

Pupil Premium Review 2020-21

1. Summary information

Academic year	2021-22	Total PP budget	£221,165	Date of most recent PP review	September 2021
Total number of pupils	R-6 386	Number of pupils eligible for PP	161/386 41%	Date for next internal review of this strategy	N/A

Review of expenditure

Previous Academic Year	2020-21		
A. Quality of teaching for all			
Action	Intended Outcome	Estimated impact: (Was SC met? Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (including whether approach will be continued)
Improve attainment of PP children in Reading by: <ul style="list-style-type: none">- Developing a whole school consistent and cohesive approach to the teaching of reading, with an emphasis on guided and 1-1 reading- Improve the quality and	Accelerated progress for identified children, particularly those identified in lowest 20% of readers or those identified as GDS Close gap between the	Due to Covid there are no externally validated reception, phonics, year 2 or year 6 results. 2nd lockdown impacted upon All planned internal CPD and coaching took place on a termly cycle. Strong reading routines have been embedded in all classes and this is regularly monitored by subject leader/DHT	Guided Reading - continue to supplement and support lowest 20% of readers

<p>consistency of phonics delivery (though training/coaching)</p> <ul style="list-style-type: none"> - Investment in explicit reading scheme for children from R-2 <i>Funded £4000 (match funded through English hub)</i> <p><i>Equivalent 2 additional TA3 to support reading drive - approx £47,000</i> <i>0.1 of 2 UPS teachers for coaching and support £8,320</i> <i>Additional UPS teacher 0.2 for 1-1 reading £8,320</i></p>	<p>achievement of disadvantaged and non-disadvantaged in phonics</p>	<p>Y2 Internal data PP chn 81% 17/21 passed the screening compared to 77% all pupils. Y1 internal data 11/15 PP pupils 73% (1 child disapplied) compared to 68% passed an internal phonics screening 31/45 (4 EHCP chn disapplied) 76% PP chn achieved word reading at end of reception 40/44 children in nursery completed the first 6 weeks of phase 2 - 70% of PP on track for word reading</p> <p>Year 1 teacher led 1-1 reading all identified chn made at least +4 months better than expected chronological progress</p>	<p>Despite lockdown, potential for hybrid approach/ additional zoom/pre-recorded video phonics sessions/workshops will continue to be used</p> <p>Continue to share good phase 1 practice across the school to support reading foundations</p> <p>Employ experienced teacher for role 2 days as well as overseeing equivalent of 2 TAs for 1-1 reading programme</p>
<p>To develop 3 tier vocabulary acquisition to improve language use in speaking, reading comprehension and writing composition</p> <ul style="list-style-type: none"> - High quality regular CPD focusing on vocabulary across a range of subjects - Support for subject leaders to ensure that vocabulary is progressive and appropriate <p><i>AHT/DHT time 0.1 each + teacher subject leader release time. Approx £20,000</i></p>	<p>Gap narrowed between PP chn and non PP in Reading and Writing across 1-6</p>	<p>Due to Covid - no validated data All chn assessed using Wellcomm and Welcomm primary Evidence from learning walks, pupil voice and detailed analysis of pupil workbooks demonstrates that specific overlearning of core vocabulary and lesson structures are impacting on Classrooms are language rich/ Vocabulary is introduced and returned to systematically across all subjects</p> <p>GL reading (non validated) assessments indicated children across KS2 maintained</p>	<p>Continue to strengthen the approach to overlearning of vocabulary, particularly across wider curriculum Implement more physical/pictorial support for teaching of new or rusty vocabulary as this approach is well established in guided reading</p>

		<p>progress from previous year despite lockdowns</p> <p>Reading gladiators intervention in years 5 and 6 targeted greater depth PP children</p>	
<p>Improve teacher confidence in facilitating and developing pupils' oracy skills</p> <ul style="list-style-type: none"> - Year long support from external consultant to implement philosophy - Talk promise re-established with a focus on pupil to pupil interactions - Progression in language/sentence stems established <p><i>External CPD £3000</i> <i>AHT team teaching 0.5 approx £24,700</i> <i>Higher child adult ratios in nursery to support better adult/pupil interactions + Wellcomm interventions £19,000</i> <i>Additional 0.1 SALT support approx £8000</i></p>	<p>Oracy skills and pupil confidence within sessions is higher</p> <p>Teachers ask the right question and know when to step back and let chn steer conversation</p>	<p>Learning walks validated by an external partner + our QA demonstrated that pupil teacher interactions were high quality.</p> <p>Teacher questioning was of a high standard in most classroom observations and support given from AHTs where necessary</p> <p>Talk promise was enacted well in classrooms and peer to peer interactions improving. Children confidently use sentence stems taught in philosophy and apply them across the curriculum more and more.</p>	<p>Ensure Wellcomm primary interventions are protected within the TA timetable.</p> <p>English/wider subject leads to ensure that teachers have extremely high standards for pupil talk; modelling and expecting children to use sentence stems which demonstrate appropriate challenge. Children who require more support are given the right scaffold at the right time.</p>

Total budgeted cost:		£142,340	
Targeted support			
Action	Intended Outcome	Estimated impact (Was SC met? Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (including whether approach will be continued)
Maintain good PP punctuality and attendance. Reduce number of PP children at PA <i>0.6 of TA5 salary - £15,600</i> <i>Attendance and punctuality rewards - £3000</i>	Attendance for PP chn at or above national throughout the year. Reduction in PA	PP Attendance above national at 95.91. Reduction in PP children at PA across the year. PP PA above non PP PA from R-6 at 7.54% Significant efforts were made to open school to as many PP children as possible across lockdown 2 and most offered attended well.	Continue to improve PP attendance and in particular punctuality to close gap with non PP which would be well above national
Offer therapeutic intervention for PP children at point of need. <i>Forest School/horticulture 0.4 TA4 approx £10,000</i> <i>Additional play therapy approx £10,000</i>	Raise confidence and self esteem of identified pupils. Increase attendance as applicable.	Significant reduction in fixed term exclusions. Boxall profile demonstrated start and end points for all children who accessed forest school improved. Bubbles reduced the potential impact across year groups for some of therapeutic interventions.	
Total budgeted cost:	£38,600		
Wider strategies			
Action	Intended Outcome	Estimated impact (Was SC met? Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (including whether approach will be continued)

<p>Identify barriers to learning for PP families and provide effective support, particularly with regards to technology and other resources</p> <p><i>ICT budget</i></p>	<p>All PP children access the fullest curriculum offer</p>	<p>Database of all available technology collected and all children in KS2 had access to live lessons each day as well as additional online content.</p> <p>All PP parents had access to Seesaw app and had additional support where necessary</p> <p>Parents were support to help chn R-3 access interventions and small group maths and phonics sessions across zoom</p> <p>Online attendance in years 4-6 was never less than 93% throughout lockdown (Jan-March)</p>	<p>Continue to support families with technology issues to ensure that children can access all that school offers beyond the school day</p> <p>Although the majority of children did access the school offer - some after additional support to engage there were still significant gaps - particularly for those children in the younger years as many of those interactions cannot be easily replicated.</p>
<p>Increase the number of cultural opportunities within and beyond school for PP children</p> <p>£15,000 trips and visits budget</p> <p>£4000 Children's Shakespeare Performance Y5</p> <p>Funded places for PP chn on Y6 residential + reduction in cost for all £4000</p>	<p>PP children</p>	<p>Covid 19 meant monies could not be spent on opportunities as planned</p> <p>Experiences were brought to school:</p> <ul style="list-style-type: none"> - EYFS farm - 1-6 virtual author visits - Peoplescape theatre for years 1-3 - One day outdoor pursuits for year 6 <p>Pupil voice was extremely positive</p>	<p>Soft data collection of impact of 'something for the weekend' initiative. Who is attending what/when</p> <p>Increase further, access to music group lessons for PP chn beyond wider opportunities</p> <p>Ensure 1 trip a half term across 2-6 with at least termly in EYFS-Y1</p>
<p>Free breakfast available to all PP chn + access to activity during Breakfast club - approx £12,000</p> <p>Free fruit for all children in KS2 £9,120</p>	<p>Ensure children are</p>	<p>Breakfast club could not run as normal during Covid.</p> <p>All chn who attended school during Jan-March lockdown had access to free breakfast (beyond start of school day)</p>	<p>Look at funding streams to further increase access to free breakfast.</p> <p>Positive effect of additional breakfast seen through pupil voice and observation of pupil focus.</p>
<p>Total budgeted cost:</p>	<p>£44,120</p>		

Overall budgeted cost:	£225,060
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