

1. Doxey Primary School : Pupil Premium Action Plan 2020/21 Summary information

School	Doxey Primary School				
Academic Year	20/21	Total PP budget	£ 127,775	Date of most recent PP Review	05.03.18
Total number of pupils	178	Number of pupils eligible for PP	95 (53%)	Date for next internal review of this strategy	

2. Current attainment of disadvantaged pupils in Key Stage 2

	<i>SCHOOL RESULTS 2019</i>	<i>SCHOOL RESULTS 2020</i>	<i>NATIONAL RESULTS FOR ALL OTHER PUPILS 2019</i>	<i>NATIONAL RESULTS FOR ALL OTHER PUPILS 2020</i>
% of pupils achieving the expected standard in reading, writing and maths	35%	No data	71%	No data
% of pupils achieving the expected standard in reading	55%	No data	78%	No data
% of pupils achieving the expected standard in writing	65%	No data	83%	No data
% of pupils achieving the expected standard in maths	40%	No data	84%	No data
Reading at greater depth	0%	No data	31%	No data
writing at greater depth	0%	No data	24%	No data
maths at greater depth	5%	No data	32%	No data

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

In-school barriers

A.	Progress data for most children lies below ARE for their year groups due lost learning during the COVID 19 lockdown 23.03.20 – start of Autumn Term 2020.
B.	Attainment data for PP children is broadly in line with their non PP peers. All year groups, however have significantly less children at ARE than previous national averages.
C.	Many pupils come from homes that were unable to support a positive home learning environment, either through support, access to digital technology or learning space in the home – on return to school the impact on our disadvantaged is expected to show in their learning behaviours and their progress

D.	A large proportion of reported behaviour incidents involve eligible pupils. Due to challenges of home learning for many PP children these incidences are expected to increase upon return to school.
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. With even greater restrictions in place due to lockdown, a greater number of pupils will have had limited opportunities to experiences for a rounded educations
G.	Doxey has 28% of children in income deprived families, which limits experiences and opportunities available to PP children.
H.	School readiness is 53% in Doxey (compared to Stafford's 77% and England's 714%%) impacting on speech and language on entry to school.
I.	Lateness is higher amongst PP children than their non PP peers. 76% of children marked late after the register has closed are PP. Over 80% of theses late sessions are attributed to PP children. 74% of pupils late before the register closes are PP children and of these session nearly 80% are attributed to PP children

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 bases on a range of evidence in order to identify the high impact approaches alongside the implications. 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. 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 20/21		£ 127,775 (estimated amount)
Based on 95 pupils		
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	£2,351 (resources)

Accelerated Learning Teacher (ALT) in KS2	<p>0.1 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 a greater progress and raise attainment <p>Research - Feedback (see above)</p>	£5,455
Volunteer Reading Provision Not been possible due to COVID restrictions	<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
<p>Wider Strategies – that further help to develop our key curriculum drivers of possibilities, wellbeing, oracy/vocabulary and independent thinking</p> <p>Due to the impact of COVID19 one of our top priorities is to ensure the social and emotional needs of our children are met to mitigate the negative impact of school closures on their wellbeing</p>		
Pupil Premium Coordinator	<p>0.2 of Assistant Head Teacher Salary</p> <p>Research: Leadership with direct responsibility provides focused assessment and evaluation of interventions in order to ensure that children get the right support they require.</p>	£10,911
Learning Mentor	<p>0.8 Learning Mentor Salary</p> <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
Child and Mental Health Services	<p>Young Minds counsellor works with targeted pupils and their families</p> <p>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. 	£3,068
Educational Psychology Services	<p>Child Psychologist works with targeted pupils and their families (Buy in to Your Psychology services)</p> <p>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). 	£4,190
Educational visits	<p>Subsidising Educational visits/Residential 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. 	£3,640

	<ul style="list-style-type: none"> Approaches to learning can have impact on confidence and relationships in school. 	
Instrumental Music lessons	<p>0.6 of Qualified Music Teachers -</p> <p>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.</p>	£5,788 (Rock It music)
Building an inspirational curriculum based around our core curriculum drivers	<p><u>Class budget for resources to engage and enhance immersive learning journey</u></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. 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. <p><u>Commando Jo Box and CPD training/Enrichment activities</u> – currently funded by Sports Premium Grant</p> <p>Research - 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.</p>	<p>£5,050</p> <p>£ 0</p>
Access to Out of school Care	<p><u>Subsidised access to before and after school club</u></p> <p>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</p>	£3,857
Extra-Curricular Sports	<p><u>Subsidising access to clubs for PP pupils</u></p> <p>Research – Sports Being involved in extra-curricular sporting activities may increase attendance and retention.</p>	£1,300
Additional resources needed to ensure equitable curriculum offer during remote learning	<p><u>Paper pack –</u> In order for our curriculum offer to be equitable we produced paper pack with resources form home learning.</p> <p><u>Laptops for remote learning</u></p>	<p>£4,500</p> <p>£4,059</p>
Allocated Costings to date		£134,001

Doxey Primary School : Pupil Premium Action Plan 2020/21

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

Objective	Actions	Resource and cost implications	Staff training needs	Monitoring	Timescales	Evidence of impact
A. To ensure that all PP pupils receive quality first teaching	<ul style="list-style-type: none"> SIP is established and actioned Ensure teachers and TA's know who the PP/ disadvantaged pupils are in their class Ensure teachers have strategies to ensure that their approach is equitable and they can identify disadvantaged traits such as learned helplessness 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/all disadvantaged pupils Maths Mastery Programme joined to build subject knowledge to ensure quality first teaching 	<p>See Focus group costings</p> <p>Assistant Head teacher salary training</p>	<p>Challenging education training modules – Thinking differently for disadvantaged learners – 6 modules and follow up sessions</p>	<p>See monitoring cycle</p> <p>Staff meetings following training modules for year groups to feedback on actions and impact of training on children in class</p>		<p>Desired outcome</p> <ul style="list-style-type: none"> 100% of teaching is quality first teaching by Class Teacher Teachers are providing learning approach that is equitable for all pupils Pupils are receiving quality feedback to support learning Intervention groups have targeted foci which are regularly reviewed Attainment gaps across all year groups are lower than 2019 Support staff able to implement training in small group situation. <p>Actual outcome</p> <ul style="list-style-type: none"> Lockdown disrupted in school teaching intervention groups only first half of year Feedback supported remotely for many pupils No external data to make data comparisons
B. To ensure attainment for PP pupils is in line with their non PP peers.	<ul style="list-style-type: none"> To accurately assess starting points for all children returning to in school education and identify gaps in learning Assistant Head Teacher to assess data and work with teachers to identify pupils of all abilities, who require intervention. AHT to ensure teachers are establishing an equitable ethos Booster teachers plan and deliver appropriate work with clear objectives to small groups of identified children both in school time and out. Assistant Head Teacher to monitor effectiveness of provision and measure the impact. 	<p>See Booster group and learning costings.</p>	<p>All teachers to have access to develop understanding of mastery for all areas of curriculum</p> <p>Mastery approach - 'keep up not catch up'</p>	<p>Assistant Head Teacher to monitor data of PP pupils.</p> <p>Provision maps/planning monitored to ensure adequate provision for PP pupils</p>	<p>Assess gaps Week 3 Summer 1</p> <p>Mastery ongoing</p>	<p>Desired outcome</p> <ul style="list-style-type: none"> Attainment gaps between PP pupils and others decreases over time. Impact of intervention is seen in class. Accelerated progress is made by PP/ disadvantaged children to bring them in line with their non PP peers Intervention groups are flexible to pick up children that can benefit most from the additional support. More children are keeping up with whole class lessons <p>Actual outcome</p> <ul style="list-style-type: none"> No internal or external end of year data compare PP and non PP pupils

						<ul style="list-style-type: none"> No accelerated progress made by any children due to lockdown Intervention groups first half of year were flexible to children's needs and Toe by Toe shows good progress Some children (mainly PP) not engaged in home learning therefore not keeping up with class
<p>C. To provide conducive environments and opportunities for regular experiences to be embedded to widen learning opportunities in reading, writing and maths</p>	<ul style="list-style-type: none"> To re-start to use the Volunteer Reading Support Scheme, when safe to do so, to help reluctant PP readers. To re-start trips and visit, when safe to do so, to show children possibilities within their wider community (see objective F) Develop metacognition (when learners plan, monitor, evaluate and make changes to own learning behaviours) so that if faced with further lockdowns, children are more able to engage independently. 	See Volunteer reader costings.	<p>Challenging education training modules –</p> <p>Embed core drivers through accurate planning for Mini Missions – staff meetings</p>	Subject leaders to assess impact of their subjects on aspirations.- see Proud Folder	Ongoing	<p>Desired outcome</p> <ul style="list-style-type: none"> Pupils aspirations develop as they are exposed to more possibilities Higher engagement with disadvantaged learners when home learning if self isolating volunteers act as positive male role models embedding the attitude of reading for all <p>Actual outcome</p> <ul style="list-style-type: none"> Many environments not conducive to home learning for PP pupils Cancellation of trips/visits has curtailed the impact of building aspirations/ possibilities.
<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 Ensure all behavioural incidents are dealt with appropriately and logged timely on MyConcerns/ SIMS 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 School to become a Trauma Informed and Attachment Aware school 	See learning mentor and EPS costs	<p>Revisit regulation stations – staff meeting</p> <p>Visible values – revisit</p> <p>Script for all adults - revisit</p>	<p>SLT - Evaluate data on MyConcerns/ SIMS</p> <p>PP coordinator/SEND coordinator: Evaluate effectiveness of provision with Learning Mentor/ Child Psychologist/ SENDCO</p>	Half termly	<p>Desired outcome</p> <ul style="list-style-type: none"> Learning behaviours improve allowing all children consistently good or better learning opportunities. Fewer behaviour incidents recorded for disadvantaged pupils on the school system. Children are increasingly able to identify and regulate their emotions Teachers understand possible reasons for behavioural challenges and appropriate responses to them <p>Actual outcome</p> <ul style="list-style-type: none"> Social and emotional challenges have increased due to lockdowns School to be awarded STIAA award

<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 assessment to be carried out consistently WellComm resources to be readily available for groups Oracy takes high priority in the whole school curriculum 	<p>See Wellcom costs</p>	<p>New staff training on Wellcomm</p>	<p>EYFS lead to collate data and share progress with SLT</p>	<p>Half termly</p>	<p>Desired outcome</p> <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 within the wider curriculum such as; tea party, debating, Christmas plays <p>Actual outcome</p> <ul style="list-style-type: none"> Good progress being made before lockdown through WellComm
<p>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.</p>	<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 	<p>See above costs</p>	<p>Challenging education training modules – ‘poverty proofing’</p>	<p>PP coordinator learning conference</p>	<p>Termly</p>	<p>Desired outcome</p> <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 <p>Actual outcome</p> <ul style="list-style-type: none"> Children do see extra enrichment as an incentive and try to stay Green and sustain good behaviour choices. Opportunities limited due to COVID
<p>G. To provide opportunities for pupils to be successful and confident.</p>	<ul style="list-style-type: none"> Rock It music sessions. Pupils learn to play instruments. Rock band for a small group. 	<p>See Instrumental Music Teachers’ costs.</p>	<p>None</p>	<p>Successful performances.</p>	<p>Annual</p>	<p>Desired outcome</p> <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. <p>Actual outcome</p> <ul style="list-style-type: none"> Opportunities limited due to COVID

<p>H.To raise standards in receptive and expressive language of PP pupils – in addition to WellComm</p>	<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 	<p>See Speech and language costs</p>	<p>See TA training in above costings</p>	<p>Analysis of data involving PP pupils to be looked at, focusing on the areas targeted</p>	<p>Termly</p>	<p>Desired outcome</p> <ul style="list-style-type: none"> Standards of targeted pupils raised both in speaking, listening and comprehension. <p>Actual outcome</p> <ul style="list-style-type: none"> Pupils identified but only few interventions due to COVID lockdown.
<p>I. To raise attendance of PP pupils to at least the same as non PP peers.</p>	<ul style="list-style-type: none"> Through National Breakfast Programme - Breakfast bagels available for all from 8.30 every morning in the playground – this to be restarted, restrictions permitting Continue to monitor pupils attendance and refer to EWO where necessary Some pupils offered free breakfast club to ensure timely arrival in school 	<p>See AHT/PP coordinator costs</p>	<p>Challenging education training modules – ‘High Expectations’</p>	<p>AHT to monitor for impact / Pupil progress meetings</p>	<p>Termly</p>	<p>Desired outcome</p> <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 <p>Actual outcome</p> <ul style="list-style-type: none"> Bagels and breakfast provision continued to be distributed through lockdown – along with additional beans and milk vouchers from NSBP
<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 Third Space Learning 1:1 catch up to be used for targeted PP children 	<p>See Teaching Assistants and Learning Support HTLA costings.</p>	<p>Maths Hub training for support staff</p>	<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>Termly</p>	<p>Desired outcome</p> <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>Actual outcome</p> <ul style="list-style-type: none"> Intervention groups not possible during COVID lockdown Progress not accelerated due to COVID lockdown