

Donnington Wood Infant School & Nursery	<b>Pupil Premium Grant 2015-16</b> 59 FSM £77,880    9 Forces £2,700	<b>£80,580</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	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	50% Contribution to 6 <sup>th</sup> teacher	15000
To provide supervision and support for vulnerable pupils	Social & emotional learning	MDSA to support vulnerable group indoors	2500
		Re-launch Playground Buddies	800
To ensure new pupils settle swiftly and receive support as appropriate		Pupil & Family Support worker (2hr wk) for transitional children (incl forces families)	880
To provide early social and emotional support for pupils and groups of pupils		Pupil & Family Support worker (18 hrs per wk)	7900
To ensure pupils build strong social and emotional skills		Purchase 'Jigsaw' scheme to support PSHE, SMSC & Life in Modern Britain	2000
Ensure parents have opportunities to engage in their child's learning	Parental involvement	Twice yearly parent-teacher-pupil meetings	2400
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	6000
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	Development work with Bromcom to track children on MIS system	1000
		Purchase Sheffield support materials for assessing without levels	500
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	1100
			<b>75,210</b>

£5,000 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.

	<b>Objective</b>	<b>Actions</b>	<b>Success criteria</b>	<b>Self-review activity</b>	<b>Evaluations (July 2016)</b>
Reading & Phonics	Maintain accelerated progress in reading and phonics	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)	More children are reading 1:1 with an adult in school (3 reading mums) 76% of children made expected progress from EYFS to KS1 in reading.
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 expected standard (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)	Pupil progress for PPrD pupils in year 2 was slower than the cohort in all areas. The % of children achieving the expected standard was well below nationally
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)	Pupil progress in Reception was good from NFER baseline (cohort avg = 87). All = 98% made expected progress (read, write, maths) PPrD = 94% (read, write) 100% maths  All = 35% (read, write) 53% (maths) made more than expected progress PPrD = 19% (read, write) and 38% (maths) made more than expected progress  52% GLD which was similar to previous years
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)	PPrD pupils in Year 2 made less progress than the cohort KS1 results were well below national standards (all and PPrD)

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)	Reduction in incidents of boisterous play Provision in place for vulnerable pupils indoors First aid dealt with swiftly at lunchtime without disrupting supervision of pupils Playground buddies re-established. Pupil & Family Support Worker
		Re-launch 'Playground Buddies' programme 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 (LM & AC)	
	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)	Children moving in to school mid-year were supported to settle quickly Feedback from pupils shows that they feel welcomed and make friends quickly
	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)	Groups for identified children ran throughout the year. Records show impact of group and individual work eg improvement in behaviour, improved confidence
	To ensure pupils build strong social and emotional skills	Purchase 'Jigsaw' scheme to support delivery of PSHE, SMSC and life in modern Britain	Support for teachers in delivering PSHE, SMSC & life in modern Britain	Feedback from staff Monitoring of 'Jigsaw' pupil books Pupil discussions	Jigsaw implemented across school through weekly lessons, assemblies and celebrations Staff confidence has grown in delivering the breadth of the PSHE, SMSC, British values and life in modern Britain expectations Monitoring and feedback show children enjoy Jigsaw.
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	Parents have regular opportunities in school & nursery to discuss their child's progress and next steps Tracking shows that attendance at these meetings is high

	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)	Support provided for children and families with complex issues Regular work with a range of agencies including safeguarding
	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)	Increased number of parents attended family learning with some returning each term Courses tailored in response to parent feedback Feedback from parents was very positive eg increased self-confidence, developing new skills Some evidence of accelerated progress for pupils where a parent attended family learning
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	Curriculum enrichment, trips and extra-curricular activities subsidised or fully paid for to allow all to participate
Attendance	To improve attendance and punctuality of identified children	Pupil & 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)	Improved attendance for PPrD pupils in Year 2 and Reception, static in Year 1. Reduction during the year of PPrD persistent absentees
	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	Reduction in number of PPrD pupils accessing breakfast club at the Junior School since we started universal offer of a healthy snack in class before the start of the day.

Early Intervention	Improve access and analysis of pupil data (academic, attendance & behaviour)	Development work with Bromcom (MIS system) to supporting tracking and analysing pupil data for vulnerable groups using Sheffield materials	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)	MIS system (Bromcom) developed to support tracking and analysis of attendance data enabling more time to be spent working with families to improve attendance  MIS system not able to track or analyse assessment or behaviour data as required so current methods retained
	Improve identification of vulnerable children	Purchase Sheffield materials for assessing without levels			Sheffield materials purchased and used to assess without levels in KS1. Staff are more confident to assess pupils against new National Curriculum
	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)	Feedback from staff shows children more settled at the start of the day and levels of concentration improved All children had the opportunity to eat before the start of school Feedback from pupils very positive Punctuality improved for some children although still a group of families regularly late for school

### Impact of the above on Pupil Attainment at end of KS1 for Pupil Premium children in 2016

(measured using new age related expectations)

- Reading, writing and maths well below national for all pupils and in particular pupil premium
- Gap between 'all' and 'pupil premium' widened from previous years
- Progress of EYFS 'expected' Pupil Premium children to KS1 'expected' broadly in line with nationally (reading, writing, maths)