

Pupil Premium Strategy Review of expenditure during Covid 19/ National Lockdown Year

Previous Academic Year	2019-20 £176,139
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £42,217
<p>Disadvantaged children to make accelerated progress in Reception and across KS1.</p> <p>Disadvantaged children who did not achieve GLD make accelerated progress during Autumn term in Y1 to enable them to access KS1 curriculum</p> <p>In school gap between PP and Non PP in % reaching ARE in Writing and Maths closes and performance compared to national standards is sustained.</p>	<p>Quality first teaching for all within a broad and balanced curriculum offering excellent learning opportunities with a focus on collaboration and high quality feedback. Curriculum designed to provide purposeful, child centred learning initiated from our children’s interests and life experiences.</p> <p>Three KS1 TAs partially funded through PP</p> <p>Whole school approach to an enabling environment to allow independent learning and challenge for all</p> <p>Focus on Pupil Premium children in EYFS to ensure accelerated progress to promote PSED and CAL skills.</p> <p>Focus on Pupil Premium children in Year 1 who did not achieve Good Level of Development and key ELGs through smaller group.</p> <p>Focus on offering opportunities to achieve Greater Depth for high achieving Pupil Premium children</p>	<p>Data unreliable due to school closure in March 2020. No National data to compare to.</p> <p>Across Reception Year and entire curriculum 90%+ of children made good or better progress.</p> <p>% of Disadvantaged children achieving GLD remained the same despite Covid.</p> <p>Staff feedback and triangulation of evidence showed these children were more able to access KS1 curriculum in Autumn term. Improved transition aided this too.</p> <p>Progress was good overall for Disadvantaged children although numbers achieving accelerated progress was lower than expected overall.</p> <p>Small group focus enabled children to settle quickly and for staff to target individual needs which aided progress over the year.</p> <p>In school gap narrowed between PP and Others in Maths and Reading.</p>	<p>Approach to continue</p> <p>CPD for all staff around Enquiry learning and Interleaving and Retrieval Practise planned for 2020-21 to further improve the quality of provision. Included in this will be high quality oral feedback.</p> <p>Progression mapping for all subject areas is being undertaken to ensure the curriculum is designed around children’s needs and interests to promote maximum progress.</p> <p>Wellcomm and staff expertise to continue to ensure maximum opportunities for speaking and use of language. Outdoor Learning to continue to provide a purposeful vehicle for CAL as well as PSED skills.</p>	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost £111,991

<p>Gaps between disadvantage and non-disadvantaged children close across EYFS and across KS1</p> <p>Attainment when compared to other pupils nationally is sustained</p>	<p>On going targeted support to supplement quality first teaching and to focus on reducing barriers to learning especially comprehension difficulties. Experienced and proven teachers employed additionally in class to provide targeted support to Pupil Premium children. Individual targets maximise progress from an individual's starting point and wherever possible ensure a child reaches the expected level or above for their age.</p> <p>Reading Caravan- GR3 TA with proven expertise in supporting disadvantaged children delivering high quality 1-1 and small group reading intervention.</p>	<p>PP, if appropriate.</p> <p>Due to Covid no national data is available to compare to and school data last captured in Spring 1 2020 and so does not give a reliable picture. Progress strong in Autumn term and Spring 1.</p>	<p>Continue with approach.</p> <p>Need to consider writing interventions and whole school approach. Closer ties with Enquiry Learning and staff CPD planned to ensure impact is maximised. Characteristics of current cohort to be carefully considered when planning vehicles for writing.</p>	
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<p>iii. Other approaches- wider academic support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost £21,931</p>

<p>Improved attendance for disadvantaged children</p>	<p>Systematic approach to attendance monitoring by office administrator to monitor Pupil Premium attendance with a particular focus on Persistent Absentees.</p>	<p>Attendance- despite rising whole school attendance (95.6% for KS1), disadvantaged children's attendance is lower at 94.4. Almost all of children whose attendance is classed as Persistently Absent (under 90%) are also in receipt of Pupil Premium funding. Attendance falls under safeguarding and our whole school inclusion policy</p>	<p>Due to school closure on March 2020 attendance data not available for full year. Therefore PA did not fall as it remains a higher proportion of what turned out to be a very short year. Attendance across the school to March 2020 was broadly in line with national 96%. Attendance during partial reopening of schools was higher than national for all protected groups.</p>	
<p>Improved outcomes for more able disadvantaged children</p>	<p>Weekly Chess Club with specialist coach solely for disadvantaged children. Extracurricular clubs to promote higher thinking and to provide opportunities for greater depth</p>	<p>Standards not able to be validated against previous national due to school closure /Covid lockdown</p> <p>Staff feedback and monitoring evidences high quality questioning and classroom practice resulting in children engaging and persevering more with higher level cognitive demand.</p>	<p>The approach will continue but with closer links between teachers and Persistent Absentees in order to triangulate the approach. Office staff will coordinate closely with SLT and the different categories of absenteeism will be dealt with separately to build in a hierarchy of response.</p> <p>Liaise with RHJS to coordinate approaches to PA with joint families.</p>	
<p>Individual evaluation of situations to alleviate need, reduce barriers to learning and engage children and their families.</p>	<p>Miscellaneous approaches e.g., uniform, pe kit, book bags, individual emergency bus passes, optometrist appointments and prescriptions and educational visits.</p>	<p>Direct impact of the self-esteem of individuals who are at risk of feeling socially isolated and ill equipped to face their school day. Therefore alleviating these needs enables children to be in a better starting place to access the curriculum.</p>	<p>The end goal of a chess tournament cancelled due to Covid-19</p> <p>Less Educational Visits carried out due to Covid</p> <p>Ensure PE kits provided remain in school</p>	