

Pupil Premium – Review of Expenditure 2019 - 20

1. Review of expenditure				
Previous Academic Year		2019 – 20		
		Due to the Covid 19 Pandemic many of the chosen actions and subsequent impact measures have not been carried out to their full extent.		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A Improve attainment of PP children in KS2</p> <p>B Ensure PP children make Expected progress in KS1 from their EYFS starting points.</p>	<p>Quality of teaching for all</p> <p>Class teachers planned / delivered lessons ensuring pupils of all abilities (particularly those working pre key stage) were targeted effectively, with weekly opportunities to work with the class teacher, teaching assistants and independently. Support was given to staff in Y3 who were unfamiliar with pre key stage standards.</p> <p>Streaming in Year 6: classes were split into 3 groups for Reading, Writing and Maths. An additional teacher was employed to teach during morning sessions.</p> <p>There was a focus on differentiated 'Next Steps' in order to facilitate accelerated progress in English and Maths.</p> <p>Targeted Support</p> <p>Small group booster sessions were delivered after school for Y6 pupils. Targeted support was in place for specific gaps in PP pupil's learning.</p> <p>Afternoon phonics & reading intervention sessions were in place for PP children who are reading below age related expectations. These were rotated around other curriculum subjects to ensure breadth of learning for</p>	<p>Baseline – September 2019 KS2 Cohort</p> <p>Reading – 31% Below Writing & Maths – 42% Below</p> <p>No confirmed assessment data for 2019 – 20</p> <p>Y2 pupils completed the Phonics Screening Check in December 2020</p> <p>96% of whole cohort passed 100% of PP cohort passed</p>	<p>Evidence gathered (teacher assessments, learning walks, workbook scrutinies, staff and pupil voice) in December 2019 & March 2020 demonstrated that strategies in place were having a positive impact for the PP cohort. They will be utilised as appropriate in 2020-21.</p> <p>Homeschooling in Summer 2020 proved extremely challenging for this cohort so a number of particularly vulnerable PP children were encouraged to attend school during the second lockdown, in January 2021.</p> <p>(10% of cohort attended school in Summer 2020 whereas 32.5% of cohort have attended school – January 2021.)</p> <p>Increased communication and support from class teachers has supported PP families who have stayed at home during the second lockdown. Parental voice has been positive and engagement has increased. In the event of future closures or isolation, staff would provide high levels of support.</p>	<p>£15,000 (additional teacher - 0.5)</p> <p>£29,00 (teaching assistants – in class support)</p> <p>£10,000 (teaching assistants – interventions)</p>

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	all. Rapid intervention was undertaken during plenary sessions to ensure PP children were confident and secure with their learning.			
C. PP children develop strategies to support their social and emotional needs.	<p>A revised curriculum framework was implemented across school with clear links between PSHE, RSE, Science and Come & See to support children's emotional health and wellbeing. Staff received training to ensure consistency of delivery.</p> <p>Targeted Support</p> <p>Bespoke support was put in place for PP children struggling to regulate their emotions / develop appropriate social skills through:</p> <p>1:1 weekly mentoring sessions</p> <p>Social / emotional nurture groups</p> <p>Supporting individual children within the classroom and / or playground environment</p> <p>Key staff and learning mentor met parents to discuss challenges and bespoke strategies were implemented following meetings.</p>	<p>Staff voice indicated that class teachers found the revised framework an effective tool to support curriculum coverage.</p> <p>The impact of the learning mentor was mixed. He worked predominantly in Yrs 4,5 & 6.</p> <p>Year 6 children responded most positively to support.</p>	<p>Due to the complexity of some situations in the PP cohort, the learning mentor needed a significant amount of support in order to fulfil his role at times.</p> <p>Providing training for support staff who already work part / full time in school and are more familiar with school routines, expectations and the families within the school community could be more beneficial and effective.</p>	£6,000 – learning mentor
D. To improve attendance and punctuality of PP children	<p>Targeted Support</p> <p>School funded breakfast club for two children (previously LAC) twice a week.</p> <p>Mentor liaised with families to discuss potential strategies to improve attendance.</p>	<p>Children attended breakfast club and attendance significantly improved to 98%+ by March 2020.</p> <p>The impact of the learning mentor was mixed and did not have a long-term effect on PP attendance between September 2019 and March 2020.</p>	<p>Timetabling meetings between the learning mentor and families was a little disruptive in terms of support work for pupils. Time also needed to be allocated to preparing for meetings and writing up notes, which detracted from direct support work with pupils.</p> <p>Reorganising roles within school could potentially have a more sustained impact.</p>	<p>Learning mentor – as above</p> <p>£1,000 breakfast club</p>