

Impact Report

Pupil Premium Strategy

2020- 2021



Quality of teaching for all

Desired outcome	Chosen action / approach	Impact/Review
<p>Achieve the best outcomes for PP eligible pupils in Reception Class to ensure the attainment gap closes and their complex needs supported.</p>	<p>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</p> <p>Adaptation of the provision to match pupil need & purchasing of resources to support the needs of the SEND pupils.</p> <p>Purchasing of an increased range of reading books and reading packs made for home support.</p> <p>Promote additional outdoor learning opps to improve engagement and language/communication skills</p> <p>Speak Write speech therapist to provide CPD for staff, small group work, 1- 1 support for identified EYFS children including KS1 children.</p> <p>Colourful semantic to be integrated within the curriculum provision.</p> <p>EYFS parent communication to support the early years development</p> <p>Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support</p> <p>AEN funding applications made where appropriate</p>	<p>Attainment data indicates the DA reception chn are achieving below that of the NDA- but DA children are targeted and tracked for additional support.</p> <p>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.</p> <p>5 DA Reception children with significant speech & language delay are targeted for support from Debbie Wilshaw (Speak Write). This is taking place during lock down as chn are attending school. All pupils targeted are EHCP or vulnerable in addition to being DA.</p> <p>Colourful semantics is supporting oral sentence making.</p> <p>3 children's EHCP applications (2 confirmed 1 still in draft) have been successful resulting in a newly appointed 1-1 SEN TA – to start Spring 1. All 3 EHCP children are DA.</p>
<p>Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more disadvantaged pupils achieving above the age related expectation</p>	<p>High quality CPD based on quality first teaching.</p> <p>Introduction of new higher level text based reading.</p> <p>Purchasing of more on-line learning resources for home usage</p> <p>Feedback provided to promote next steps.</p> <p>Reasoning promotes understanding and children are challenged up more swiftly.</p>	<p>Rising Stars and Mymaths on-line learning platforms have been purchased and additional reading resources bought.</p> <p>DA children are targeted for boosting in Y1 – Y3, where intervention will both target gaps and reinforce classroom teaching.</p>
<p>Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p>	<p>Improve the opportunities for phonic CPD.</p> <p>Development of reading opportunities through the school, supported through the SDP.</p> <p>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.</p> <p>Focussed additional support from TAs working with small groups to secure the basic skills are built on progressively through QFT</p>	<p>Learning walks & data indicate phonic teaching is effective and strengthening in KS2 where phonic teaching is still a requirement for some children.</p> <p>Newly appointed KS2 EHCP 1-1 TA supports the learning of the SEN, 3 DA pupils gain from this appointment. This appointment also allows the 2 TAs for focus on the needs on the LAP.</p> <p>Newly appointed KS1 EHCP 1-1 TA supports the learning of 3</p>

	<p>Additional TA support for target need (small group/1-1) – focus to begin in KS1 then HAP</p> <p>Broad range of learning opportunities to promote engagement eg visits, visitors, outdoor learning.</p>	<p>DA pupils gain from this appointment. This appointment also allows the 2 TAs for focus on the needs on the LAP.</p> <p>Re-deployment of TA is focussed on targeted intervention for the lower attaining DA pupils in KS1. Small group teaching begins here in Jan 2021.</p>
Total budgeted cost		££76,710

Targeted support

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<p>Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more disadvantaged pupils achieving above the age related expectation</p>	<p>Provide additional small group work/intervention for highest ability PP eligible pupils.</p> <p>Challenged 3 is pushed – exposed more from the potential challenge 2 group.</p> <p>On line learning resources promote further learning opportunities.</p>	<p>2 pupils working above in Y3 in Reading</p> <p>In Y4 a good proportion of the DA working above:- R – 6, W – 1, M - 2</p>
<p>Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p>	<p>Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.</p> <p>TA small groups – secure basic skills are embedded together with new learning.</p> <p>Implement some formal/non-formal interventions to support specific need.</p> <p>Apply the strategies from the toolkits and make the reasonable adjustments</p>	<p>DA children targeted for additional support in KS1 by intervention from Mrs Bickerton.</p> <p>Colourful semantics training rolled out into KS1 & - this has unlocked learning for some SEN/LAP DA pupils in writing.</p>
<p>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.</p>	<p>Employ a specialist counsellor for 1 1/2 day per week to support on a 1:1 and group basis as required</p> <p>Trailblazers to support children with mental health needs</p> <p>Mental health team to support families with availability at parents evening and half termly dropins</p> <p>Forest school to support mental health wellbeing</p>	<p>Children are identified and signposted to the relevant support.</p> <p>Remote are assemblies are targeted to support the PSHRE curriculum and SEHM strategies – classroom strategies also support with a culture of community and shared responsibility.</p> <p>All pupils with child protection concerns have core group and conferences remotely to ensure consistent levels of communication.</p>
Total budgeted cost		£6,000

Other Approaches

Desired outcome	Chosen action / approach	Impact/Review
<p>Significantly close the attendance gap between PP and NPP pupils</p>	<p>Daily contact/monitoring</p> <p>Support clinics</p> <p>Accessibility to support online, face to face and paper based</p> <p>Target focus families for intense support</p>	<p>The attendance for DA is currently 95.2% below the national at 96%</p> <p>DA Persistent Absenteeism figure is below national by 6.1% (School 14.3% and National 8.2%)</p>

	<p>Provide breakfast club</p> <p>Provide for basic needs- clothes /equipment</p> <p>Support from VIP Education</p> <p>Selected strategies to promote good attendance in school – eg – Pupil Leadership attendance officer role, rewarding & reporting good attendance, attendance assemblies</p>	
<p>Improve both parental and pupil engagement and support for the parents of pupils eligible for PP</p>	<p>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.</p> <p>When able and covid safe ensure a range of clubs are offered throughout the school day and many without a cost attached</p> <p>Increase the impact of the pupil leadership team to provide a sense of responsibility and raise self-esteem</p> <p>Become more involved with community and MAT events, when safe to do so.</p>	<p>Pupil leadership roles are in place and their voices are being heard through minutes and assemblies. DA children will fulfil a role to deepen pupil engagement.</p>
<p>Improve both parental and pupil engagement and support for the parents of pupils eligible for PP</p>	<p>Ensure all PP parents have access to written and verbal communication- in a variety of forms which best suits their needs.</p> <p>Select parents for trip helps – don't ask for volunteers.</p> <p>New email for parents to contact teachers</p> <p>Parent engagement days – when safe to do so</p> <p>Refer to agencies for help –eg Home Start.</p>	<p>With parents evening now transferred to telephone calls - all DA parents were contacted and engaged with this communication.</p> <p>When 1 bubble locked down (Wise Owls) – tablets or work packs were produced as they were unable to access TEAMS – this ensured learning continued with minimal disruption.</p> <p>Following the Jan 21 lockdown, school and parental engagement is stronger than ever, with Teams, phone calls, paper pack collection and key worker engagement. Learning engagement is monitored weekly.</p>
Total budgeted cost		£2,680