



Pupil Premium - Review of expenditure 2020/21

PREVIOUS ACADEMIC YEAR 2020/2021

TOTAL EXPENDITURE: £245,000

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
<p>A/B. Attainment and progress gaps between PPG and pupils nationally decreases/closes over time.</p>	<p>Attainment and progress gaps between PPG and other pupils decrease and be in line with national benchmarks</p>	<p><i>*Due to COVID, national tests have not taken place for two academic years so numerical data cannot be produced</i></p> <ul style="list-style-type: none"> • Closely analysed data to identify specific tailored support for different groups of pupils • Lockdowns have reduced capacity to demonstrate progress over time, however, bespoke curriculum devised to support resilience and re-integration back to school • During lockdown, staff were able to tailor work to meet the needs of different groups of pupils • Pupils in Year 4 and 5 have been targeted for intervention by Teacher – qualitative data has highlighted pupils taking part in these intervention are demonstrating more confidence in the classroom with literacy and numeracy skills • Targeted intervention in place for Pupils in Year 1 and 2 who would not have passed phonic screening. Early assessment demonstrates that all pupils in the intervention have made significant improvements on their original score 	<ul style="list-style-type: none"> • Using EAL team within base classes supported more rapid progress for new arrivals • Staff in Key Stage 2 need to be trained to deliver Sounds Write to deliver early interventions for pupils who have significant gaps in learning due to missed schooling • Specific pupils require a bespoke catch-up programme and plans have been made to deliver small group tutoring sessions in UKS2. • Where pupils are unable to attend school due to self-isolation/ bubble closure, school should continue to use learning platform to provide high quality teaching materials and limit lost learning time • Parents can support with online learning – but require support for suitable devices in some cases. School will continue with loan of laptops to support with home learning 	<p>£29,177</p>

<p>C. Maintain attendance and punctuality.</p> <p>Attendance rates were 89.4% for eligible pupils in the academic year (2019/20). This must be maintained as a reduction in their school hours causes them to fall behind.</p>	<p>Attendance rates to improve or remain at least at national standard for academic year 2020/21 <i>(N.B. based upon time that school was open)</i></p>	<ul style="list-style-type: none"> Attendance for pupil premium pupils at time of review (June 2021) was 94% 	<ul style="list-style-type: none"> Due to COVID, Focus groups to support greater understanding of reason for attendance issues did not take place– re-instate for academic year 21/22 Rewards need to be half-termly. Small rewards such as stickers and pencils have little impact – rewards need to be linked to children’s interests Fortnightly reviews by HT/DHT/EWO and AO need to take priority and continue in 2021/22 Continue to communicate with parents/carers regarding safety in school and maintain bubbles where possible to instil confidence to send children in to school Continue to encourage parents to understand the need for immediate testing so children can return back to school rapidly with less lost learning time 	<p>£8,580</p>
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<p>ABCD. Curriculum is well-planned, meaningful, engaging and has high quality learning experiences to provide motivation and the means to acquire secure understanding of learning outcomes.</p> <p>Parents are involved in their child's learning through opportunities provided in school and regular updates provided through development of the school website and use of media such as Facebook.</p>	<p>Curriculum is well-planned, meaningful, engaging and has high quality learning experiences. Pupils are motivated and achieving outcomes. Parents and carers are aware of what their children are learning and know how best to support them</p>	<ul style="list-style-type: none"> • Implementation of ClassDojo engaged more parents and carers and provided knowledge about how best to support their children • School Improvement partner and Senior Leaders reviewed the Creative Curriculum, revising content to ensure coverage and clear progression in Art, DT, Geography and History. • Subject Leaders of other subjects reviewed curriculum and mapped objectives on long term overview • CPD booked for History and Geography • Arts Award completed Year 1 – Year 6 • Wilderness School training completed for Three teachers and two TA's to embed strategies for outdoor learning, initially for identified groups and over time across whole school • Investment in Sounds Write training for identified staff in Key Stage 2, new Key Stage 1 staff member, EAL Team members and Senior Leads to ensure provision is there for Year 3 and 4 pupils who have gaps owing to school closures/being new to country and ensure it remains embedded, systematic and consistent across EYFS and Key Stage 1 	<ul style="list-style-type: none"> • School needs to utilise all available technology to enable parents to understand the curriculum and support at home • Ensure coverage and progression of Foundation subjects is robust – Literacy to be linked but not the main 'driver' of delivery • Key Stage pupils need Sounds Write delivery to catch-up with gaps (identified pupils) • Closer feedback on planning and delivery of identified subjects with subject leader accountability needs to be in place academic year 2021/22 	<p>£107,950</p>
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Targeted support

Action	Intended outcome	Impact	Lessons learned	Cost
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<p>D. Identify and address issues affecting PP pupils' home lives.</p>	<p>Issues impacting home life are mitigated to ensure pupils can attend school and make appropriate progress</p>	<ul style="list-style-type: none"> • 199 pupils eligible for FSM were supported throughout school closures with food and financial support (universal offer) • Food parcels available weekly • 50 pupils provided for school uniform (including shoes etc) • Play therapy delivered to identified pupils to enable them to access learning despite personal issues • HLTA and PSA directly supported pupils 1:1 or in small groups – focus on resilience and alleviating fears of return after COVID (HLTA) and social and emotional well-being (PSA) • Wilderness Schooling provided to 24 pupils in Key Stage Two to support resilience – pupils actively engaged in all sessions 	<ul style="list-style-type: none"> • Supervision sessions need to be maintained • Accessing community groups enables a wider range of community to be involved • Parents are able to access technology for communication and to support learning - this needs to be utilised in the future • Wilderness school training to be provided to teacher in LKS2 who will 'champion' the principles across school to begin to embed practice across Key Stage 2 	<p>£80,224</p>
<p>E. Address issues affecting children with less support at home.</p>	<p>To offer quality additional support in school and out of school hours to enhance and support learning.</p>	<ul style="list-style-type: none"> • ClassDojo was widely accessed and during lockdown and periods of self-isolation. • Staff made weekly calls during periods of lockdowns to support with learning when parents/carers were unable to – they also worked with parents to support them with strategies • 70 laptops and 30 dongles were issued during lockdown for home-learning and continue to be loaned for homework • Children unable to be supported with learning at home were offered a place in school (40 PP students) • Wilderness Schooling provided to 24 pupils in Key Stage Two to support resilience – pupils actively engaged in all sessions 	<ul style="list-style-type: none"> • School needs to utilise all available technology to enable parents to understand the curriculum and support at home • Up-skilling parents can be a more effective way to support children – online content and 'how to' sessions to be used to continue this good practice • Need to ensure that students have access to an appropriate device for learning 	<p>£9,600</p>

Action	Intended outcome	Impact	Lessons learned	Cost
ABDE. To enable every disadvantaged child to access all educational visits and trips without money being a barrier.	Disadvantaged pupils are able to access educational experiences to enhance learning	<ul style="list-style-type: none"> Up until the point of school closures in January 2021, all pupils had engaged in an activity in/out of school designed to engage in their creative curriculum topic During lockdown, all children were provided with on-line pantomime experience Two week holiday camp to be arranged for identified pupils at no cost <p>NB: Due to COVID, external visits were 'on hold'</p>	<ul style="list-style-type: none"> Review where trips take place – buses/coaches account for a significant proportion of cost, are there venues closer to school that can be as engaging? Utilise outdoor space at school for learning opportunities Build relationships with partners in the community to enrich learning (e.g. MIMA/All in Youth/Barefoot Kitchen) 	£10,800
Total cost				£246,331

***A decision by Governors was made to continue to pay SLA's and costs for external partners despite school closures in-line Government guidance.**