



Doddinghurst Infant School

Church Lane, Doddinghurst, Brentwood, Essex CM15 0NJ

PUPIL PREMIUM STRATEGY STATEMENT (INFANT)

Date of most recent PP Review

September 2020

Date for next internal review of this strategy:

February 2021

****At this extraordinary time globally, nationally and within the school, our aim is to ensure that the below outcomes are met throughout the school year****

| Legal framework: | |
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| Total number of pupils on roll | 153 |
| Total number of pupils eligible for PPG | 17 |
| Amount of PPG received per pupil | £1345 |
| Total amount of PPG received | £16,140 |

| Deprivation index: | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|--|
| 2016 | 2017 | 2018 | 2019 | 2020 | |
| 0.11 (national 0.21) | 0.11 (national 0.21) | 0.12 (national 0.21) | 0.11 (national 0.21) | 0.10 (national 0.21) | |
| The school has deprivation indicator of 0.12 (national 0.21) which is in the second quintile | | | | | |

| Pupil Premium Breakdown by Year Group: | |
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| EYFS | 12% = (8/153 pupils on role) |
| YEAR 1 | 5 % = (3/153 pupils on role) |
| YEAR 2 | 9 % = (6/153 pupils on role) |
| SEN | 5% = (3/153 pupils on role) |



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| Barriers to future attainment: | |
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| A. | Capacity for learning support at home leading to low aspirations and confidence including the impact of the school closure in 2020 due to Covid-19. (In-School barrier) |
| B. | Low levels on entry of PP pupils particularly in communication, literacy and language. (In-School barrier) |
| C. | Accelerate progress of all PP pupils including those with SEND. |
| D. | Poor punctuality and attendance resulting in a loss of learning hours. (External barrier) |
| E. | Some home learning environments provide limited opportunities for enriched learning. (External barrier) |

| | Desired Outcomes and how they will be measured | Success Criteria | Evidence |
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| A. | Parents are supported to improve the home learning environment in order to raise aspirations and self-esteem. | PPG parents engage with school and home learning more, attending partnership events. | Workshop/ online tutorials attendance data, Parents' Evening attendance and notes, Well-being mentor correspondence/e-mails etc. Family liaison supports our families, organising appointments, addressing anxieties, concerns support with correspondence/e-mails. |
| B. | Improve language skills for pupils eligible for PP. Improve the number of children achieving the expected standard in reading and writing at the end of EYFS and KS1. | PPG pupils read at least four times per week and opportunities to develop oral skills are embedded in the curriculum. Interventions in place for PP pupils – particularly those pupils on the SEN register. | Intervention records – progress from starting point and impact over a period of time. Reading data – ages, steps, phonics, reading colour bands – showing progress over time. |
| C. | Accelerate progress of all PP pupils including those with SEN. | Progress of PPG pupils across the school is consistently in | Data – year group data tracking |



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| | | line with or better than the national average by the end of KS1. Individual pupil plans completed termly with targets for reading, writing and maths ensuring gaps are being filled with a particular focus on gaps caused by the school closure due to Covid-19. | Progress and Pupil Progress meetings. Monitoring records Well-being mentor records Intervention groups and attainment and progress data |
| D. | The attendance of PP children improves. Increased attendance and punctuality rates for pupils eligible for PP. | Reduce the number of persistent absentees and those with poor punctuality among pupils eligible for PP Attendance for PP children is in line with the national average. | Attendance records. Records of meetings with parents / intervention from CT/DHT/HT/office staff. |
| E. | PPG pupils' learning is rich and varied and they are provided with opportunities for extracurricular learning. | PPG pupils will take part in out of school clubs or play an instrument, they will improve skills through other curriculum areas, attend school trips. | Evidence of extra-curricular activities – impact on the PPG children. |

| <u>Desired Outcome(s)</u> | <u>Action/ approach</u> | <u>Evidence and rationale?</u> | <u>How will it be implemented?</u> | <u>Who will implement?</u> <u>When will a review take place? and</u> <u>What will the cost be?</u> | <u>RAG</u> |
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| B and C- Quality teaching for all. | Mastery teaching and learning across the curriculum. | All teachers and support staff to work collaboratively to | Monitored termly by SLT through books looks, work | SLT SEND Team HT and DHT | |



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| <p>Quality first teaching is in place across the whole school, which is consistently good ensuring PPG pupils make accelerated progress and reach the expected standard.</p> | <p>In house CPD to support collaborative working. Consistency in approaches to teaching in all subjects. Curriculum mapping in place that builds on knowledge gained in previous years teaching.</p> | <p>develop their own practice using the CPD and support opportunities provided. Research shows the mastery approach to teaching and learning has a positive impact (+5 months) on learning – Sutton Trust toolkit.</p> | <p>scrutiny, pupil perceptions, lesson observation, pupil progress meetings and assessment outcomes.</p> | <p>Termly review</p> | |
| <p><u>Estimated Expenditure: £2000</u></p> | | | | | |
| <p>C- Targeted support Individualised pupil reports in place for PPG pupils to improve progress and engagement in learning</p> | <p>Teacher / LSA to lead 1:1 or group sessions to target specific gaps in learning or areas for improvement on a weekly basis including precision teaching and a mastery approach as appropriate.</p> <p>1:1 or small group tuition to be considered in line with government guidance on</p> <p>The Recovery Curriculum which will support schools to address the impact of the Covid-19 school closure on our disadvantaged pupils. See target below –</p> | <p>Each pupil has different learning needs, some require mastery of specific subjects and some require a simple introduction to learning. Having a teacher focussing on targeted 1:1 or small group intervention ensures individual children’s needs are met.</p> <p>Sutton trust toolkit states that ‘Early Years interventions and oral language interventions both have a +5 months impact on pupils.’</p> | <p>Quality of teaching monitored through book looks, work scrutiny, pupil perceptions, lesson observation, Individualised pupil reports show progress from starting points and highlight outcomes achieved.</p> | <p>PPG Lead</p> <p>Termly and ongoing assessment review.</p> <p>Half termly reviews of targets.</p> | |



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| | <p>'Improving attainment and progress in reading, writing, SPAG and maths for more detailed approach.'</p> | | | | |
| <p>Estimated Expenditure: £1200</p> | | | | | |
| <p>B, C and E Personal, Social and Emotional Wellbeing.</p> <p>To improve PPG pupils personal, social and emotional development and develop aspirations.</p> | <p>To deliver emotional and wellbeing support interventions based on individual pupil's needs</p> <ul style="list-style-type: none"> - Support from BSCWT - Mindfulness - Play Therapy - Emotional Literacy - Lego Therapy <p>Operational SENCO on support throughout the day to help with any upcoming issues.</p> | <p>The social and emotional needs of our PPG pupils change and vary. Interventions are introduced and adapted in order to ensure they are meeting the needs of the pupils. Improvements in social and emotional learning have a positive impact upon attainment.</p> <p>Sutton Trust Toolkit states that "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of +4 months additional progress on attainment."</p> | <p>Group sessions are monitored and pupil voice is recorded. Intervention sheets and records are kept up to date and identify progress. Decrease in incidents and poor behaviour across the school.</p> <p>Records of key groups / case studies of key children show progress over time.</p> | <p>PPG Lead SEND Team Continuously reviewed.</p> | |
| <p>Estimated Expenditure: Mellow Moments Mindfulness- £ 1085</p> <p>Well Being Mentor- £4035</p> | | | | | |



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| Lego Therapy- £550 | | | | | |
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| <p>B and C To improve progress and attainment for all PPG Pupils in Maths, Reading and Writing.</p> | <p>Additional small group support / booster sessions / 1:1 tuition for PPG pupils in all year groups to improve progress and attainment in Maths, Reading and Writing. (Small group booster teaching for PP children This is particularly to address the impact of Covid-19 school closure on pupils' learning. Additional LSA support during Phonics sessions with the possibility of setting for phonics across KS1 to make the groups smaller and therefore target individual needs more effectively. Writing interventions, oral language interventions, maths interventions and booster groups with HT and DHT will be used to improve attainment and progress in writing for PPG pupils of all abilities. Reading comprehension strategies (interventions and guided reading focus) to be taught explicitly and consistently across the school and</p> | <p>Quality of teaching monitored through monitoring books, work, pupil perceptions, lesson observation and assessment outcomes.</p> <p>Excellent phonics skills support better outcomes in reading and writing, targeted groups ensure that pupils have the best possible start with reading. Instant feedback and support is available; interventions are in place as a result of assessment.</p> | <p>The gap in attainment between pp children and non pp children will decrease. Phonics observations take place to ensure standard is high, assessment tracking every term, groupings changed accordingly. Interventions are tracked and monitored. Guided reading and teaching of comprehension is consistent across the school. The impact of the Covid-19 school closure on PP pupils' education will be assessed and monitored and quality first teaching and quality tutoring initiatives will ensure those who have fallen behind are able to "catch up" with their peers. The impact of the school closure will reduce.</p> | <p>PPG Lead SEND Team HT DHT English Lead Maths Lead</p> | |



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| | developed by the English Coordinator. | | | | |
| Estimated Expenditure: £ 3500 | | | | | |
| A, B and C. PPG Pupils to read regularly in class up to 4/5 times a week. | Additional LSA support during class time to provide more time to hear readers and develop comprehension and core skills as well as encouraging a love of reading, leading to independent reading at home. | Some PPG children have limited support at home, they are not reading regularly either due to lack of support from parents or due to limited independence. During the school closure, some PPG pupils did not engage with the home learning opportunities and reading was not a focus at home. Sutton Trust Teaching and Learning Toolkit research states, "On average, reading comprehension approaches deliver an additional six months' progress." | Reading outcomes and frequency monitored through pupil voice and monitoring reading records. Data is tracked half termly/termly. | Class Teachers-weekly monitoring. SLT | |
| Estimated Expenditure: £900 | | | | | |
| E Pupils' learning is rich and varied, including extracurricular learning. | Hardship fund to ensure that PPG pupils are not disadvantaged. To offer and fund (where appropriate) a variety of extra-curricular clubs and activities in order for all PPG children to have the opportunity to develop a wide range of skills, build | PPG pupils should have a wide range of learning opportunities which extend beyond the core curriculum (sport, specialist gymnastics, school visits and trips, music, drama) | Quality of teaching monitored through monitoring books, work, pupil perceptions, lesson observations and assessment outcomes Monitoring participation in sport, visits, clubs and additional activities. Monitoring impact of | PPG Lead PE Lead Termly Monitoring | |



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| | <p>their confidence, build aspirations, have fun and reach their full potential. Specific classes. (Link to Sports Premium).</p> | <p>Sutton Trust Teaching and Learning toolkit shows that sports participation supports two additional months progress. Participating in sports and physical activity is likely to have wider health and social benefits. "Recent evidence from the UK shows that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress)."</p> | <p>extracurricular activities and learning on pupils' progress and attainment.</p> | | |
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Estimated Expenditure: £1500 (may be significantly less due to COVID-19 restrictions).

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| <p>B Improve language skills for pupils eligible for PP.</p> | <p>Speaking and listening opportunities to be embedded within the Curriculum. Weekly speech and language sessions to be in place for identified pupils. "Word of the Day" activities to be planned for in EYFS and KS1 as advised by the English Lead. Varied approaches to speech and language</p> | <p>The Sutton Trust and EEF research shows that oral language intervention has a low cost and progress of +5 months.</p> <p>Maintaining regular speech and language sessions ensures that spoken language and verbal interaction are prominent in English lessons and teachers</p> | <p>Quality of teaching monitored through monitoring books, work, pupil perceptions, lesson observation, intervention sheets and assessment outcomes.</p> | <p>English Lead Inclusion Lead SEND team.</p> | |
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| | development continue across the school in order to extend pupils' vocabulary and expose all pupils, particularly those PP pupils who have low levels of communication and literacy at home. | are able to explicitly extend pupils' spoken vocabulary. | | | |
| B Improve language skills for pupils eligible for PP on entry to the school in EYFS. | Pilot the NELI Scheme in EYFS (Nuffield Early Language Intervention) to improve the language skills of PP pupils. Small phonics and number intervention run by class LSA targeting early phonics development and number literacy. | ↓ | Termly progress mapping within EYFS will establish if the pilot scheme has been successful. | EYFS Lead English Lead | |

Estimated Expenditure: £1500 + £900 = £1400

Total Spend: £16,170

Some identified support may result in an over spend which will be school funded.