$ hr TA per day to support Early Bird pilot providing healthy snack at the start of the day	Punctuality rates improve Behaviour and concentration improved at the start of the day Children start the day having eaten something	Feedback from pupils, parents and staff Monitoring of impact on data (CB)	Very positive feedback from pilot project (questionnaire June15). Impact evident on concentration and behaviour at the start of the day. Project ran significantly below budget so will continue 15-16

### Impact of the above on Pupil Attainment at end of KS1 for Pupil Premium children in 2015

- Further improvement in % of children meeting and exceeding national expectations in reading, writing and maths
- Pupil Premium children exceeding national % for similar children in all areas
- Pupil Premium children made increased progress in 14-15 (end of EYFS to end of Year 2) -

#### Reading

*96.5 % made expected or more progress ( 100 % of PPd)*

*65.5 % made more than expected progress ( 69 % of PPd)*

#### Writing

*96.5 % made expected or more progress ( 100% of PPd)*

*52 % made more than expected progress ( 46% of PPd)*

#### Maths

*96.5 % made expected or more progress ( 100 % of PPd)*

*76 % made more than expected progress (85 % of PPd)*