

Pupil Premium Impact Plan/Annual Statement

Pupil Premium 2020 - 2021

The Headteacher, Senior Leaders, all staff members and the Governing Body are committed to meeting the pastoral, social and academic needs of all pupils including those with Pupil Premium in school. They have ensured that pupil premium funding has been used to overcome barriers to learning, including reading, writing and mathematics, as well as meeting individual social or welfare needs. The PPG has been carefully targeted at the designated children in the school by using a range of data and information. By using effective and rigorous controls the governors ensure that pupil premium funding has been effectively and efficiently managed.

The funding contributed towards the following initiatives in 2019 – 2020.

Needs driven support

Targeted interventions implemented in KS2 to deliver interventions based upon detailed analysis of the progress and attainment of each learner. These may be 1:1 sessions or small groups. Non class based SENCO three days per week to co-ordinate and implement provision, early help assessments and monitor progress. Impact of interventions are assessed and evaluated continually.

£6000

Emotional support / Resources

Two members of staff continued training and implemented The HOPE Project (Helping Our Pupils Emotions) tier one support. As a result we implemented 1:1 support sessions / nurture groups for targeted children to develop emotional resilience, positive self-esteem and form good relationships. Additional training completed on Drawing and Talking and this intervention was also implemented.

Contribution from pupil premium funding: HOPE Resources £600 and CPD £920

Subsidised school trips and enrichment activities

Children on FSM had trips either fully subsidized or paid a token payment towards trips, including a residential visit to Laches Wood and other enrichment activities in school.

£160

Annual Statement 2020 – 2021

This reports how Pupil Premium has been used in our school, intervention that has been supported by the additional funding and details the attainment and progress of pupils covered by the premium as well as progress made towards diminishing differences with other pupils.

The total received during this period (April 2020 to March 2021) for learners eligible for Pupil Premium at the time of census Spring term 2020 was £16,450. This funding was targeted to further develop provision to ensure all learners achieve their full potential through teaching and learning, promoting wellbeing and implementing our recovery curriculum following lockdown as well as emotional support for pupils in our school.

The funding will contribute towards the following initiatives in 2020 – 2021.

Focus	Barriers to learning	Desired outcomes	Success criteria	Strategies/Interventions	Implement when? (from and to)	Monitoring (who and when)	Evaluation
Maintaining and building upon improved achievement in reading, vocabulary development and writing for disadvantaged pupils as part of our recovery curriculum focus.	<p>Mobility</p> <p>Developing fluency / reading speed / vocabulary</p> <p>Lack of support or apathy with home learning during lockdown.</p> <p>Disadvantaged pupils with SEND or EAL – in particular, dyslexia</p> <p>Individual emotional needs and wellbeing</p>	<p>Disadvantaged pupils achieve ARE or GDS in-line with non-disadvantaged pupils in school and nationally and progress rates are similar.</p> <p>Boy / girl cohort specific gaps identified are narrowed.</p> <p>Boys progress in reading and writing improves to be more in-line with girls.</p> <p>Specific interventions have impact on pupil progress.</p>	<p>Progress and attainment of disadvantaged pupils is in-line with non-disadvantaged pupils.</p> <p>Expectation of at least 12 months progress on AR end of year test.</p> <p>Evidence of progress in AR star reading tests as well as evidence of pupils being motivated and reading frequently.</p> <p>Reading and writing interventions enable children to catch up quickly.</p> <p>Evidence of improved progress in books.</p>	<p>1:1 reading; phonics intervention; Y1/2 Optima / L+S, precision teaching and Y3L+S interventions;</p> <p>Toe by Toe</p> <p><u>Rapid Reading and Rapid Phonics Accelerated Reading Scheme</u></p> <p>Purchase and implement AR Home reading strategy through online books.</p> <p>Use information from STAR testing / diagnostic reports to inform individual targets.</p> <p>Parent information and resources updated on class intranet pages for each group in how we teach reading, spelling, GPS and writing.</p> <p>Reading to Rosie, therapy dog virtually.</p> <p>Readiwriter, phonics hub, letters and sounds materials plus online resources.</p> <p>Grammar, punctuation and spelling – discreet lessons.</p> <p>Talk for writing strategies and implement immersive narrative approach in KS1.</p> <p>Unit approach to developing writing skills – cold task, skills development, practise opportunities and hot task – assessed.</p>	<p>Sept 20- July2021</p> <p>AR progress reviews Dec, March and July</p> <p>Nov 2020</p> <p>September 2020</p> <p>Sept 2020 – July 2021</p> <p>After Oct half term 2020</p> <p>From Sept 2020</p>	<p>English co-ordinator and SENCO report to SLT half termly.</p> <p>Termly pupil progress meetings – class action plans.</p> <p>November – School led Deep Dive into Reading – HT/ English Co-ordinator</p> <p>Learning walks and work scrutiny each term – DHT/HT/English Co-ordinator.</p>	<p>End September 2020 – average progress +6 months in AR however 3 boys in group made negative focus.</p>

				<p>Assessment for learning – teaching meeting individual needs.</p> <p>Strengthening the impact of marking and feedback on pupil outcomes.</p> <p>Focus on metacognition – teaching the children explicit learning skills.</p>			
<p>Improving attendance for disadvantaged pupils</p> <p>92.8% to end July 2020 – this was affected by two pupils who didn't return after lockdown.</p>	<p>Parental disorganisation</p> <p>Emotional needs</p> <p>Two pupils in this group didn't return to school after lockdown.</p>	<p>Improved punctuality and attendance</p>	<p>All disadvantaged pupils meet the school's target of at least 95% attendance.</p> <p>School no longer in bottom 10% nationally for FSM attendance</p>	<p>All pupils on list for first day response; Letters sent home if attendance falls below 95% followed by another letter and referral to the EWO if no improvement. Attendance meetings with parents when appropriate; phone calls home from teachers and discussions at parents' evening.</p> <p>Termly reporting to governors on attendance data for this group.</p> <p>Implement as a target on Early Help / CIN Plans and give the pupils a sense of responsibility for attendance and punctuality.</p>	<p>Sept 2020 to July 2021</p>	<p>E Pearce and Office staff / EWO</p>	<p>93.2% to 15/10/20</p> <p>3/11 attendance >95% 15/10/20</p>
<p>Improve self-esteem, confidence and emotional wellbeing for identified children within</p>	<p>Social and emotional barriers to learning</p> <p>Family circumstances</p>	<p>Children are happy, confident and well supported to meet additional challenges they</p>	<p>EHP and LST reports identify progress towards targets for these children. Behaviour and</p>	<p>Nurture time</p> <p>Learning mentor support in school</p> <p>BSC/ASC</p> <p>Lunchtime support</p>	<p>Sept 2020 to July 2021</p>	<p>All staff</p> <p>SENCO</p> <p>HOPE Co-ordinator</p>	

the PP group, especially returning to school after lockdown.	including bereavement SEND / EAL	face outside of school	attitude in school improves.	Referral to The HOPE project / Drawing and Talking for individual or group support in school. Therapy dog virtual sessions Purchase additional resources to support pupil mental health and well-being. Referral to DIP for Malachi Support and follow Early Help Plans where appropriate.		Pets for Therapy Charity	
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Forecast Expenditure 2020/21

Resource	Cost
Non class based SENCO to support teaching and learning 3 days per week in Y6	£6,000
Support for pupils through HOPE / Interventions	£2000
Additional teaching time in Y1,Y2 and Y4 3 days per week	£6000
Contribution to additional online support / resources for home learning	£2000
CPD	£450

2018 - 2019 Impact Statement

Attendance

	% of sessions missed due to overall absence			
	2018		2019	
	School	National average	School	National Average
All Pupils	3.4%	4.2%		
Free School Meals (Ever 6)	4.4%	5.7%		
Non FSM	3.3%	3.6%		

	% Persistent absentees- absent for 10% or more sessions			
All Pupils	4.5%	9.6%		
Free School Meals	0	17.2%		
Non FSM	4.8%	6.9%		

Attainment and Progress Data Phonics: proportion attaining the expected standard in Phonics Y1 and Y2 (No phonics check June 2020. Assessment in Y2 by Dec 2020)

	Year 1			Year 2 Cumulative		
	2017	2018	2019	2017	2018	2019
School Disadvantaged KS1	N/A	0	N/A	50% (1)	(1) 100%	N/A
Other KS1	90%	90%	97%	97%	100%	100%
National other pupils	81%	81%	%	91%		
Within school gap	N/A	N/A	N/A	-47%	n/a	N/A
Difference to National	N/A	N/A	N/A	-41%		N/A

Average point scores / % at Y2 expectations by disadvantaged pupils KS1 (total number in group)

Number of pupils in brackets	2018 % expected or above	2019 % expected or above	2020 % on track for ARE+ March
Reading			
School Disadvantaged KS1	(2) 100%	N/A	(1) 100%
Other KS1	(29) 81%	(27) 93%	(29) 93%
National Disadvantaged	79%	60%	-
Within school gap	+19%	N/A	+7%
Difference to National	+21%	N/A	N/A
Writing			
School Disadvantaged KS1	(2) 50%	N/A	(1) 100%
Other KS1	(29) 81%	85%	90%
National Disadvantaged	74%	53%	-
Within school gap	-30%	N/A	+10%
Difference to National	-24%	N/A	N/A
Mathematics			
School Disadvantaged KS1	(2) 100%	N/A	(1) 100%

Other KS1	(29) 81%	89%	90%
National Disadvantaged	74%	61%	-
Within school gap	+19%	N/A	+10%
Difference to National	+26%	N/A	N/A

% at Y6 expectations by disadvantaged pupils KS2 (total number in group)

Number of pupils in brackets R/W/M Combined	2018 % Expected +	2019 % Expected +	2020 % On track for Expected + March 2020
School Disadvantaged KS2	(1) 100%	(1) 100%	(3) 67%
Other KS2	(33) 58%	(33) 79%	(27) 81%
National disadvantaged	70%	47%	-
Within school gap	+42%	+21%	-14%
Difference to National	+30%	+53%	-
Reading			
School Disadvantaged KS2	(1) 100%	(1) 100%	67% (3)
Other KS2	(33) 70%	(33) 91%	(27) 85%
National	80%	58%	-
Within school gap	+30%	+9%	-18%
Difference to National	+20%	+42%	-
Writing			
School Disadvantaged KS2	(1) 100%	(1) 100%	67% (3)
Other KS2	(33) 82%	(33) 88%	(27) 89%
National	83%	63%	-
Within school gap	+18%	+12%	-22%
Difference to National	+17%	+37%	-
English Grammar, Punctuation and Spelling			
School Disadvantaged KS2	(1) 100%	(1) 100%	67% (3)
Other KS2	(33) 64%	(33) 85%	(27) 78%
National	82%	63%	-
Within school gap	+36%	+15%	-11%
Difference to National	+18%	+37%	-
Mathematics			
School Disadvantaged KS2	(1) 100%	(1) 100%	(2) 100%

Other KS2	(33) 64%	(33) 91%	(27) 85%
National other pupils	81%	63%	-
Within school gap	+36%	+9%	+15%
Difference to National	+19%	+37%	N/A

Strengths

- All disadvantaged children in Y6 made at least good progress writing and maths.
- Emotional and wellbeing support had good impact on pupils with emotional needs, including for three pupils new to the school and three pupils following the loss of a parent.
- Support for vulnerable / disadvantaged pupils in lockdown.

Weaknesses

- Progress of one pupil premium child was below expected in reading by March 2020.
- Only six of this group returned to school after lockdown despite efforts to encourage attendance, including weekly phone-calls to all families.

Whole School Teacher Assessment March 2020

Year Group	Disadvantaged on track for ARE		
	R	W	M
1 (1)	100%	100%	100%
2 (1)	100%	100%	100%
3 (1) New arrival	0	0	0
4 (3)	0	0	33%
5 (3)	67%	67%	67%

6 (3)	67%	67%	100%