

Pupil Premium Impact Report 2020/21

Funding based on 29 children in KS1 & KS2 April 20 – March 21	
Total funding for April 20 – March 21	£44,309

Categories	
Nursery (EYFS PP)	6
Reception	0
Number in Key Stage 1	6
Number in Key Stage 2	18
Looked After Children	4
Previously Looked After Children	2
Total standard Pupil Premium funding (or who have been on the register during the past 6 years)	£34,970
Total Early Years PP	£1,399
Total LAC/PLAC PP	£7,940
Total funding	£44,309

Main Barriers to Educational Achievement

In addition to being financially disadvantaged, many of our children who qualify for Pupil Premium funding have other barriers to learning.

- Some are on the SEND register at School Support or EHCP Level, which means they have had input from outside agencies to support their learning OR on a 1:1 basis.
- Some of our Pupil Premium children come from single parent or split families. The relatively newness of this situation does impact on their readiness to learn and generally means that extra academic and pastoral support is required in order for them to access the curriculum at the same level as their peers.
- Poor oral language/literacy skills and lack of reading opportunities outside of school
- Lack of access to a range of social, cultural and sporting activities, which can impact on maths and English outcomes
- Social, emotional and mental health issues
- Lower level of attendance and punctuality at school
- Low level of attainment on entry

Details of spending plan for 2019-20

Action	Rationale in relation to barriers	Cost	Planned Impact
Disadvantaged families are supported financially by being offered the following discounts - A 50% reduction in the cost of all school trips. - A 50% reduction in the cost of school residential trips. - Use funding to reduce the cost of after school clubs to encourage wider participation from disadvantaged pupils.	Talking to disadvantaged parents has informed us that they find it difficult to contribute towards the cost of trips and visits. Analysis of uptake of extra-curricular activities has shown that fewer disadvantaged children participate in these activities than their non-disadvantaged peers.	£600	Disadvantaged pupils continue to have improved access to wider enriching experiences, promoting positive attitudes to learning and school in general. The impact of this action will be measured by analysing participation in extra-curricular activities.

END OF YEAR IMPACT:

Due to Covid 19 many trips and clubs were cancelled this year. The school was closed to all but Critical Workers from January 21 until Easter. In the summer term the children in Y6 and Y3 attended a trip. The discount was applied to those children eligible. This affected 3 children in Y6 and 4 children in Y3. The total cost was £100.

Lesson observations; drop ins and coaching focus on feedback to enhance opportunities for differentiation. Staff meetings and CPD will be tailored where necessary to meet identified whole school training needs. Monitoring checks via planning and book flicks will validate provision.	Disadvantaged pupils maintain the rate of good progress from their starting points; those who have fallen behind make accelerated progress and 'catch up' or exceed prior attainment standards.	£5,000	Quality of teaching is at least good in all classes on a daily basis with more teaching moving increasingly to outstanding. Differentiation challenges learning for all children especially those identified as needing to catch up. The gap between the progress of disadvantaged and non-disadvantaged is narrowed.
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END OF YEAR IMPACT:

Lesson observations, drop ins, book flicks and planning scrutinies all showed that the curriculum was being appropriately differentiated to meet the needs of all learners. This was a huge achievement this year because the teaching and learning in the spring term had to take place via live sessions on Google Classroom. The purchase of White Rose Maths and Classroom Secrets greatly aided teachers in setting differentiated tasks in maths, reading and grammar. During lockdown the use of apps such as Mote and Ruberics assisted in providing pupils with verbal and group feedback to tasks set. Staff meetings were focused on ensuring that all staff felt confident in using the new resources and that there was a uniform approach to using these apps to aid formative assessment.

2 teachers attended training on Talk4Writing.

1 teacher attended training on Transition in to Y1.

Performance of disadvantaged pupils by year group

YEAR GRP	No. of pupils	READING				WRITING				MATHS			
		ARE+		EXCEED		ARE+		EXCEED					
Y1	1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Y2	5	4	80%	1	20%	2	40%	2	40%	4	80%	2	40%
Y3	4	3	75%	1	25%	1	25%	0	0%	2	50%	1	25%
Y4	5	3	60%	1	20%	2	40%	0	0%	2	40%	1	20%
Y5	6	6	100%	2	33%	4	67%	1	17%	4	67%	2	33%
Y6	3	2	67%	2	67%	2	67%	1	33%	2	67%	1	33%

Disadvantaged compared to Non Disadvantaged - SCHOOL

KEY STAGE 1	No. of pupils	READING %			WRITING %			MATHS %		
		BELOW	ARE+	EXCEED	BELOW	ARE+	EXCEED	BELOW	ARE+	EXCEED
Disadvantaged	5	20	80	20	60	40	40	20	80	40
Non Disadvantaged	24	21	79	33	21	79	21	21	79	29
KEY STAGE 2		BELOW	ARE+	EXCEED	BELOW	ARE+	EXCEED	BELOW	ARE+	EXCEED
Disadvantaged	3	33	67	67		67	33	33	67	33
Non Disadvantaged	29	7	93	45		83	24	3	93	38

As you can see the results for writing across school are lower than those for reading and maths, this is because it was more challenging for children to develop their writing skills remotely. The level of interaction and support the children receive in class to develop their writing skills could not be emulated at home. Disadvantaged children in particular suffered from the lack of personalised support. Despite the lock down and children working from home for almost 2 terms over 2 years the progress all children have made has been very pleasing to see. All the robust measures put into place avoided many children drastically falling behind with their education in the core subjects. When you compare the school's performance to the National Data collected by NCER you will notice that the school out performs the national averages.

Disadvantaged compared to Non Disadvantaged – NCER NATIONAL DATA

KEY STAGE 1	No. of pupils	READING %			WRITING %			MATHS %		
		BELOW	ARE+	EXCEED	BELOW	ARE+	EXCEED	BELOW	ARE+	EXCEED
Disadvantaged	7,260	51	49	9	61	39	4	51	49	7
Non Disadvantaged	31,840	29	71	22	38	62	12	29	71	18
KEY STAGE 2		BELOW	ARE+	EXCEED	BELOW	ARE+	EXCEED	BELOW	ARE+	EXCEED
Disadvantaged	12,600	36	63	17		56	8.1	41	58	12
Non Disadvantaged	33,790	18	82	36		76	19	21	79	27

Whole school training on using assessment data to plan for personalised lessons.	Evidence from Sutton Trust on importance of personalised feedback. All staff will know the children well and will plan effectively for their progress.		Improve the robustness of assessment data and the use of gap analysis to close the gaps
Guided groups to become a key part of lessons.	Close analysis of PP data to provide timely interventions.		
Directed teaching for PP pupils to close gaps.			

END OF YEAR IMPACT:

Whole school training on how to use assessment data to track pupil's progress and plan for their next steps really helped to accelerate outcomes over this very challenging year. The consistency of approach across all the school meant that no year group's performance was significantly weaker.

Where attainment varied the number of children with additional needs in the class needs to be taken into account.

All Pupils	Year group	Number	READING				WRITING				MATHS			
			ARE+		EXCEED		ARE+		EXCEED		ARE+		EXCEED	
	Y1	24	16	67%	9	38%	17	71%	4	17%	20	83%	8	33%
	Y2	30	23	77%	9	30%	21	70%	7	23%	24	80%	9	30%
	Y3	28	25	89%	10	36%	23	82%	0	0%	23	82%	8	29%
	Y4	33	26	79%	12	36%	25	76%	5	15%	27	82%	13	39%
	Y5	30	29	97%	8	27%	23	77%	4	13%	24	80%	11	37%
	Y6	32	29	91%	15	47%	26	81%	7	22%	29	91%	12	38%

<p>Provision mapping for increased general TA support to run specific focus groups in English and Maths, which support quality first teaching, thorough gap analysis and pre-teaching.</p> <p>Then pm to run focussed interventions.</p>	<p>Experience has shown us that high quality TA support in each class, when deployed effectively, has a positive impact on the progress of disadvantaged pupils as well as other vulnerable groups.</p> <p>Daily focussed interventions close the gaps in key areas of weakness for disadvantaged pupils.</p>	£35,000	<p>Through a rigorous programme of adaptive teaching, which includes pre-assessment, gap analysis and pre-teaching, disadvantaged children are able to access the Quality First Teaching in their respective classes and make accelerated progress. Ultimately, this should close the attainment gap over time.</p> <p>Targeted interventions will provide the top up support and consolidation of key skill these children need to progress.</p>
<p>END OF YEAR IMPACT: Please see the report 'Impact of interventions 20-21'.</p>			

TAs new to their year group to attend training on: Read, Write Inc, BRP or Inference (relevant to their key stage). To improve writing and reading outcomes.	To support children in their ability to read, write and decode words successfully. To reduce the barriers to being a successful reader.	£600	All children to be able to successfully read and write to age related expectations.
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END OF YEAR IMPACT:
One teacher and TA attended training on Read, Write Inc so that they could teach a focussed group.
2 TAs attended training on Inference so that they could deliver the intervention programme to children in KS2.
All pupils made progress in phonics and the interventions they were placed on.

An example of progress made on the Inference intervention run by an newly trained TA

Name	5th April	24th May	Hodder Test			
	Actual Age		Reading Age		Standardised Score	
	Start	Finish	Start	Finish	Start	Finish
D	8.0	8.2	<7.5	9.05	95	113
J	8.2	8.4	<7.5	9.01	84	110
M	7.9	8.11	8.07	9.07	99	115
K	7.8	7.10	9.03	>9.07	112	124
Z	7.7	7.9	<7.5	8.04	84	104
K	7.9	7.11	8.01	9.03	99	112

Provision of a range of staff to remove or alleviate individual social, emotional and health barriers.	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	Pastoral support £500	Families confidentially feedback that they feel well supported during social care issues. Families actively seek support from school to reduce need for social care involvement. PP children make good progress in their end of key stage tests.
<p>END OF YEAR IMPACT:</p> <p><i>Children with identified needs have been referred to: Primary Jigsaw; Behaviour Support Service and to outside agencies for counselling. Parents have also been supported by receiving additional advice from Behaviour Support or being referred to Parenting for anxious children workshops.</i></p> <p><i>We have worked in partnership with Team Around the School to support families with parenting at home guidance.</i></p> <p><i>In school we have undertaken pastoral interventions for friendship skills, developing social skills and communication skills.</i></p> <p><i>For specific pupils we have provided bespoke support plans to enable them to attend school (centred on social, emotional mental health).</i></p> <p><i>We have also run bespoke sessions for anxious pupils to aid transition from primary to secondary schools.</i></p>			

The curriculum will incorporate a range of initiatives and resources to extend children's learning experiences. Trips, on site workshops, bespoke resources.	Pupils have a breadth of experiences that enable them to contextualise their learning. The Sutton Trust toolkit identifies positive gains in progress for Arts participation (+2), outdoor learning (+4), and sports participation as having positive effects on pupil outcomes.	£1000	Children are able to confidently verbalise their learning and retain key information over a period of time due to the lessons stimulating their long term memory. Lesson observations show high levels of engagement with learning by PP children which result in embedded learning seen in summative assessments.
<p>END OF YEAR IMPACT:</p> <p><i>Unfortunately due to Covid 19 a number of the planned trips and experiences were cancelled. However, resources were purchased to enhance the curriculum and to ensure that children experienced a number of hands on activities. A significant amount of money was spent on improving the facilities in the Reception outdoor area. A large amount of money was also spent on replenishing the maths, computing and science resources.</i></p>			