

1. Doxey Primary School : Pupil Premium Action Plan 2019/20 Summary information

School	Doxey Primary School				
Academic Year	19/20	Total PP budget	£ 112,200	Date of most recent PP Review	05.03.18
Total number of pupils	178	Number of pupils eligible for PP	85 (48%)	Date for next internal review of this strategy	

2. Current attainment of disadvantaged pupils in Key Stage 2

	SCHOOL RESULTS 2018	SCHOOL RESULTS 2019	NATIONAL RESULTS FOR ALL OTHER PUPILS 2018	NATIONAL RESULTS FOR ALL OTHER PUPILS 2019
% of pupils achieving the expected standard in reading, writing and maths	25%	35%	70%	71%
% of pupils achieving the expected standard in reading	33%	55%	80%	78%
% of pupils achieving the expected standard in writing	33%	65%	83%	83%
% of pupils achieving the expected standard in maths	42%	40%	81%	84%
Reading at greater depth	8%	0%	32%	31%
writing at greater depth	0%	0%	24%	24%
maths at greater depth	8%	5%	28%	32%

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

In-school barriers

A.	Attainment data for Reading, Writing and Maths for eligible PP pupils in years 3 and 4 is significantly (at least a term) behind their peers Attainment data for Reading and Maths for eligible PP pupils in year 6 is significantly (at least a term) behind their peers
B.	Attainment data for Reading, Writing and Maths for PP children is in line with non PP children but low attainment across the year group means there are significantly less children at ARE compared to National Averages
C.	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.
D.	A large proportion of reported behaviour incidents are involving eligible pupils
E.	The majority of pupils start school below age related expectations in speech and language

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

F.	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.
G.	Doxey has 27.9% of children in income deprived families, which limits experiences and opportunities available to PP children.
H.	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.
I.	Lateness and absenteeism is higher amongst PP children than their non PP peers.

Research:

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. [“Unseen Children: access to achievement 20 years on”- OfSTED](#)

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 based on a range of evidence in order to identify the high impact approaches alongside the implications.

This action plan is based on 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. We are also basing our pupil premium spend on the needs of pupils as identified through our core curriculum drivers of possibilities, oracy/vocabulary, wellbeing and independent thinking.

A tiered approach to Pupil Premium spending		
Pupil Premium Allocation 19/20		£ 112,200
Based on 85 pupils		(estimated amount)
Teaching	Rationale: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils...improving teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium The EEF guide to Pupil Premium funding . At Doxey we promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed	
WellComm - a speech and language intervention, on language development in the Early Years to Y1	“The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances” Jean Gross, Time to Talk, 2013	£7,300 (funded) £2,351 (resources)
Maths CPD	The EEF guide to the Pupil Premium state that; ensuring an effective teacher is in front of every class and that continuous improvement is supported, is the key ingredient of a successful school. At Doxey a priority on our SDP is raising the attainment of all in maths - for this to happen spending in CPD is essential.	Funded (Maths Hub)
	Readiness for mastery	(resources/training) £8,000

Targeted academic support	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)	
Small group tuition and Teaching assistant interventions	<p><u>Targeted focus group teaching – Pupils are grouped according to current levels of attainment or specific needs.</u></p> <p>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. 	£28,064
Additional Teaching Assistant in EYFS	<p><u>TA salary to work across Nursery and Reception</u></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 and additional months’ progress and appears to be particularly beneficial for children from low income families 	£21,720
Speech and Language support	<p><u>Speech and Language Therapist (funded by NHS)</u> 0.2 TA salary CPD</p> <p>Research -</p> <ul style="list-style-type: none"> Teaching assistants are most effective when delivering a specific intervention programme <p>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>	£4,864
Targeted Phonics Teaching	<p><u>0.2 of HLTA/ Phonics Coordinator salary - leading and managing assessments</u></p> <p>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. <p>Pupils might make about 4 or 5 months progress during an intensive programme.</p>	£6,205
Accleerated Learning Teacher (ALT) in KS2	<p><u>0.1 of Assistant Head teacher salary to work in Key Stage 2</u></p> <p>Research – Small group tuition (see above)</p> <ul style="list-style-type: none"> A qualified teacher is more likely to achieve a greater progress and raise attainment <p>Research - Feedback (see above)</p>	£5,455
Volunteer Reading Provision	<p><u>Targeted reading provision Key Stage 1</u></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. <p>Short periods of intensive sessions tend to have the most impact.</p>	£0

Wider Strategies – that further help to develop our key curriculum drivers of possibilities, wellbeing , oracy/vocabulary and independent thinking		
Pupil Premium Coordinator	0.2 of Assistant Head Teacher Salary Research: 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
Learning Mentor	0.6 Learning Mentor Salary Hope Project (funded till Summer '19) <ul style="list-style-type: none"> • Research – Meta cognition and self-regulation strategies (learning to learn) Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential • Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects. 	£13,479 £ 0
Child and Mental Health Services.	Young Minds counsellor works with targeted pupils and their families Research – Social and Emotional Learning. <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
Educational Psychology Services	Child Psychologist works with targeted pupils and their families (Buy in to Your Psychology services) Research – Social and Emotional Learning. <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). 	£4,190
Educational visits	Subsidising Educational visits/Residential visits so PP pupils can participate Research – Educational visits <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. 	£3,640
Instrumental Music lessons	0.7 of Qualified Music Teachers - Research - 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.	£5,788 (rocket music) £1,436 (Mr D)
Building an inspirational curriculum based around our core curriculum drivers	Class budget for resources to engage and enhance immersive learning journey <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. • pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment. Commando Jo Box and CPD training/Enrichment activities – currently funded by Sports Premium Grant Research -	£5,050 £ 0

	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.	
Access to Out of school Care	<u>Subsidised access to before and after school club</u> Research 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	£2,280
Extra-Curricular Sports	<u>Subsidising access to clubs for PP pupils</u> Research – Sports Being involved in extra-curricular sporting activities may increase attendance and retention.	£1,300
Allocated Costings to date		£129,336

Doxey Primary School : Pupil Premium Action Plan 2019/20

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)
A To ensure that all PP pupils receive quality first teaching which closes gaps in attainment, particularly for children in Years 3,4 and 6	<ul style="list-style-type: none"> SIP 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 Mastery readiness programme joined to build subject knowledge to ensure quality first teaching 	<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 3,4,and 6 (maths and reading) 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>	See separate termly action plan/data for further detail
B. To accelerate progress in reading, writing and maths for all PP Pupils to ensure progress of PP pupils in line with their non PP peers.	<ul style="list-style-type: none"> Assistant Head Teacher to assess data and work with teachers to identify pupils of all abilities, who require intervention. Booster teachers plan and deliver appropriate work to small groups of identified children both in school time and out. Assistant Head Teacher to monitor effectiveness of provision and measure the impact. 	<ul style="list-style-type: none"> Progress is evident for PP pupils. Attainment gaps between PP pupils and others decreases over time. Impact of intervention is seen in class. Accelerated progress is made by PP children in Year 6 to bring them in line with their non PP peers 	<p>Assistant Head Teacher to monitor data of PP pupils.</p> <p>Pupil Progress meetings between Class teacher and member of SLT to take place half termly and consider PP pupils.</p>	<p>See Booster group and learning costings.</p>	See separate booster group data

	<ul style="list-style-type: none"> • Mastery readiness programme joined to build subject knowledge to ensure quality first teaching 	<ul style="list-style-type: none"> • Groups are flexible to pick up children that can benefit most from the additional support. 			
<p>C. To provide conducive environments and opportunities for regular access to quality texts for enjoyment and understanding.</p>	<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 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. • Children read at least 12 quality texts each year. 	<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 • Books are chosen to support learning during mini missions where possible 	External monitoring of Volunteers Reading levels improve of targeted pupils.	See Volunteer reader costings.	See separate reviewed reading action plan
<p>D. To address behavioural issues of pupils with social and emotional challenges.</p> <p><i>A large proportion of reported behaviour incidents are involving eligible pupils</i></p>	<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 dealt with appropriately and logged timely on MyConcerns. • Child psychologist to work with targeted pupils and their families • Regulation stations to be used in the classrooms as children begin to develop their self-regulation of emotions • Develop the class dojo system further 	<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. • Progress of specific children accessing learning mentor support /counselling support 	Evaluate data on MyConcerns Evaluate effectiveness of provision with Learning Mentor/ Child Psychologist/ SENDCO	See costs	See behaviour reports from SIMS and MyConcerns
<p>E. To identify children with speech and language difficulties and offer a range of customised intervention activities to help support their language development</p>	<ul style="list-style-type: none"> • WellComm baseline assessments • Interventions arising from findings to be carried out 	<ul style="list-style-type: none"> • Speech and language will improve moving up through the school • Children's vocabulary and oracy will be developed through early foundations and opportunities 			See separate WellComm data

		within the wider curriculum such as; tea party, debating, xmas plays			
F. To provide opportunities for children to experience a range of activities that they don't have access to outside of school – to make them aware of possibilities.	<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 Children become increasingly aware of other possibilities in life 	PP learning conference		Pupil voice shows children engaged and positive about Enrichment and Commando Jo activities. See also data from CoJo on character traits Self-belief and independence developed through educational visits, especially the residential
G. To provide opportunities for pupils to be successful and confident.	<ul style="list-style-type: none"> Rocket 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.	See Instrumental Music Teachers' costs. See specialist English and oral language costings.	Children achieving distinctions and Merits in their ensemble School of Music exams.
H. To raise standards in receptive and expressive language of PP pupils – in addition to WellComm	<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.	See WellComm data analysis
I. To raise attendance of PP pupils to at least the same as non PP peers.	<ul style="list-style-type: none"> Some children collected by member of SLT daily Through National Breakfast Programme - Breakfast bagels available for all from 8.30 every morning in the playground. Continue to monitor pupils attendance and refer to EWO where necessary Some pupils offered free breakfast club to ensure timely arrival in school 	<ul style="list-style-type: none"> Children are in class on time and ready to learn No child goes without breakfast Lateness will be reduced amongst PP children 	AHT to monitor	See AHT/PP coordinator costs	Bagels have reduced lateness and are readier to learn after eating.

<p>To give opportunity for individuals to address gaps or misconceptions which arise during main class teaching.</p>	<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. • Toe by Toe intervention to continue as was shown to have big impact • Maths 123 to be carried out regularly every day under the supervision of an adult 	<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. • Confidence in children taking part in Toe by Toe and 123 Maths increases as they believe that they 'can' 	<p>Class teacher to monitor effectiveness.</p> <p>Book scrutiny will evidence impact of intervention.</p> <p>SENCO/PP coordinator to monitor interventions</p>	<p>See Teaching Assistants and Learning Support HTLS costings.</p>	<p>See small group data</p>
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