

2020-21 PROPOSED PUPIL PREMIUM SPEND

In 2019-20 the allocation for Pupil Premium Funding was: £74,120 Date of next review: July 2021

The 2020/21 Pupil Premium allocation covers the financial year 2020/21 from the 1st April 2020 to the 31st March 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:

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

Building Block	Support/Provision	Planned Impact: why are we providing this?	Y3	Y4	Y5	Y6	Cost
Ethos of Attainment for All -> remove the disadvantage and levelling the playing field	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	✓	✓	✓	✓	£750.00
	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 43 FSM pupils	All FSM pupils access educational trips and visits	✓	✓	✓	✓	£600.00
	One funded extra-curricular after school club for all FSM pupils who want to attend	All FSM pupils who want to, to access an afterschool club	✓	✓	✓	✓	£700.00
	Funded instrumental tuition for upper school children.	All Year 5 and 6 FSM children offered the opportunity to continue learning one instrument with a peripatetic teacher (currently 6 children taking up this opportunity, aiming to increase to 50% of Y5/6 FSM chn = 10 chn)			✓	✓	£2,700.00
	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
	SATS revision books bought for PP pupils in Y6	PP pupils are able to revise at home so they are more prepared for SATS				✓	£600.00
	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
	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
	Hard to Reach project used to focus on disengaged PP and allow them to have a say in how a particular area is taught	The focus children become more engaged as a result of having an input and of monitoring how the other children have responded	✓	✓	✓	✓	£500.00

Whole School E	Doodle Maths – Targeted intervention and Home learning – All PP in Y3 + extras as needed	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
	Pen Portraits updated half-termly by teachers	Pen Portraits updated regularly by teachers, so that small steps can be captured, and interventions can be tracked so there is a history built up of what has worked well for the child and what has not been so effective.	✓	✓	✓	✓	£1,000.00
2. High-quality teaching for all (all PP)	Support for NQTs to raise their standard of teaching and to closely track their PP children's learning	PP children to make equal or better progress from their starting points compared to other children in the year group	✓	✓	✓	✓	£3,500.00
	Support for teachers whose teaching requires improvement	PP children to make equal or better progress from their starting points compared to other children in the year group					None this year
	Coaching support for teachers from PP lead and Phase Leaders, to improve provision for PP pupils and tracking of their progress and next steps	Teachers confidently provision for PP pupils and ensure they make accelerated progress	✓	✓	✓	✓	£3,000.00
	Coaching (from outgoing maths lead) for teachers in new planning approach	Teachers who are struggling are supported in implementing the new approach to maths planning.	✓	✓	✓	✓	£2,000.00
	Professional Development InSET- Coaching styles: effective team work	Ensuring year teams understand their members' different responses during times of stress, in order to form positive, proactive working relationships, so that they can work together more effectively and the children get higher quality lessons and teaching	✓	✓	✓	✓	£1,000.00
	Professional Development InSET- effective AFL and metacognitive strategies	To remind teachers how crucial effective AFL is to good teaching, and to give teachers a bank of AFL, feedback and metacognitive strategies they can use in their lessons. To make sure that all children are engaged and on track so that they make good progress.	✓	✓	✓	✓	£1,000.00
	Professional Development: Maths training to introduce and embed new planning format and new approach to GD teaching/assessing	Teachers will show the groups they are inputting to/supporting on their daily plan, to ensure the right children are targeted and make better progress. Teachers will have an improved understanding of the mindset and approach needed to achieve GD in maths, and more confidence to teach and assess this.	✓	✓	✓	✓	£750.00
ance	Lunchtime social skills group (ELSA)	For targeted PP pupils, reduction in reported incidents through the lunchtime period.	✓	✓	✓	✓	£4,500.00
	Social Skills/ ELSA support	6 weekly programmes increase pupils' ability to work independently, demonstrating positive attitudes to learning and resilience	✓	✓	✓	✓	£4,500.00

3. Addressing behaviour and attendance	Uniform	Items of uniform provided in Y3	✓				£200.00
	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
	Professional Development - Attachment PDMs and time for teachers and TAs to watch videos, discuss, reflect and put strategies in place	Ensuring staff are skilled in dealing with vulnerable children's attachment issues, so that they form positive relationships where the children trust them and feel liked, relaxed and ready to learn.	✓	✓	✓	✓	£2,000.00
	Reach 2 Teach app and Assessment Tool	Teachers can investigate behaviours that create barriers to learning, and receive quick advice about strategies to try. The assessment tool helps to track progress in non-curricular areas such as resilience, so that these gains can be measured.	✓	✓	✓	✓	£60.00
4. Meeting individual learning needs	Nurture and anxiety groups (TA led)	Focus PP pupils increase their self-belief and attitude to learning, and have the chance to talk about their feelings in smaller groups – an improved self esteem leads to better progress and attainment throughout their time at school	✓	✓	✓	✓	£2,000.00
	Reading interventions - targeted support for reading fluency in Y3/4 from a TA	Improved fluency and comprehension so that 17 PP children identified as having a gap with their reading fluency in Y3 and Y4 make accelerated progress.	✓	✓			£1,800.00
	Reading interventions - targeted phonics support for chn in Y4-6 from Reading Plus	Accelerated reading progress for identified PP chn		✓	✓	✓	£6,500.00
	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
	Purchase of A3 printer	So A PP child in Y5 with impaired vision can print out the home learning in a format which is large enough to be able to read and access it.			✓		£166.00
	Interventions in each year group throughout the year to meet identified needs	Interventions are tailored to meet specific needs	✓	✓	✓	✓	£4,000.00
	Wellbeing journals used as an intervention by ELSA/TAs	Children work 1:1 on aspects of emotional wellbeing, allowing them to talk through concerns and see themselves more positively	✓	✓	✓	✓	£400.00
5. Responding to evidence	Termly progress reviews to look at data, analyse gaps and identify intervention needs, with a focus on PP chn	Progress is reviewed regularly, and any children who may be falling behind are discussed, barriers unpicked and next steps for the child and teacher agreed.	✓	✓	✓	✓	£4,500.00
	Meetings between teachers and PP lead to update pen portraits, unpicking the barriers of individual children who are not on track and adapting their provision as a result	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	✓	✓	✓	✓	£1,500.00

6. Data-dri	Chromebooks to allow all PP to access Reading Plus intervention	All PP chn benefit from regular access to intervention programme	✓	✓	✓	✓	£2,400.00
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	✓	✓	✓	✓	£4,000.00
	Coaching from DHT for new maths lead so he can support teachers in teaching and assessing GD	Teachers who are struggling are supported in implementing the new approach to GD teaching and assessing	✓	✓	✓	✓	£2,000.00
	PP Leader/Inclusion Leader – Evaluation and Monitoring role	PP lead tracks PP data and identifies any children who need further support, and any teachers who need further coaching, and then responds to those needs alongside teachers and phase leaders	✓	✓	✓	✓	£9,000.00
Total for 2020/21, from funding of £78,940							£79,426

Impact

This did not happen due to Covid bubble restrictions

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After school clubs were very limited this year due to Covid.

The upper school cohorts were not keen. Five extra FSM children started lessons then 3 of these stopped. Four Year 4 children were offered lessons as well and these are still ongoing.

This did not happen due to Covid bubble restrictions

No SATS due to Covid but PP pupils were given this book to help them at home and over the summer so that they are more ready for secondary school.

This did not happen due to Covid bubble restrictions

Children were able to understand the texts better in their guided reading groups and therefore access the activities more, which led to accelerated progress. PP pupil progressed in line with their peers and 50% made accelerated progress in reading.

This did not happen due to Covid bubble restrictions

Data analysis showed that children on Doodle Maths did not make accelerated progress compared to their peers. We will not continue this intervention.

Pen Portraits became cumbersome and were not being used properly. In response to this, they were replaced by Off Track Action Plans, which enabled teachers to unpick barriers regularly and focus on small-step targets in order to ensure progress

See attainment report

N/A

See attainment report

The outgoing maths lead visited each year group's PPA session to help them break down objectives in their maths planning. This meant they were better able to do this throughout the year and children's learning in key areas was better sequenced.

This coaching meant that teams were able to take account of individual members' strengths and weaknesses. This had particular impact in Year 4 who have worked together more effectively than before.

This InSET was well-received and enabled staff to focus more on AFL so that children were kept on track better in lessons. This was observed during learning walks.

PDM time was used to help teachers better use the new planning format, which was also adapted further following a work scrutiny. Each year group is using the new format although this needs further focus next year. In maths, PP pupils made significantly less progress than their peers this year. This could be due to the much larger impact of the lockdowns on this group: they have been shown nationally to have had greater difficulty accessing remote teaching and less support from adults at home, which is likely to impact them the most in maths where parental anxiety comes into play more than in reading and writing. Progress for this group will be a focus next year.

This did not run due to Covid.

This did not run for most of the year due to Covid.

£194 was spent on a school jumper and PE top for each FSM child
The FSM worked this year to communicate with families who were struggling to access home learning. This made a big difference to these children's virtual attendance. Meetings were also held by the attendance officer and DHT with families whose attendance was low, resulting in immediate positive impact.
This training was not as thorough as we had hoped but it did give a broad view of attachment issues and helped teachers to see the need for a gentler approach which supports the ongoing focus on attachment and how we respond to behaviour.
This was put in place in the summer once children were back in school and trialled with children in 2 year groups. It helped teachers to unpick their needs and use better strategies and is definitely something we will continue to use.
Where they were able to happen around Covid limitations and lockdowns, Nurture groups made a big difference to children's self esteem, especially in Year 5
<i>See attainment report</i>
Children on Reading Plus made accelerated progress
During lockdown, HLTAs checked in with individual children and ran 1:1 remote sessions with them which enabled them to keep up with their peers
The child was able to read and access the work along with the rest of the year group which prevented her from falling further behind.
Interventions were very limited due to covid-related staffing shortages
These had a good impact in Y3 and 4, and some sections were useful for Y5 and 6 children. They supported children to have 1:1 virtual ELSA sessions, with one Y6 child commenting that it had helped her recognise what she was good at.
Progress Reviews were held where lockdowns allowed, and enabled a focus on off-track children, with actions subsequently put in place by class teachers and SEN team to enable them to better access learning.
<i>See PP lead's report</i>

This had a big impact in the autumn term, enabling all PP chn to access Reading Plus which boosted their reading fluency. From January onwards the Chromebooks were repurposed as loan laptops for disadvantaged families so they could access the remote provision.

Phase leaders were coached in how to coach weaker members of their teams to better use AFL for off-track children in maths or writing. One phase leader used this technique with a teacher on her team and had a good impact on the quality of teaching of writing as a result

DHT coached new maths lead in following the steps of the maths SIP: after a deep dive, the focus changed to assessment, using the planning format consistently, and modifying the 'Maths Gymnastics' sessions that had been introduced. The impact of this focus was that assessment is more in-line with test results and work in books, especailly in Y4, the planning format has been improved to include misconceptions and vocabulary, and teachers now do a weekly 'Use it or Lose it' session focussed on returning to previous learning in order to secure it in long-term memory. Maths results have improved - see attainment report.

See PP lead report