

1. Summary information					
School	Donnington Wood Infant School & Nursery				
Academic Year	2017/18	Total PP budget	£81,300 79,200 deprivation 2,100 Forces	Date of most recent PP Review	Sept17
Total number of pupils	155	Number of pupils eligible	60 - PPrD 7 - PPrF	Date for next internal review of PP strategy	Sept18

2. Current Attainment	2017 PPr Deprivation school	2016 'other' pupils national average	2016 PPr Deprivation (school)
% achieving ARE in reading	54% (63%)*	78%	48%
% achieving ARE in writing	46% (58%)*	70%	36%
% achieving ARE in mathematics	46% (58%)*	77%	44%
% progress in reading (EYFS expected to KS1 ARE)	90%	87%	80%
% progress in writing (EYFS expected to KS1 ARE)	90%	83%	86%
% progress in mathematics (EYFS expected to KS1 ARE)	91%	87%	83%

*() Figures in brackets are for pupils who completed all of Key Stage 1 at our school. 2017 Year 2 cohort had 26% of children join during Year 1 and Year 2.

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	2017 Reception Baseline - 97 scale score ALL (96 PPrD) 94 scale score Maths (92 PPrD) 98 scale score CLL (98 PPrD)	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	In 2017 not enough pupils converted from below 'emerging' EYFS to 'working at' KS1 in reading, writing and maths	Internal tracking Comparison against 2016 national conversion rates		
	C	In 2017 very few pupils converted from 'expected' in EYFS to Greater Depth in writing and maths.	Internal tracking Comparison against 2016 national conversion rates	Higher rates of progress for potentially high ability PPrD pupils.	Potentially high ability pupils eligible for PPrD make good gains to work at Greater Depth.
	D	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.	2017 Phonics 76% - highest results ever but still below national Receptive & Expressive language screening (July 2017) showed children's language skills were average of 1 year behind chronological age	Improve oral language and communication skills for all pupils, particularly those eligible for PPrD	
	E	The social, emotional and safeguarding 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 Meritex 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
	F	Low attendance rates for a small group of pupils across school (including PPrD) impact on their progress and attainment	2016-17 Whole School Attendance 94.87% (93.89% 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

External barriers	G	High mobility in some classes impacts on progress and attainment for these individuals	Year 2 cohort 2016-17 = 26% mobility	Impact of mobile pupils on attainment & progress of the cohort minimised	Mobile pupils make the same progress as cohort
	H	On-going lack of parental engagement in learning particularly with regards to reading at home which impacts on progress in phonics and reading	Improved levels of reading at home in 16-17 but still low 2017 Phonics 76% - 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	2017-18	
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	Revised marking and feedback policy implemented consistently including use of 'next steps' targets and 'even better if'	EEF Toolkit suggests high quality feedback is an effective way to improve attainment and is suitable as a whole school approach	Regular health check on books to ensure impact of marking/ feedback Discussions with pupils about marking and feedback	KS1 - Deputy Head EYFS - Assistant Head	monthly	1200
	Higher rates of progress for 'emerging' pupils and potentially high ability pupils, partic for PPrD	Regular activities within and beyond the curriculum to motivate and inspire (2017-18 focus - Science, Arts, trips / visitors)	Engagement in previous activities has shown impact on motivation and progress.	Monitoring cycle to identify impact of events on learning, motivation and progress	Science Lead Arts Lead Year group teachers	On-going	4000
		Writing CPD for all staff (Chris Ogden & Literacy lead) including gap task and impact feedback.	High quality first teaching consistently using agreed methodologies will have impact for all pupils.	Monitoring cycle Pupil Progress meetings	Literacy lead	On-going	1190
		Maths CPD for all staff (Kate Burton & Maths lead) including gap task and impact feedback.		Monitoring cycle Pupil Progress meetings	Maths lead	On-going	1190

	<p>Termly phonic screening, analysis, grouping and monitoring</p> <p>Training for new teacher and refresher for TAs</p>	<p>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.</p>	<p>Pupil progress meetings</p> <p>Monitoring cycle</p> <p>Obs of phonics sessions / guided reading</p>	<p>Literacy Lead - Deputy Head</p>	<p>termly</p>	<p>1850</p>
<p>Improve oral language and communication skills</p>	<p>Screen children for receptive & expressive language skills (purchase BPVS & Renfrew)</p> <p>Audit of speech and language (LSAT)</p> <p>Develop whole school approaches to support acquisition of language skills</p> <p>Identify and target children and groups needing additional support</p>	<p>EEF Toolkit states that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds</p>	<p>Monitoring of implementation and impact during lesson obs, pupil discussions, vocab assessments / tracking</p>	<p>Literacy lead / SENCo</p>	<p>On-going</p>	<p>2500</p>
	<p>Regular Makaton 'refresher' training for staff</p>	<p>Makaton is rooted in research which demonstrates impact on oral communication and language skills.</p>	<p>Monitoring of implementation and impact during lesson obs</p>	<p>Makaton Lead Teacher</p>	<p>Termly</p>	<p>360</p>
<p>Social and emotional needs of pupils addressed</p>	<p>Purchase additional 'Jigsaw' resources to support delivery of PSHE & SMSC. This will support all pupils to build strong social and emotional skills</p>	<p>EEF Toolkit states that on average, Social & Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school,</p>	<p>Feedback from staff</p> <p>Monitoring of 'Jigsaw' pupil books & lessons</p> <p>Pupil discussions</p>	<p>Headteacher</p> <p>PSHE Lead</p>	<p>On-going</p>	<p>500</p>

		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 through 'Future in Mind'	and attainment itself. 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 Feedback for 'Future in Mind'	Pupil & Family Support Manager and Headteacher		1500
						Total budgeted cost	14290
	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 Higher rates of progress for PPrD pupils	Additional TA in Reception Additional TA in KS1	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	Half - termly review July 2018 review with end of year data	12000
		<ul style="list-style-type: none"> enable increased feedback about learning reduce adult:pupil ratio weekly small group sessions for identified children 					12000
		Additional TA (3 hrs weekly) to support 1:1 phonics and reading for identified PPrD individuals					1500
	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	2000
		Purchase annual subscription for CPOMS Meritec to enable staff to swiftly identify and track vulnerable children. Attend updates.	Use in 2016-17 had a very positive impact particularly in saving time in collating, analysing and retrieving information	Monitoring of impact from data retrieved and analysed	Senior Leadership Team	Termly review	1000

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.	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.	When necessary or appropriate we work with families to address particular concerns or issues.	Monitoring of PFSW records Termly Pupil progress meetings	Pupil & Family Support Worker (PFSM supervise)	Termly review	7900
		Fortnightly small group sessions to support children joining school during the year. 1:1 sessions if more appropriate.		Monitoring of PFSW records	Pupil & Family Support Worker (PFSM supervise)	On-going	1000
		'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 Monitorina of lunchtimes	Headteacher		2500
						Total budgeted cost	50400
	Desired outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review	
Other	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
				Monitoring of reading journals Progress data analysed termly			1800

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		1300
	Twice yearly parent-teacher-pupil meetings (x3 for Y2) during school day to discuss progress, targets and ways for parents to support learning at home		Feedback from parents Monitoring attendance rates at meetings and events	Class teachers Admin team		2800
Increased attendance and punctuality rates	Pupil & Family Support Manager support for pupils with low attendance / poor punctuality 3-weekly meeting and tracking for targeted families (PFSM and Head) Regular attendance panels. Payment for Breakfast Club and walking bus 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		2400 3000 BClub
					Total budgeted cost	11900
					Total budgeted	76590

£2610 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