**Impact Report**

**Pupil Premium Strategy**

**2020- 2021** (July 2021)



**Quality of teaching for all**

|  |  |  |
| --- | --- | --- |
| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Achieve the best outcomes for PP eligible pupils in **Reception Class** to ensure the attainment gap closes and their complex needs supported. | Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching  Additional staff will ensure quality first teaching across the Phase and provide targeted intervention  Adaptation of the provision to match pupil need & purchasing of resources to support the needs of the SEND pupils.  Purchasing of an increased range of reading books and reading packs made for home support.  Promote additional outdoor learning opps to improve engagement and language/communication skills  Speak Write speech therapist to provide CPD for staff, small group work, 1- 1 support for identified EYFS children including KS1 children.  Colourful semantic to be integrated within the curriculum provision.  EYFS parent communication to support the early years development  Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support  AEN funding applications made where appropriate | The EYFS has been successful in leading on the NELI (Nuffield Early Language Intervention) project - government project which the government are funding for schools with high deprivation. Unfortunately due to the Jan lockdown this is now on hold until Sept 21, as it is a 20 week programme.  Children receiving SALT has increased since the full re-opening from 5 to10. 6 of the 10 children are DA. The children are in 3 focus groups for support with either, phonological & articulation, 3 word phrases or narrative language.  The draft EHCP is now confirmed. There are now 3 EHCP DA pupils in Reception. Following another disappointing recruitment process, some additional support is in place for the EHCP children.  **Data 3** indicates gains made in an increase % on DA children now on track in writing and maths. W – 38% OT & M – 46% OT |
| Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more disadvantaged pupils achieving **above the age** related expectation | High quality CPD based on quality first teaching.  Introduction of new higher level text based reading.  .  Purchasing of more on-line learning resources for home usage  Feedback provided to promote next steps.  Reasoning promotes understanding and children are challenged up more swiftly. | **Pupils now working above at the end of year:-**  Year 1 (15 DA pupils) – still no DA working above  Year 2 (14 DA pupils) – the year began with 0 pupils working above and ended with 1 DA pupil above in maths and 2 above in reading.  Year 3 (11 DA pupils) – an increase in DA pupils working above in reading with 1 more pupil making accelerated progress leading to 4 DA pupils in total working above expected attainment and in writing another DA making accelerated progress leading to 1 DA pupil now working above.  Year 4 (16 DA pupils) - accelerated progress in maths lead to 2 more DA working above (4 in total) and 3 DA pupils making accelerated progress in writing leading to now 3 DA pupils working above previously only 1. |
| Ensure that in **Y1-4 the attainment gap** between pupils eligible for the grant and other pupils closes in reading, writing and maths | Improve the opportunities for phonic CPD.  Development of reading opportunities through the school, supported through the SDP.  Increase the opportunities for application of writing and across the curriculum and for pleasure.  Access and CPD to LAP toolkits to enhance progress – for phonics, writing and maths.  Focussed additional support from TAs working with small groups to secure the basic skills are built on progressively through QFT  Additional TA support for target need (small group/1-1) – focus to begin in KS1 then HAP  .  Broad range of learning opportunities to promote engagement eg visits, visitors, outdoor learning. | **End of Year Attainment Gap**  The attainment gap in writing shows some small gains in terms of the attainment gap closing in YR, Y2 & Y3, and in maths for Y2. Margins of improvement are small and whilst DA may have made gains in other year groups, if the DNA have made more, the gap still widens.  Re-deployment of TA Jenny Bickerton is focussed on targeted intervention for the lower attaining DA pupils in KS1, this was fully reinstated in the March 2021. |
| **Total budgeted cost** | | **££76,710** |

**Targeted support**

|  |  |  |
| --- | --- | --- |
| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more disadvantaged pupils achieving **above the age** related expectation | Provide additional small group work/intervention for highest ability PP eligible pupils.  Challenged 3 is pushed – exposed more from the potential challenge 2 group.  On line learning resources promote further learning opportunities. | See above for information relating to pupils making accelerated progress and now working above.  Data 3 percentages for children working above are:-  **In reading**  Y1 – 0% 0/15 pupils  Y2 – 14% 2/14 pupils  Y3 – 36% 4/11 pupils  Y4 – 44% 7/16 pupils  **In writing**  Y1 – 0% 0/15 pupils  Y2 – 0% 0/14 pupils  Y3 – 9% 1/11 pupils  Y4 – 19% 3/16 pupils  **In Maths**  Y1 – 0% 0/15 pupils  Y2 – 7% 1/14 pupils  Y3 – 0% 0/11 pupils  Y4 – 25% 4/16 pupils |
| Ensure that in **Y1-4 the attainment gap** between pupils eligible for the grant and other pupils closes in reading, writing and maths | Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures ‘quality first’ teaching.  TA small groups – secure basic skills are embedded together with new learning.  Implement some formal/non-formal interventions to support specific need.  Apply the strategies from the toolkits and make the reasonable adjustments | See above for information of the attainment gap. |
| Access to the wide range of SEHM interventions both internally and externally, thus improving pupil’s mental health well-being and this being indicate on the Triple A audit tool. | Employ a specialist counsellor for 1 1/2 day per week to support on a 1:1 and group basis as required  Trailblazers to support children with mental health needs  Mental health team to support families with availability at parents evening and half termly dropins  Forest school to support mental health wellbeing | 2 DA pupils have gained support from Action for Children.  Trailblazers are providing family support for 2 families (5 pupils) This work is being completed remotely and provides support to meet the whole family needs.  Attendance remains below national expectations at 94.8%.  EWO VIP education are providing support for 3 DA families to help improve attendance. |
| **Total budgeted cost** | | **£6,000** |

**Other Approaches**

|  |  |  |
| --- | --- | --- |
| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Significantly close the attendance gap between PP and NPP pupils | Daily contact/monitoring  Support clinics  Accessibility to support online, face to face and paper based  Target focus families for intense support  Provide breakfast club  Provide for basic needs- clothes /equipment  Support from VIP Education  Selected strategies to promote good attendance in school – eg – Pupil Leadership attendance officer role, rewarding & reporting good attendance, attendance assemblies | The attendance for DA is currently 94.8% below the national at 96%.  Absence has been for a combination of reasons and the school seeks a variety of support to assist. Relationships with our families are positive but Covid has brought significant challenges to some already vulnerable families. |
| Improve both parental and **pupil engagement** and support for the parents of pupils eligible for PP | To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.  When able and covid safe ensure a range of clubs are offered throughout the school day and many without a cost attached  Increase the impact of the pupil leadership team to provide a sense of responsibility and raise self-esteem  Become more involved with community and MAT events, when safe to do so. | Due to the covid restrictions parental engagement has been limited and whilst not a replacement social media has been made good use of - eg sports day posted videos.  Engagement of DA families in periods of Covid lockdown learning was good with 38% educated in school and others being supplied with DfE laptops/paper packs if required. Regular contact and communication was made to ensure they knew how to support their children at home with their learning.  Again due to Covid the enrichment activities have been limited but leadership roles and clubs did continue on a reduced level. |
| Improve both **parental** and pupil **engagement** and support for the parents of pupils eligible for PP | Ensure all PP parents have access to written and verbal communication- in a variety of forms which best suits their needs.  Select parents for trip helps – don’t ask for volunteers.  New email for parents to contact teachers  Parent engagement days – when safe to do so  Refer to agencies for help –eg Home Start. | Teams is now in use to set homework. Homework is driving core subjects and alternates between writing and maths.  Termly reports highlighted pupil’s strengths, impact of lockdown and next steps. |
| **Total budgeted cost** | | **£2,680** |

**Lockdown Overview of DA schooling:-**

* Currently 24 of the 64 DA pupils are being educated in school.
* Of the 18 vulnerable pupils 17 are DA
* 16 of the 18 pupils are choosing to be educated in school. The 2 special guardianship are being educated at home.