

Pupil Premium impact report for 2020-21



Targeted academic support

Measure	Activity									
Priority 1	Ensure that a consistently good quality of teaching and learning enables disadvantaged pupils to recover any lost learning, both in school & remotely									
Evaluation	School leaders are satisfied that PP pupils received good quality education either in school or remotely. The majority of PP pupils attended school during the Spring lockdown & if not were provided with IT devices to enable them to access work remotely. Staff were relentless in their pursuit to ensure that PP pupils engaged in learning. Teachers identified gaps in learning through assessments, provision mapping exercise to identify PP pupils for TA intervention work & then 1:1 tuition. NELI programme introduced in the Spring term with Reception children. Leaders recognise that there is still considerable work to be done in the coming years to support lost learning, particularly for the youngest cohorts, missing out on the foundation stage of their education.									
Impact	Although end of year assessments are disappointing across the board, PP outcomes are generally in line with their peers.									
Next steps	Continue to use strategies used this year. Baseline assessments for younger pupils, end of year assessments for Y2-6 to identify gaps in learning. Provision mapping to identify areas of support, TA interventions to support learning in class, NELI programme in Rec & Y1. Continue to upload planning to class dojo if pupils need to self-isolate, continue to support families with welfare so that it doesn't impact on pupils' learning.									
Priority 2	Ensure allocation of additional adults to effectively develop early reading									
Evaluation	This was a challenge because staff had to stay with their bubbles and we were unable to group children across year groups. However, as the year progressed we were able to have 3 groups in Y1. Reading leader was unable to observe & support TAs with their teaching in the usual way. RWInc training had to be done remotely & the usual development days didn't take place.									
Impact	<p>Been able to have the 3 groups in Y1 later in the year had a more positive impact on outcomes.</p> <p>64% of the Year 1 cohort passed the screening, 45% PP pupils passing, lower than in previous years.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #92d050;"> <th colspan="3">Baseline Spring 2 (2017 paper)</th> </tr> </thead> <tbody> <tr> <td style="width: 60%;">Children achieving 32+ (24 pupils)</td> <td style="width: 20%; text-align: center;">3/24</td> <td style="width: 20%; text-align: center;">13%</td> </tr> <tr> <td>PP children achieving 32+ (11 pupils)</td> <td style="text-align: center;">0/11</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>	Baseline Spring 2 (2017 paper)			Children achieving 32+ (24 pupils)	3/24	13%	PP children achieving 32+ (11 pupils)	0/11	0%
Baseline Spring 2 (2017 paper)										
Children achieving 32+ (24 pupils)	3/24	13%								
PP children achieving 32+ (11 pupils)	0/11	0%								

Summer outcomes (2018 paper)		
Children achieving 32+ (25 pupils)	16/25	64%
PP children achieving 32+ (11 pupils)	5/11	45%

In Y2, 79% of the cohort passed, 88% of PP passed so a much more positive picture.

Baseline Autumn 2 (2017 paper)		
Children achieving 32+ (13 pupils)	4/13	31%
PP children achieving 32+ (8 pupils)	3/8	38%

Summer outcomes (2018 paper)		
Children achieving 32+ (14 pupils)	11/14	79%
PP children achieving 32+ (8 pupils)	7/8	88%

In EYFS 43% of the cohort achieved GLD (from a baseline of 16%), 33%(from a baseline of 11%) of PP pupils. 67% (from a baseline of 53%)of the cohort & 67%(from a baseline of 67%) PP for communication and language.

Next steps	A RWI development day is needed early on in the Autumn term to support the reading leader and TAs. Reading leader will be able to observe and support TAs next year. The NELI programme will continue into Y1 in the Autumn term & start with a new group in Rec. Early language development and reading will be the main priority for staff in EYFS & KS1. The 2 PP pupils in Y3 who did not pass their screening will be given additional support with phonics and reading skills.
Priority 3	Establish smaller reading and writing groups for disadvantaged pupils falling behind age-related expectation
Evaluation	These groups were set up, mainly in Years 3, 4 & 6 but school leaders recognise that there was disruption throughout the year due to bubble closures and the Spring lockdown. PP pupils in Years 3,4 and 6 did receive support from TAs in their reading and writing lessons & were put into smaller groups.
Impact	Outcome at KS1 for PP pupils

14 pupils PP	Reading	Writing	Maths	RWM Combined
ARE (Cohort)	50%	21%	43%	14%
GD (Cohort)	29%	0%	21%	0%
ARE (PP pupils)	50%	38%	63%	25%
GD (PP pupils)	38%	0%	25%	0%

KS1 outcomes in writing for PP pupils was 0% on entry into Year 2, there was an increase of 38% by the end of Year 2.
 Outcomes in Reading for PP pupils was 38% on entry into Year 2, there was an increase of 12% by the end of Year 2.
 Outcomes in Maths for PP pupils was 0% on entry into Year 2, there was an increase of 63% by the end of Year 2.

Outcomes at KS2 for PP Pupils

18 pupils are PP	Reading	Writing	Maths	RWM Combined
ARE (Cohort)	59%	41%	56%	41%
GD (Cohort)	11%	0%	11%	0%
ARE (PP pupils)	63%	37%	50%	38%
GD (PP pupils)	6%	0%	13%	0%

KS2 outcomes in writing for PP pupils was 0% on entry into Year 6, there was an increase of 37% by the end of Year 6.
 Outcomes in Reading for PP pupils was 27% on entry into Year 6, there was an increase of 36% by the end of Year 6.
 Outcomes in Maths for PP pupils was 13% on entry into Year 6, there was an increase of 37% by the end of Year 6.

Next steps

Reading and writing will continue to be a school priority for 2021-22 with leaders and class teachers targeting PP pupils.

Wider strategies

Measure	Activity
Priority 1	Sharing a part-time SENDCo with partner schools to support disadvantaged pupils with SEND.
Evaluation	School leaders judge that this continues to be a very good use of spend. SENDCo can be flexible with her hours/diary. Lots of shared practice between the 3 schools. 5 pupils of 11 on the SEND register are eligible for PPG. Leaders judge that provision for SEND pupils is very good & the SENDCo has continued to work with all the necessary agencies, parents, staff and pupils to ensure this is the case. SENDCo provides teachers/TAs with lots of support for in class strategies. Ensures the necessary CPD for staff. SENDCo is readily available.
Impact	The majority of PPG SEND pupils made good or better progress in reading, writing and maths in their end of year assessments. The majority of SEND pupils attended school during the Spring national lockdown. Excellent relationships between parents/class teachers and SENDCo. Learning & emotional needs of pupils are met. Staff feel confident working with SEND pupils and are reassured from the support they receive.
Next steps	Continue with the model we have of sharing SENDCo between 3 schools.
Priority 2	Professional services of an Educational Psychologist to support disadvantaged pupils with SEND.
Evaluation	School leaders judge this to be a continued good use of spend. Meetings with SENDCo, teachers, parents, observations of pupils have continued. TACs have continued. This has enabled applications for EHCPs to be driven forward and have been successful. Again, due to the flexibility of the SENDCo role, we can share the hours of the EP between the schools, dependent on need & requirements. School leaders judge the EP providers to be high quality and we get good value for money.
Impact	Increased number of applications and successes for EHCPs. Successful TACs, successful referrals to CAHMs and speech therapists due to comprehensive reports from EP.
Next steps	Continue with the SLA we have the Educational Psychologists.
Priority 3	Ensure that pupils' emotional well-being is prioritised alongside their academic achievement
Evaluation	Significant amount of work done this year during the pandemic to support the WER of children, particularly PP children. Over 80% of PP pupils attended school during the Spring lockdown. If home learning, they had regular welfare calls home. Food parcels were provided at Christmas & Easter. Support to families to help with FSM vouchers, referrals for school uniforms, loans of laptops/i-pads. We continued to work with children's services. Educational Psychologist undertook counselling with identified pupils, (8 week intervention for managing worries), small group work done by TAs, whole class mental health workshops in the summer term. Caritas social worker

	supported families in the Autumn term on return to school. Weekly welfare checks in school for identified pupils as part of their WER. Introduced the 6 principles of nurture to classes, staff training to become a nurture school.
Impact	Majority of pupils report that they are happy and feel safe in school. Evidence: CPOMs from weekly welfare checks, behaviour is good in class & in the playground, relationships between peers is good, records on CPOMS, levels of engagement with home learning were good. Parents report their appreciation for the support they've received from school. Pupils who have received intervention from the EP have strategies in place to help manage their anxieties and worries, they have an identified member of staff to talk to. Strong partnership between home and school. Good evidence of this from text communication on class dojo.
Next steps	Continue to use the EP to identify other pupils for support. Continue to support families with food, school uniform, transport, IT devices. Set up and resource an identified area in school as a 'nurture room' – a safe space for identified children to use. Set up a nurture team of staff and children.

Wider strategies

Measure	Activity
Priority 1	Provide laptops/i-pads for remote learning
Evaluation	School issued 30 laptops/i-pads to families during lockdown in the Spring term. Devices were also issued to any families who needed them when bubbles closed.
Impact	The majority (80%) of pupils issued with laptops were able to engage with online learning & school learning platforms.
Next steps	Continue to provide families who are eligible for PPG with laptops/ipads if needed to support learning at home.
Priority 2	Provide educational experiences to support teaching and learning
Evaluation	This has been difficult to implement. Leaders did manage to arrange zoom sessions with authors, we arranged walks around the locality for Geography, visits from high school teachers for science but very limited. Art & Music specialist teachers were still able to work with classes.
Impact	Teachers had to adapt their teaching accordingly and gave pupils virtual experiences. Pupils and teachers report that they have really missed educational visits and experiences this year.
Next steps	Teachers to work with each other & school leaders to get educational visits and experiences booked in to enhance the curriculum.

Priority 3	Purchase of additional reading books & material giving a varied genre to support topic work
Evaluation	Purchase of new 'book bag' phonics for KS1. Purchase of free readers to replenish class libraries so that pupils have books/texts on hand to support the topics they are covering in class or have already covered.
Impact	Pupils in KS1 have books to take home that match the phonics skills they are learning in class. More opportunity to practice the sounds they are learning. Older children report that they are enjoying the additional resources available to them.
Next steps	Purchase new books for classrooms to replenish & update free readers, ensuring that these books specifically celebrate & reflect diversity and inclusion.
Priority 4	Provide on-line learning resources
Evaluation	Mathletics, Numbots, TTRS, Bugclub and other online platforms have been invaluable this year, particularly during lockdown. Early on in the year, teachers ensured that pupils had all the correct usernames and passwords. They supported pupils and parents with downloading and how to access on various devices.
Impact	Gave a variety of learning experiences for pupils as well as the work provided by teachers on class dojo. Children could work independently on their personalised tasks set by the teachers. The programs give lots of opportunities to practice basic skills.
Next steps	Continue to subscribe and teachers to support children and families with access. Teachers to monitor usage.
Priority 5	Provide homework books
Evaluation	School leaders continue to value the purchase of homework books for English & Maths. The books match the curriculum taught in class, teachers can use differentiated books & there is less chance of a workbook getting lost.
Impact	There are good levels of engagement from all pupils who use the homework books. Children take responsibility for their home learning. Parents prefer workbooks rather than sheets of paper that tend to get lost.
Next steps	Continue to provide CGP workbooks for Maths and English skills Years 1-6.