

Donnington Wood CE Junior Pupil Premium Strategy

Context during Coronavirus

This strategy will also take into consideration the unequal effect COVID has had on or disadvantaged pupils and families.

The main focus will be using our device offer to provide high quality learning at home, as well as Quality First teaching at school. This will be done through various offer and interventions.



Our School Vision

Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.

Our Motto

"The ones who plant and the ones who water work together as a team with the same purpose."

1 Corinthians 3:8

We believe that with God's help when we all work as a TEAM - Together Everyone Achieves More.

Our Mission (INTENT)

At Donnington Wood CE Junior School we will

- put the safety of everyone as a priority so we can work in trust and peace.
- encourage everyone to understand the true meaning of friendship, fellowship and community by acting with humility, compassion and in service to each other.
- be inclusive so everyone is valued and respected and where tolerance and diversity are celebrated.
- seek out every opportunity to ensure that all of us flourish in all that we do, developing wisdom and creativity, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.
- empower pupils and adults to develop hope and perseverance, so that they are able to engage/explore the challenges of school and the wider world.
- nurture the spiritual development of our school fellowship, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE.
- champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (justice).

This Vision and Mission will be evident in all we do, from the way we work together to the attitudes to life you will see us show.

This Policy is one of our most important to deliver the above.

1. Summary information					
School	Donnington Wood CE Junior School				
Academic Year	2021- 2022	Total PP budget	£164 547	Date of most recent PP Review	April 2021
Total number of pupils	222 (NOW 230)	Number of pupils eligible for PP	103 Ever 6 6 forces 5 cic 2 PLAC	Date for next internal review of this strategy	Aut 2021

	2020-2021			2021-2022		
	Numbers	Amount	Allocation	Numbers	Amount	Allocation
Primary FSME	83	£451	£37,458	90	£462	£41,589
Primary Ever 6	107	£562	£60,267	103	£578	£59,609
Primary IDACI Band A	4	£602	£2,418	1	£623	£623
Primary IDACI Band B	0	£436	£0	49	£477	£23,381
Primary IDACI Band C	50	£406	£20,406	49	£447	£21,905
Primary IDACI Band D	53	£376	£20,028	0	£412	£0
Primary IDACI Band E	90	£251	£22,665	56	£261	£14,634
Primary IDACI Band F	7	£211	£1,481	13	£216	£2,806

2. Current attainment (End of KS2 Summer 2018) National From http://www.forschoolseducation.co.uk/disadvantaged-national-results-primary-2018/						
There is no data for 2020/2021. Internal data show that due to subsequent lockdowns reading and writing are still priorities.						
NA in 2020 Predicted		2018-2019	2016-2017	Pupils eligible for PP (your school)	National Average for PP. 17/18	Pupils not eligible for PP (national average) 17/18
% achieving ARE in reading, writing and maths						

Reading attainment								
Writing attainment								
Maths attainment								

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Disadvantaged Readers performed significantly lower than to in school and national (from 2019 and current internal data- access to reading and vocab at home and high quality diet of text)
B.	Disadvantaged Writers have been making lesson progress than their non- disadvantaged peers. (especially more than expected progress and catching up 6% compared to 14%). Children have not completed as high quality work at home with writing and spelling. Feeds into other targets.
C.	PPG pupil's vocabulary in all subjects is weak compared to others (21 million words compared to 43 million word exposure). (continued from previous years)

External barriers (issues which also require action outside school, such as low attendance rates)

D.	<p>Community opportunities, home circumstances and skills, and outlook/aspiration. Esp:</p> <ul style="list-style-type: none"> Lack of exercise, (clubs being closed again) access to online learning material including computing skills (this has been provided for no) parental knowledge and opportunities to learn at home and restricted outdoor learning. Attendance, worry and uncertainty around the virus and returning to school/ lateness, around lack of routines. Mental and emotional wellbeing of the child, family and access to services. <p>This is compounded by the high % of pupils who are both disadvantaged and are also on our Barrier to learning list, such as: the IDACI strands: Income Deprivation / Employment Deprivation / Education, Skills and Training Deprivation / Health Deprivation and Disability / Crime / Barriers to Housing and Services / Living Environment Deprivation.</p> <p>The main measure of this will be through attendance and progress rates.</p>
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4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	This difference in the Reading progress rate between Disadvantaged and non-disadvantaged in school and to national will close. (continued)	<ul style="list-style-type: none"> Data will show that year 6 and Year 34 (key group) will continue to diminish. Internal data indicates that progress rates for disadvantaged are higher than that of non-disadvantaged. Inc reading ages.
B.	This difference in the writing progress rate between Disadvantaged and non-disadvantaged in school and to national will close. (continued)	<ul style="list-style-type: none"> Internal data indicates increased rates of progress. External data continues to diminish difference to national.
C.	PPG pupil's vocabulary in all subjects will increase to allow pupils to access the curriculum fully. (Continued)	<ul style="list-style-type: none"> Pupils will increase their reading fluency scores through online reading assessment.

D.	<p>The attendance of PPG pupils will increase to allow them to fully take part in the curriculum. (Persistent Absence for this group will reduce.) (this target will remain due to impact of Covid)</p> <p>The readiness to learn and attitudes to learning will increase for PPG pupils (pupil voice and Boxhall profile scores)</p>	<ul style="list-style-type: none">• Overall PP attendance improves from 95% to 96% in line with 'other' pupils; Pupils on track to meet A, B and C.• Reduction of disadvantaged pupils in the persistent absence (of less than 90%) group.• Increase of pupils ready for school through pupil voice and Boxall score.
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5. Planned expenditure (Please see additional Action Plan for exact breakdown)

Academic year

2021/22

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?
A. The difference in the Reading progress rate between Disadvantaged and non-disadvantaged in school and to national will close.	<p>Continued focus on CPD and for reading reasoning and reading fluency.</p> <p>Continue to embed ARE reading approach with the targets and assessment system to pinpoint reading need (through VIPERS Vocab, Inference, Prediction, explanation, retrieval and summary)</p> <p>Continue to enhance status of reading in school.</p> <p>Enhanced work with families and access to reading materials- through Accelerated reading for all pupils and tablets taken home. https://www.renaissance.com/products/accelerated-reader/</p>	<p><u>Mastery Learning</u> +5: Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. This will enhance current systems to ensure all pupils are making progress.</p> <p><u>The Sutton Trust recommends that this has a +8 impact</u> in month's progress: Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning. New targets will allow more specific teaching and targets setting.</p> <p><u>Reading comprehension strategies +5</u> Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves</p>	<p>Internal Data inc Reading ages will show continued improvement.</p> <p>Internal data indicates that progress rates for disadvantaged are higher than that of non-disadvantaged.</p> <p>Monitoring on a termly basis.</p> <p>SDP target review points.</p> <p>Governor presentation.</p> <p>Books indicate increased focus on reading progress.</p> <p>Pupil Voice will indicate increased enjoyment around reading.</p> <p>Accelerated Reading/ Reading record use for disadvantaged readers will increase.</p> <p>Scores from Reading ages</p>	Deputy Head and Lit Co/ Reading lead	July/ September
B. The difference in the writing progress rate between Disadvantaged and non-disadvantaged	<p>Focus on applying the basic skills of handwriting and spelling into mastery style activities.</p> <p>Oracy in to sentences and rehearsal.</p>	<p><u>Mastery Learning</u> +5: Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work</p>	<p>Monitoring and data, especially Progress scores in spelling and SPAG.</p> <p>The number of disadvantaged pupils accessing silver and gold will increase.</p>	Head Maths and Topic CO. GT lead.	November Pupil Progress and Autumn Data.

<p>in school and to national will close. (September)</p>	<p>Roll out of talk for writing.</p>	<p>through each block of content in a series of sequential steps.</p> <p>Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills.</p> <p>Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.</p>	<p>Books indicate pupils challenged to master their learning in writing.</p> <p>New writing targets</p> <p>Books and Pupil Voice will show that pupils are completing deeper learning tasks for their writing.</p> <p>Number of pen licenses awarded to increase.</p>		
<p>C. PPG pupil's vocabulary in all subjects will increase to allow pupils to access the curriculum fully.</p>	<p>CPD and training for effective use of vocab, including starters of lessons to give context to the learning and vocabulary associated with it.</p> <p>Development of word banks and SCs in school.</p> <p>Development of Literacy and Language walls to include topic walls and Mind Maps./ seesaw</p> <p>Increase of speaking and listening collaborative work for pupils to demonstrate their use of language.</p>	<p>Research indicates that disadvantaged pupils start school with ½ the language of pupils who are not disadvantaged. This research continued to emphasis the importance of closing this gap.</p> <p>These are: Collaborative learning +5 Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>The EEF reports that a focus on oral skills has a +5 impact. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>We have invested in the literacy and language scheme to provide language rich activities for pupils and we will continue to develop this this year.</p>	<p>Revisit for this period.</p> <p>Pupils will increase their reading fluency scores through online reading assessment.</p> <p>Monitoring of topic lessons for use of language.</p> <p>Peer teaching and sharing of best practice.</p> <p>Junior Infant Project to tackle speaking and listening.</p>	<p>SENDCO and PPG lead.</p> <p>Topic Coordinator</p> <p>English lead.</p> <p>DH</p>	<p>Ongoing</p>
Total budgeted cost					<p>Projected £60,000</p>

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?
<p>C. PPG pupil's vocabulary in all subjects will increase to allow pupils to access the curriculum fully.</p>	<p>EAL and PPG additional provision to ensure that language is adopted through high Quality teaching and intervention.</p> <p>Provided with individual Seesaw activities.</p> <p>Additional reading resources through online reading and in school reading opportunities.</p> <p>New library/reading corners. Extra sessions from volunteer readers to ensure reading</p> <p>Flash academy and seesaw links.</p>	<p>Individualised instruction: +2 Individualising instructions involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners are different and have different needs, and that therefore a personally tailored approach - particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum - will be more effective.</p>	<p>Pupils will increase their grasp of vocabulary and make rapid progress through the English Criteria.</p> <p>Pupils reading fluency will increase, including reading age.</p>	<p>EAL and PPG coordinator.</p> <p>Head</p>	<p>Autumn 20</p>
<p>B. This difference in the writing progress rate between Disadvantaged and non-disadvantaged in school and to national will close.</p>	<p>1 to 1</p> <p>Small group (Increased teacher numbers)</p> <p>Interventions and Seesaw including RWI phonics support.</p> <p>Provide mini school provision for PPG.</p> <p>Running of after school clubs.</p>	<p>We will focus on combining many of the elements of the EEF to identify and then target individual need:</p> <p>This will include: Including 1 to 1 sessions: +5 One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.</p>	<p>Triangulation of data, observation and book scrutiny.</p> <p>Monitoring of intervention provision and tracking its outcome.</p> <p>Monitoring of groups</p> <p>Data analysis and comparisons with national data.</p> <p>Monitoring of LA, SEND PPG pupils and intervention to rectify this.</p> <p>Baseline data.</p>	<p>Deputy Head and Literacy across the curriculum coordinator.</p> <p>Topic monitoring.</p> <p>TA interventions monitored by DM</p> <p>SENDCO monitoring GT</p>	<p>Autumn 20</p> <p>And specific intervention data in Spring 1 21</p>

<p>A. This difference in the Reading progress rate between Disadvantaged and non-disadvantaged nationally will close. (Currently -3.18% compared to 0.3% (historic))</p>	<p>1 to 1</p> <p>Volunteer Readers (Covid) Beanstalk readers (Covid)</p> <p>Small group Interventions</p> <p>Provide mini school provision for PPG Phonics.</p> <p>Reading recovery and Fresh Start.</p> <p>Identification of intervention pupil's inc. Phonic test retakes from year 2. (inc Fresh start and Precision Reading) (TARGETTED INTERVENTION)</p> <p>Phonics club for selected year 3 pupils.</p>	<p>We will target those pupils who failed the Phonics Screening at Year 1.</p> <p>Including 1 to 1 sessions: +5 One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.</p> <p>This will be led by specialist Phonics Lead with experience.</p> <p>It will be based on short term intensive support.</p>	<p>Checklist of words to check understanding will demonstrate improved understanding.</p> <p>Score of reading age will increase</p> <p>100 HFW rates will increase.</p> <p>Pupil Voice will indicated pupils are reading and learning at home: April 19 81% Lowest classes 4F and 5N.</p>	<p>RG and RD</p> <p>Lit CO</p> <p>DH</p>	<p>Autumn 2020</p> <p>Phonic Program is one of most expensive elements on the program.</p>
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<p>D) The attendance of PPG pupils will increase to allow them to fully take part in the curriculum. (Persistent Absence for this group will reduce.)</p> <p>The readiness to learn and attitudes to learning will increase for PPG pupils (pupil voice and Boxhall profile scores)</p>	<p>Coaching and mentoring sessions for PPG Pupils. The PPG team to regularly meet and mentor and coach pupils to support them to meet their targets and life goals.</p> <p>Triage team to identify issues around school.</p> <p>Bedazzle support 2x a week.</p> <p>Increased Parent engagement through online learning and training.</p> <p>Additional PE sessions.</p>	<p>To build positive relationships for learning behaviour and act as a role model. Research from the EEF show that although this can have a low impact, +1 month impact, the school feels that this is effective in helping develop pupils' social and emotional resilience. Improving attendance will directly improve maths progress due to maths being first and Maths EMW.</p> <p>Parental Involvement +3 covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</p>	<p>Persistent Absence for this group will reduce.</p> <p>The readiness to learn and attitudes to learning will increase for our Barriers to learning and PPG pupils (pupil voice and Boxhall profile scores)</p> <p>Case studies of pupils and data analysis.</p> <p>Homework monitoring to ensure homework is complete.</p> <p>Partnership with Family learning (survey of parents and course records)</p>	<p>Pastoral Manager</p> <p>DM</p> <p>Deputy Head</p> <p>PE CO</p>	<p>April 2018</p>
<p>Pupils who have left care:</p> <p>D. The readiness to learn and attitudes to learning will increase for PPG pupils (pupil voice and Boxhall profile scores)</p>	<p>We plan to give pupils to access to PSM and DH as mentor. This will enable pupils to discuss and be mentored by staff, feeling part of our school. Will receive 1 to 1 tuition to enable pupils to make progress in line with others. Will subsidise extra curricular clubs and discount breakfast club to ensure stable start to day. PSM training and Bedazzle workshops on social skills. This will better allow us to support pupils. New Government support for families.</p>	<p>It is reported (DFE study group) that pupils who have left care may have difficulties in:</p> <ul style="list-style-type: none"> • forming trusting relationships with adults • social skills and relationships with peers • coping with transitions and change • planning, organising and remembering • inhibiting their impulses, focusing their attention and initiating tasks • speech and language • managing their strong feelings, such as shame, sadness, anxiety and anger. 	<p>Case studies will showcase success stories.</p> <p>Regular pupil voice will indicate pupils have good learning attitudes.</p> <p>Data in line with other pupils.</p> <p>Designated teacher for children who have left care: VB/RG (DSL)</p> <p>We will baseline aspirations at the start of the term.</p> <p>We have duty to promote educational achievements of children who have left care- so will track data.</p>	<p>PSM</p> <p>DH</p> <p>Governors.</p>	<p>£3800</p>

Total budgeted cost					Projected £80,000
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?
<p>ABCD additional support for families of target pupils.</p> <p>(this will start in September) (also linked to the interventions and pupil progress meetings.)</p>	<p>Additional target sessions to increase to 6 parents evening a year- once a half term including CP, CIN and SF and target families.</p>	<p>Parents cannot support pupils if they do not have the knowledge to support their child. Each teacher and adult will set clear groups to support and engage parents through a contract of support.</p>	<p>Half termly progress updates on key skills.</p>	<p>Deputy Head</p>	<p>September</p>
<p>Pupils can extend their learning at home ensuring that they have access to high quality resources/ and opportunities to support their progress.</p>	<p>Provide tablets/laptops to be used at home for school work. this means pupils can have access to online lessons and resources.</p> <p>Supports families with the knowledge how to support their pupils at home.</p>	<p>Evidence from lockdowns has shown that families are able to engage in their work and continue at home.</p> <p>There is a national issues and the school is determined that 100% on pupils will learn online and have access to top quality resources. This way will also increase team work around the child with parents and carers supported to support learning.</p> <p>Parental Involvement +3 covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</p>	<p>Seesaw statistics</p> <p>Reading statistics</p> <p>Parent meetings (as above)</p> <p>Ensuring that time is given in school time to complete reading tasks.</p>		<p>Ongoing</p>
<p>D. Increased attendance rates through working with outside partners/ EHA services.</p>	<p>Pastoral manager to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Breakfast club offer for PPG pupils to ensure on time to school.</p> <p>Traveller Liaison Office Karen Towers.</p>	<p>High attendance and being at school on time is essential to achieving the above outcomes. There is lots of research for this and is a particular issue for the school.</p> <p>With the virus we believe a number of children and parents will be anxious to come back to school. We will work with ese families and our emergency school to get them in and supported.</p> <p>Traveller pupils attendance has dropped. We are ensuring they are receiving the food parcels in a way that they feel comfortable with. This will also help build up relationships.</p>	<p>Creation of at risk list in July 2020.</p> <p>PPG coordinator, governor and attendance lead to meet regularly to any issues are being tackled and appropriate steps taken (in line with policy).</p> <p>Thorough briefing of attendance team about existing absence issues.</p>	<p>Pastoral manager</p> <p>Head</p>	<p>Each Month.</p>

			Attendance analysis Link to safeguarding, Mental health and outside agencies.		
Partnerships with family learning	Increase in open afternoons, workshops, parental support. We will now run two workshops a week: September plan.	Current news on the lockdown points to a number of issues, mental health, parents not being able to support their children (home schooling) and challenging behaviours. We will provide course on these elements. This will increase engagement in school, increase support and help bridge the loss of learning. Course booked in are Family Maths, Family Mindfulness, Understanding Child Behaviour and Crafts.	Family learning quality assurance. Member of staff to attend offer long term support.	Pastoral assistant.	Dec 2020
Total budgeted cost					Projected £23,000

6. Review of expenditure				
Previous Academic Year		This year evaluation.		
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

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
iii. 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

7. Additional detail

