

**Pupil Premium Strategy Review of expenditure during 2020-21 including continuing impact of Covid 19**

**Academic Year 2020-21**

£170,815 (14,716 carried forward into 2021/22 due to school closures)

**i. Quality of teaching for all**

<p><b>Desired outcome</b>  (adapted during year to reflect ongoing pandemic)</p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b> <b>£55,625</b></p>
<p>Disadvantaged children to make accelerated progress in Reception and across KS1.</p> <p>Disadvantaged children to make sustained accelerated progress in key areas of critical content in order to 'keep up' following school closures in 2019/20 academic year.</p> <p>In school gap between PP and Non PP in % reaching ARE in Reading, Writing and Maths closes.</p>	<p><b>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. Enquiry Learning enhanced by targeted in house CPD for staff to ensure maximum engagement and purpose and focus on key retrieval skills.</b></p> <p><b>Three KS1 TAs partially funded through PP</b></p> <p><b>Whole school approach to an enabling environment to allow independent learning and challenge for all. Outdoor learning prioritised to offset long periods of Covid restrictions. Curriculum adapted to ensure PSED at forefront as children returned-core texts used in class and small groups. Nurture groups or 1-1 led by TAs.</b></p> <p><b>Focus on Pupil Premium children in EYFS to ensure accelerated progress to promote PSED and CAL skills. WELLCOMM to be used across the school to identify and track speech and language.</b></p> <p><b>Focus on Pupil Premium children in Year 1 who did not achieve key ELGs through smaller group work focused on Reading and basic number skills.</b></p> <p><b>Focus on offering opportunities to achieve Greater Depth for high achieving Pupil Premium children</b></p> <p><b>Collaboration, time to apply new skills and retrieve old ones is a priority (EEF). Feedback to be current and accessible and to focus on next steps. Oracy and speech and language prioritised within this feedback to build confidence and self-esteem.</b></p> <p><b>Children's mental health and resilience encouraged</b></p>	<p>Data unreliable due to school closures in Jan to March 21. No National data to compare to in summer 2021 and no national Phonics Screening Check data. In house assessment indicates an additional 20% of each cohort is not at ARE. This is confirmed nationally. Maths data has recovered more quickly than writing and progress in reading is strong across the school.</p> <p>Across EYFS 85%+ of children made good or better progress and within this 75%+ of PP children made good or better progress.</p> <p>Y1 progress highest within school. This was aided by EYFS teachers moving up to aid transition and curriculum adaptation to focus on the ELG. This meant they were then able to access KS1 curriculum in Autumn 2.</p> <p>Phonics- in-house assessment indicates the cohort will achieve above 2019 national- 67% of PP children are on track in comparison to 85% of other.</p> <p>Y2 progress- when tracking from baseline, the gap between PP and non PP children closed in R, W and M. This data excludes complex SEND pupils. The gap in Reading reduced by 20percentage points.</p> <p>Feedback from staff in Autumn 2021 on Reading levels and maths strategies was extremely positive- despite Covid our whole school policies are working. Children are now more able to access the next year's curriculum.</p>	<p>That due to ongoing school closures strategies need adapting significantly- e.g. progress measures more relevant than standards this year and moving intervention into class bubbles</p>	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£79,232</b>
<p>Critical content missed in previous academic year due to Covid, embedded in order to secure future progress. Reading prioritised in line with EEF and other National research findings</p> <p>Progress to remain good or better throughout the year</p>	<p><b>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.</b></p> <p><b>Reading to be key priority (EEF and national research). Whole school reading approach aim to ensure children access curriculum and can 'keep up' with peers despite impact of Covid being greatest on the most disadvantaged.</b></p> <p><b>Reading profile across the school to be engaging and visible and part of everyday learning.</b></p> <p><b>Retrieval of critical content missed last year to be a target of every session to ensure basic skills are embedded. Same day catch up by intervention teachers to prevent slippage and build confidence and motivation.</b></p> <p><b>SLT support and have daily involvement in phonics teaching, maths and reading sessions.</b></p>	<p>No national data for comparison. In-house data indicates that pupils receiving targeted support engaged positively and re-established good learning behaviours.</p> <p>All made progress, despite ongoing periods of self isolation. 60% of PP children made good progress and this was highest in Reading. In Maths and Reading more PP children made accelerated progress than non PP children. Reading was significantly higher.</p> <p>The pp group included children with poor mental health and those who had not accessed much remote learning- feedback from classteachers indicated targeted intervention had a holistic effect and restored children's readiness to learn.</p>	<p>. Moving up with same teacher saved time and promoted progress and confidence/mental health</p> <p>CPD for intervention teachers to be increased Dedicated time to assess and track with other staff</p>	
<b>iii. Other approaches- wider academic support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£21,242</b>

<p>Improved attendance for disadvantaged children</p> <p>Improved outcomes for more able disadvantaged children and for the most vulnerable</p> <p>Individual evaluation of situations to alleviate need, reduce barriers to learning and engage children and their families.</p>	<p><b>Systematic approach to attendance monitoring by office administrator to monitor Pupil Premium attendance with a particular focus on Persistent Absentees.</b></p> <p><b>Weekly Chess Club with specialist coach solely for disadvantaged children. Extracurricular clubs to promote higher thinking and to provide opportunities for greater depth</b></p> <p><b>Miscellaneous approaches e.g., uniform, p.e. kit, book bags, individual emergency bus passes, optometrist appointments and prescriptions and educational visits.</b></p>	<p>School data compared very favourably with national data released during the year. Attendance was higher than national during lockdowns and when children returned to school.</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>Attendance was sustained, children's self-esteem supported to access all areas of curriculum. Supporting families to access Wi-Fi and loan of school devices enabled children to access feedback and learning.</p>	<p>Strategies to continue as they are vital for our school community and attendance which is fundamental to safeguarding</p>	
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