

1. Doxey Primary School : Pupil Premium Action Plan 2018/19 Summary information

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| School | Doxey Primary School | | | | |
| Academic Year | 18-19 | Total PP budget | £ 104,280 | Date of most recent PP Review | 5.3.18 |
| Total number of pupils | 181 | Number of pupils eligible for PP | 79 | Date for next internal review of this strategy | |

2. Current attainment of disadvantaged pupils in Key Stage 2

| | SCHOOL RESULTS 2017 | SCHOOL RESULTS 2018 | NATIONAL RESULTS FOR ALL OTHER PUPILS 2017 | NATIONAL RESULTS FOR ALL OTHER PUPILS 2018 |
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| % of pupils achieving the expected standard in reading, writing and maths | 15% | 25% | 67% | 70% |
| % of pupils achieving the expected standard in reading | 15% | 33% | 77% | 80% |
| % of pupils achieving the expected standard in writing | 77% | 33% | 81% | 83% |
| % of pupils achieving the expected standard in maths | 46% | 42% | 80% | 81% |
| Reading at greater depth | 0% | 8% | 29% | 32% |
| writing at greater depth | 23% | 0% | 21% | 24% |
| maths at greater depth | 8% | 8% | 27% | 28% |

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

In-school barriers

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| A. | Attainment data for eligible PP pupils in years 2, 3 and 5 is significantly behind their peers in all areas. |
| B. | Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. |
| C. | A large proportion of reported behaviour incidents are involving eligible pupils. |

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

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| D. | In an overall risk of needs index Doxey is a high level of identified need. (It performs worse than England in 5 indicators); many pupils do not have access to additional opportunities that are needed to provide a rounded education and love of learning. |
| E. | Doxey has 27.9% of children in income deprived families, which limits experiences and opportunities available to PP children. |
| F. | School readiness is 53.8% in Doxey (compared to Stafford's 76.8% and England's 70.7%) impacting on speech and language on entry to school. |

G.

Lateness and absenteeism is higher amongst PP children than their non PP peers.

Doxey Primary School : Pupil Premium Financial Action Plan 2018/9

| Pupil Premium Allocation 18/19 Based on 79 pupils | | £ 104,280 (estimated amount) | Research: |
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| Small group tuition and Teaching assistant interventions | <p>Targeted focus group teaching – Pupils are grouped according to current levels of attainment or specific needs. 0.4 of 3 TA salaries (One in each key stage)</p> <p>Research – Small group tuition</p> <ul style="list-style-type: none"> Intensive tuition in small groups is highly effective. The more flexible choices the teacher has for organising learners combined with an increase in the quality and quantity of feedback accounts for the gains. <p>Research Feedback</p> <ul style="list-style-type: none"> Feedback studies tend to show very high effects on learning. Feedback has effects on all types of learning across all age groups. Feedback should be specific accurate and clear. | £ 26,064 | <p>The Sutton Trust Teaching and Learning Toolkit, produced by the Education Endowment Fund (EEF) considers a wide range of common approaches and strategies to raising achievement. It analyses them bases on a range of evidence in order to identify the high impact approaches alongside the implications.</p> <p>This action plan is based on the some of the higher impact strategies identified by the Sutton Trust and the Ofsted document 'The Pupil Premium How schools are spending the funding successfully to maximise achievement' so that we can be confident that we are using interventions and approaches with a track record of success.</p> |
| Additional Teaching assistant in EYFS | <p>TA Salary to work across Nursery and Reception Classes</p> <ul style="list-style-type: none"> Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. | £ 21,720 | |
| Accelerated Learning Teacher (ALT) in KS2 | <p>0.3 of Assistant Head Teacher Salary, to work in key stage 2</p> <p>Research – Small group tuition (see above)</p> <ul style="list-style-type: none"> A qualified teacher is more likely to achieve greater progress and raise attainment <p>Research – Feedback (see above)</p> | £ 16,366 | |
| Learning Mentor | <p>0.6 Learning Mentor Salary Hope Project (funded till Summer '19)</p> <p>Research – Meta cognition and self-regulation strategies (learning to learn)</p> <ul style="list-style-type: none"> Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential Targeted interventions for those diagnosed ro at risk of emotional or behavioural disorders produce the greatest effects. | £ 13,840 £ 0 | |

Doxey Primary School : Pupil Premium Financial Action Plan 2018/9

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| Pupil Premium Coordinator | <p>0.2 of Assistant Head Teacher Salary Research</p> <ul style="list-style-type: none"> Leadership with direct responsibility provides focused assessment and evaluation of interventions in order to ensure that children get the right support they require. | £ 10,911 | |
| Speech and Language support | <p>Speech and Language Therapist (funded by NHS) 0.2 TA salary CPD Research -</p> <ul style="list-style-type: none"> Teaching assistants are most effective when delivering a specific intervention programme 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. | £ 8,688 | <p>“Deprivation does not determine destiny. Many young people from low-income families succeed brilliantly. There are also schools that overcome these barriers for low-income families...they do this because they have the highest expectations of each of them and are relentless in what they do to secure excellent headway in realising these expectations.”</p> <p>Unseen Children: access to</p> |
| Targeted Phonics Teaching | <p>0.2 of HLTA/ Phonics Coordinator salary - leading and managing assessments Research –</p> <ul style="list-style-type: none"> Teaching assistants are most effective when delivering a specific intervention programme Programmes with greater structure, a strong link to the curriculum, well qualified and well-trained staff are more clearly related to academic benefits In areas like reading one-to-one tuition can enable learners to catch up with their peers. Pupils might make about 4 or 5 months progress during an intensive programme. | £ 5,957 | |
| Instrumental Music lessons | <p>0.7 of Qualified Music Teachers Research -</p> <ul style="list-style-type: none"> In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. | £ 5,864 | |
| Child and Mental Health Services. | <p>Young Minds counsellor works with targeted pupils and their families Research – Social and Emotional Learning.</p> <ul style="list-style-type: none"> On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects. | £ 4,603 | |
| | <p>Child Psychologist works with targeted pupils and their families (Buy in to Your Psychology services) Research – Social and Emotional Learning.</p> | £ 4,190 | |

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| Educational Psychology Services | <ul style="list-style-type: none"> On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). | | <p>achievement 20 years on- OfSTED</p> <p>Quality First Teaching for all</p> <p>–Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.</p> <p>“There is undoubtedly still a place for targeted support, but high-quality first teaching is the most powerful driver of educational equity” Sir Kevan Collins, chief executive of the Education Endowment Foundation (EEF)</p> |
| Educational visits | <p>Subsidising Educational visits so PP pupils can participate</p> <p>Research – Educational visits</p> <ul style="list-style-type: none"> Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school. Approaches to learning can have impact on confidence and relationships in school. | £ 2,640 | |
| Building a creative curriculum | <p>Class budget for resources to engage and enhance immersive learning journey</p> <ul style="list-style-type: none"> By creating a hook and purpose to learning, children will be more engaged and motivated to learn and continue learning. | £1,400 | |
| | <p>Commando Jo Box and CPD training/Enrichment activities</p> <p>Research -</p> <ul style="list-style-type: none"> The impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires structured approaches with well-designed tasks, which lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains. | £1,050 | |
| Access to Out of school Care | <p>Subsidised access to before and after school club</p> <p>Research</p> <ul style="list-style-type: none"> Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year | £1,500 | |
| Extra-Curricular Sports | <p>Subsidising access to clubs for PP pupils</p> <p>Research – Sports</p> <ul style="list-style-type: none"> Being involved in extra-curricular sporting activities may increase attendance and retention. | £1,000 | |
| Volunteer Reading Provision | <p>Targeted reading provision Key Stage 2</p> <p>Targeted reading provision Key Stage 1</p> <p>Research – one-to-one tuition</p> <ul style="list-style-type: none"> 1:1 tuition in intensive small groups is very effective in helping learners to catch up Allows effective feedback. Short periods of intensive sessions tend to have the most impact. | £0 | |
| Allocated Costings to date | | £ 125,793 | |

Doxey Primary School : Pupil Premium Action Plan 2018/19

Priority: To close the attainment gap between pupils who are in receipt of Pupil Premium and those who are not

| Objective | Actions | Success Criteria | Monitoring activity: compliance | Resource and cost implications | Evaluation and impact (No of Pupils) |
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| A. To ensure that all PP pupils receive quality first teaching which closes gaps in attainment, particularly for children in Years 2,3 and 5. | <ul style="list-style-type: none"> SDP is established and actioned Teachers are in place and held accountable for progress and attainment of pupils in their classes. Use assessment data to accurately track the progress of PP pupils. Ensure teachers and TA's know who the PP pupils are in their class | <ul style="list-style-type: none"> 100% of teaching for PP pupils is quality first teaching by Class Teacher Pupils are receiving quality feedback to support learning Attainment gaps across all years, particularly years 2,3, and 5 are reduced. | <p>Monitoring cycle- targeting PP pupils' books</p> <p>Pupil premium learning conference with AHT</p> <p>Pupil Progress meetings between Class teacher and member of SLT to take place termly and consider PP pupils</p> <p>Provision maps/planning monitored to ensure adequate provision for PP pupils</p> | <p>See Focus group costings</p> <p>Assistant Head teacher salary</p> | |
| B. To provide conducive environments and opportunities for regular access to quality texts for enjoyment and understanding. | <ul style="list-style-type: none"> To continue to use the Volunteer Reading Support Scheme to help reluctant PP readers. KS2 reluctant PP readers to be targeted for support. Pupils should be heard on a one to one basis at least once a week. Pupils will be reading a range of different age related material and playing word games. Class teachers to share class book daily with children Books gifted to children for Christmas Continuation with the SSIF project and text based English lessons. | <ul style="list-style-type: none"> Increased confidence and enjoyment in reading is demonstrated by the pupils. Pupils are starting to develop more enthusiasm for reading. Progress in Phonics with targeted PP pupils shows an improvement. Attainment in reading increases for PP pupils as a result | <p>External monitoring of Volunteers Reading levels improve of targeted pupils.</p> | <p>See Volunteer reader costings.</p> | |
| C. To address behavioural issues of pupils with social and emotional challenges. | <ul style="list-style-type: none"> Child psychologist working in school with children and parents Learning mentors working with specific PP children Quick access to counselling provision Ensure all behavioural incidents are logged in a timely manner on MyConcern Child psychologist to work with targeted pupils and their families | <ul style="list-style-type: none"> Learning behaviours improve allowing all children consistently good or better learning opportunities. Fewer behaviour incidents recorded for these pupils on the school system. Children accessing learning mentor/counselling support are making at least expected progress in subject areas. | <p>Evaluate data on MyConcern</p> <p>Evaluate effectiveness of provision with Learning Mentor/ Child Psychologist/ SENDCO</p> | <p>See costs</p> | |

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| | | <ul style="list-style-type: none"> Quick access to counselling provision | | | |
| D. To provide opportunities for children to experience a range of activities that they don't have access to outside of school. | <ul style="list-style-type: none"> All PP children to be able to participate in educational visits Subsidise extra-curricular sports Access to enrichment activities Involvement in Commando Jo activities Provide instrumental music lesson | <ul style="list-style-type: none"> Opportunities help to develop more positive opinions and attitudes towards school Children develop self-belief and a greater confidence Children developing positive behavioural characteristics | PP learning conference | | |
| E. To provide opportunities for pupils to be successful and confident. | <ul style="list-style-type: none"> Rockit music sessions. Pupils learn to play instruments. Rock band for a small group. | <ul style="list-style-type: none"> Self-esteem and confidence of pupils raised. Pupils more engaged with school life. Pupils develop skills of coordination and concentration through music. | Successful performances. Class teacher notices impact of intervention in class. | See Instrumental Music Teachers' costs. See specialist English and oral language costings. | |
| F. To raise standards in receptive and expressive language of PP pupils | <ul style="list-style-type: none"> Speech and language therapist to assess specific needs of PP pupils and work alongside teaching and support staff to develop an appropriate speech and language programme | <ul style="list-style-type: none"> Standards of targeted pupils raised both in speaking, listening and comprehension. | Analysis of data involving PP pupils to be looked at, focusing on the areas targeted | See speech and language costings. | |
| G. To raise attendance of PP pupils to at least the same as non PP peers. | <ul style="list-style-type: none"> Investigate possibilities of morning breakfast club to reduce late arrivals which result in marked absences Continue to monitor pupils attendance and refer to EWW where necessary | <ul style="list-style-type: none"> Children are in class on time and ready to learn Attendance gap closes currently 94.72% (PP) / 96.3% (Non PP) | AHT to monitor | See AHT/PP coordinator costs | |
| To give opportunity for individuals to address gaps or misconceptions which arise during main class teaching. | <ul style="list-style-type: none"> Teachers, during marking, to identify misconceptions or common errors in individual's work. HLTA/ Booster teacher to address misconceptions/errors with pupils as soon as possible. | <ul style="list-style-type: none"> There is a rapid and focussed response to address misconceptions. There is an immediate impact seen in books. Progress is accelerated. | Class teacher to monitor effectiveness. Book scrutiny will evidence impact of intervention. | See Teaching Assistants and Learning Support HTLS costings. | |

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| To provide appropriate counselling for PP pupils. | <ul style="list-style-type: none">Identified children will have quick access to counselling provision. | <ul style="list-style-type: none">Referral system in place.Children identified and receiving support. | Learning mentor to monitor provision and report to SLT. | See counselling costings | |
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