

## IMPACT OF 2019-20 PUPIL PREMIUM SPEND

In 2018 -19 the allocation for Pupil Premium Funding was: £66,000 Date of next review: July 2021

Research undertaken by the NFER has identified 7 **building blocks** that are common in schools which are more successful in raising disadvantaged pupils' attainment:

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance
3. High-quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data-driven and responding to evidence
7. Clear, responsive leadership

Building Block	Support/Provision	Planned Impact: why are we providing this?	Y3	Y4	Y5	Y6	Cost	Impact
Whole School Ethos of Attainment for All	Professional Development - Attachment INSET	Ensuring professionals are skilled in dealing with vulnerable children, so that these children are supported in school and able to succeed in the learning environment.	✓	✓	✓	✓	£3,000.00	The attachment gap task showed that the training had had a positive impact, with improved relationships between teachers and target children, and teachers keen to share their successes
	Curriculum enrichment	PP chn begin new topic learning with a level of knowledge and experience which is at least in-line with that of their peers	✓	✓	✓	✓	£1,000.00	Book scrutiny shows that PP chn's writing is comparable to that of non-PP peers in terms of curriculum information and vocabulary, and they were seen to use the knowledge from their enrichment activities in their topic work. School Improvement Officer report in Spring term found PP enrichment and provision to be excellent.
	TA Pre-teaching of topic skills and vocabulary in preparation for upcoming topic: one day per half term	PP chn begin new topic learning with understanding and vocabulary which is at least in-line with that of their peers	✓	✓	✓	✓	£1,000.00	
	Funded educational visits for all 30 FSM pupils	All FSM pupils access educational trips and visits	✓	✓	✓	✓	£1,200.00	All FSM chn accessed the educational visits in the first half of the year, before lockdown.
	One funded extra-curricular after school club for all FSM pupils who want to attend	All FSM pupils to access an afterschool club (12 chn took up this opportunity in July 2019 - aiming to increase this to 75% of FSM =20 chn )	✓	✓	✓	✓	£700.00	In total, 7 children attended clubs. This opportunity is not being publicised enough and this will be improved next year.
	Nurture and aspiration group – 'Purple club' (TA led)	Year 3 PP pupils increase their self-belief and attitude to learning – a 'can do', growth-mindset attitude leads to better progress and attainment throughout their time at school	✓				£500.00	Staffing this was an issue as the TA who ran it was redeployed, and the TA who took over went off sick after a few weeks. A few weeks spent outside tidying and looking after the plants was effective, boosting the childrens' self esteem and helping them feel they were contributing to hte school environment
	Funded Residential Visit for all FSM pupils in Y4/6	All FSM pupils access at least one residential experience in Year 4/6 and are not prohibited by financial disadvantage		✓		✓	£4,450.00	Residentials did not happen this year due to Covid19
	Funded instrumental tuition for upper school children.	All Y5/6 FSM children offered the opportunity to continue learning one instrument with a peripatetic teacher (currently 5 chn taking up this opportunity, aiming to increase to 25% of Y5/6 FSM chn = 8 chn)				✓	✓	£3,600.00
2. Addressing behaviour and attendance	Lunchtime social skills group (ELSA)	For targeted PP pupils, reduction in reported incidents through the lunchtime period.	✓	✓	✓	✓	£4,500.00	CPOMS reports show a reducing number of behaviour incidents for monitored children over the year.
	Social Skills/ ELSA support	6 weekly programmes to focus on the main barriers to children's learning - often emotional barriers - on order to increase pupils' ability to work successfully, demonstrating positive attitudes to learning and resilience	✓	✓	✓	✓	£4,500.00	Target sheet scores (recorded by children, teacher and ELSA) before and after the ELSA programme show an average increase of 2 out of 5, for the skills they were working on.
	Family Support Worker – focus on improving attendance for identified FSM pupils	To reduce the number of FSM pupils whose attendance falls below 96%, and to demonstrate improving attendance for any FSM pupils who are currently PA	✓	✓	✓	✓	£8,000.00	This year there have been 22 PP with attendance below 96%. Eleven of these are 93% or more. Last year 11 PPchn had attendance below 96%. Of the 7 PP chn who are PA, only 2 showed improving attendance. This tells us that our current measures are not working. Next year we are planning to trial Structured conversations with some families, and the PA/low attendance families will be a priority for these.
for all	Quality first teaching with an emphasis on PP chn's progress	PP children to make equal or better progress from their starting points compared to other children in the year group	✓	✓	✓	✓	£9,000.00	Analysis of whole school data shows that in Y6, PP chn have made equal or better progress than their peers in reading, writing and maths. This has not happened in years 3, 4 and 5 but there are areas where PP chn's progress is equal or better than that of their peers - see below. Also see section 6 <u>Writing:</u> in Y4, PP chn made equal progress to non PP chn, and in Y5, a higher number of PP chn than non PP chn made accelerated progress. <u>Maths:</u> In Y3 and Y4, PP chn made equal progress to non PP chn, with fewer PP than non PP chn making below average progress in Y3. In Y5, more PP chn than non-PP chn made accelerated progress
	Family Support Worker – focus on improving access to home learning projects for PP chn	To increase the number of EPP chn who engage with their holiday homework and complete it at home	✓	✓	✓	✓	£400.00	FSW did not successfully monitor whether home learning was submitted more as a result of the resource packs given out, but previous experience suggests this is a positive strategy that improves their engagement with the holiday projects.

3. High-quality teaching	Doodlemaths – Intervention and Home learning – All PP	PP children given an alternative to extra practice at home, with personalised learning goals to support with achieving alongside their peers in class.	✓	✓	✓	✓	£570.00	This had a mixed impact. Some children really engaged with the programme and used it at home as well as in school, and they made accelerated progress at an average rate of 3 months per month of use as a result, with some increasing their 'Doodle Age' by over 4 years. The children who struggled to use the programme independently or sat with a group of their peers, did not benefit noticeably from it, although the regular practice is likely to have helped them make progress in line with their peers. Next year, we are going to use it for Y3 PP in school and offer it as one of our intervention options to other yeargroups, for children they can accommodate in their intervention timetable in school and/or for children who they believe will engage with it at home.	
	Year 6 pre-reading of texts before a guided session (TA led) – 40 min once a week.	Pre-teaching supports effective access and completion of class based learning. Pupils' success and completion rates increase. Progress for this groups of pupils shown as good or better from starting points.				✓	£330.00	This group of children were able to keep up with their peers during guided reading sessions as a result of their pre-reading and discussion, and they came to the sessions with points to discuss. Three children made accelerated progress, moving from WT to ARE (1) or ARE to GD (2) and the rest made progress in line with their peers, increasing their scores in mock tests	
	Homework clubs for PP chn who are unable to access homework at home 2 x 30 mins per week	PP children have the same opportunity as their peers to access and benefit from home learning activities	✓		✓			£1,000.00	PP chn were enabled to complete TT Rockstars in school, and were given paper times tables sheets to complete if they did not have internet access. Both of these strategies meant that more PP children were able to complete their homework more regularly.
	SATS revision books bought for PP pupils in Year 6	PP pupils are able to revise at home so they are more prepared for SATS				✓		£400.00	All Y6 PP chn were given the revision books in preparation for SATS and took them to work with in lockdown.
4. Meeting individual learning needs	Reading Plus intervention - targeted support for reading fluency - Y5 and Y6	Improved fluency and comprehension so that 17 PP children identified as having a gap with their reading fluency in Y5 and Y6 make accelerated progress.			✓	✓	£1,500.00	Y6 children made an average of 4 years' progress in their comprehension, over 8 months. Year 5 children made varying progress as they did not use it as regularly.	
	HLTA-led 1:1 catch-up for chn who have missed objectives due to low attendance/illness	Chn who have been absent are able to catch up	✓	✓	✓	✓	£500.00	Catch-up activities could be seen in books during work scrutiny. 7/10 key PP focus chn from Y5 and Y4 achieved objectives in maths that had been gaps in previous years knowledge.	
	Team Spirit 1:1 coaching for a Year 3 child for half a term	Child's relationship with PE teacher is improved and he participates in class PE sessions.	✓					£120.00	The child improved his ability to plan a task, persevere and challenge himself, and to use his initiative. He listened well with positive body language and was able to reflect on how the planning skills could be transferred to other contexts (eg at home, in the classroom). There was an immediate improvement in his participation in whole class PE sessions.
	Interventions in each year group throughout the year to meet identified needs	Interventions are tailored to meet specific needs	✓	✓	✓	✓	£4,000.00	14 off-track children were identified across the school to be the main focus for year leaders, and by Spring 6 of them were back on track. The impact of intervention groups was monitored by Year leaders. In Y6, an arithmetic intervention led to 5 out of 7 children making 10+ points progress on their mock arithmetic papers, and 3 accelerated to ARE in their mock SATS.	
6. Data-driven and responding to evidence	Termly progress reviews to look at data, analyse gaps and identify intervention needs, with a focus on PP chn	Chn who may be falling behind are identified and their needs discussed	✓	✓	✓	✓	£3,000.00	PP children were discussed in detail at progress reviews, and their Pen Portraits updated. Strategies were suggested, discussed and chosen, and these were then followed up by the PP lead by triangulating data, interventions/strategies and books to explore the impact. <i>Example: Two Y4 PP chn who had been on the WT writing journey to consolidate skills and fill gaps are now back on track and able to move back to the ARE writing journey. Attachment strategies have transformed a Y6 boy's relationship with his teacher so that he is willing to accept her influence in his learning, begun achieving the WT writing objectives and achieved ARE in Spring 2 . A Y5 boy moved from Sig Below to just below as a result of strategies discussed at Progress Review. Pupils within class accessing age appropriate texts and being challenged within their learning. CT able to articulate her GR groupings and skills that children are lacking to be able to move children forward.</i>	
	Meetings between teachers and PP lead to discuss individual children who are not on track	Teachers are held to account for the impact of interventions, and, together with PP lead, they make sure that children have the appropriate provision and interventions	✓	✓	✓	✓	£2,000.00	Planning sampled showed evidence of teacher modelling of retrieval and inference skills - for focus teachers, the whole class teaching of reading was adapted to be in line with the school's use of domains.  All 5 focus children in a Y5 class made progress towards their expected attainment from Aut 1 start points. 1 achieved ARE by Spring, and in a Y4 class, all 3 focus children met their target in writing by Spring.	
7. Clear, responsive leadership	Coaching support for middle leadership team to strengthen monitoring and evaluation activity in relation to the PP group.	Year leaders confidently evaluate progress for PPG pupils, using data analysis and work scrutiny effectively. Subsequent in class intervention strengthens rates of progress for middle ability PPG from starting points	✓	✓	✓	✓	£10,000.00	Middle leadership team showing a data-driven approach to interventions and subsequent analysis of impact. The range of evidence of impact is wide: pre/post-intervention work scrutiny, observations of learning, conferencing activities, standardised testing analysis, participation rates. Middle ability PP chn's rates of progress increased in maths in Y4 and Y5, and in writing in Y4.	
	PP Leader/Inclusion Leader – Evaluation and Monitoring role	Pen Portraits established and monitored for all PP pupils across the school so that barriers and provision can be seen and tracked 'at a glance'	✓	✓	✓	✓	£10,000.00	Coaching of teachers and development of Pen Portraits for all PP pupils shows teachers capturing small step impact and acting on barriers to learning for these children. Teams bring Pen Portraits to year group action planning meetings which feed into focused interventions such as the Year 3 pre reading.	

Total for 2018/19, from funding of £74,120
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£75,270
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