

Review of Pupil Premium Grant spending 2019-20

Allocation 2019-20: £95 000

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	<p>Cultural Capital: The vocabulary gap between PP and non-PP pupils – poor oral language skills that result from not being able to draw upon a wider Cultural Capital.</p> <p>Impact: lack of confidence, parent/carer support and life experience amongst pupils eligible for PP. This hinders ambition and aspiration for the future and the willingness to take risks and try new things. It also impacts on creativity and imagination for writing; resulting in lower outcomes than other pupils.</p>
B.	<p>The progress and attainment gap in reading and writing for PP and SEND pupils: (Sustained from 2018-2019) Pupils eligible for Pupil Premium who additionally have Special Educational Needs need to make accelerated progress in reading and writing if the gap between them and their peers is to close.</p> <p>Impact: The combination of PP and SEND prevents accelerated progress against that of peers.</p>
C.	<p>Knowing the individual barriers: In order to truly close the attainment and progress gaps for each individual pupil eligible, there needs to be a more thorough analysis of each pupil's individual barrier to education and progress.</p> <p>Impact: Not knowing each individual pupil's needs can mask the barrier to success.</p>
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	<p>Early help identification: Deprivation and complex family circumstances can hinder and prevent pupils from accessing and valuing education. Early identification and support is required to enable families to be pro-active in empowering them to value education and school experiences.</p> <p>Impact: Complex family circumstances are prioritised over pupil need, progress and attainment. Lack of identification and support can lead to hindered progress for pupils.</p>

Priority	Desired Outcome	Review of impact
<p>Cultural Capital: The vocabulary gap between PP and non-PP pupils – poor oral language skills that result from not being able to draw upon a wider Cultural Capital.</p> <p>Impact: lack of confidence, parent/carer support and life experience amongst pupils eligible for PP. This hinders ambition and aspiration for the future and the willingness to take risks and try new things. It also impacts on creativity and imagination for writing; resulting in lower outcomes than other pupils.</p>	<p>PP Pupils access a wide range of learning experiences which enhance and develop vocabulary across the curriculum. Writing outcomes improve for all PP pupils with some making accelerated progress:</p> <ul style="list-style-type: none"> • Enhanced provision and access to enrichment opportunities enables PP pupils to improve their lexicon • Enterprise week leads to improved aspirations for PP pupils • Reading and writing outcomes for all PP pupils improves and the gap between peers closes further • Parents/carers engaged with supporting enrichment activities as a ‘role-model’ for their own context 	<p>Enterprise week could not take place because of Covid but will be planned for coming year.</p> <p>Class novels and dedicated story time were introduced in all classes across the school. This engendered an enthusiasm for texts with some children who had not previously enjoyed books bringing 3 new books they had received for their birthday.</p> <p>All children in school were given books to take home to read during lockdown with particular emphasis from class teachers given to those with little or no access at home to texts.</p> <p>During lockdown 23 vulnerable children attended school weekly to assist families who found educating at home a challenge. In addition, some of our PP families attended as key workers. Teachers recorded weekly contact with our vulnerable families, highlighting where learning was taking place. A total of XX school laptops were loaned to families with no technology and weekly packs of work were provided for up to 20 additional families with no access to a printer. This went some way to ensure that all of our children were able to continue with their learning over the lockdown period and have close the gap of opportunity to access the materials provided by the teachers.</p>

<p>The progress and attainment gap in reading and writing for PP and SEND pupils: (Sustained from 2018-2019) Pupils eligible for Pupil Premium who additionally have Special Educational Needs need to make accelerated progress in reading and writing if the gap between them and their peers is to close.</p> <p>Impact: The combination of PP and SEND prevents accelerated progress against that of peers.</p>	<p>The progress and attainment gap in reading and writing for PP and SEND pupils: (Sustained from 2018-2019)</p> <p>Pupils eligible for PP who additionally have SEND make accelerated progress in reading and writing so that the gap between them and their peers begins to close.</p> <ul style="list-style-type: none"> • Pupils eligible for PP make accelerated progress to reach age related expectations or above in writing by the end of EYFS/Key Stage 1. • Pupils eligible for PP make accelerated progress to reach age related expectations or above in writing by the end of Key Stage 2. • The % of PP pupils reaching age related expectations is in line with non-PP pupils. 	<p>All results are based on where the children were in Spring Term when school closed. Year 6 and Y2 Data is Teacher assessment. 27.9/28.5</p> <p>In reading although attainment in PP children in years 2, 4 and 6 was below that of the non PP children (Y2 14.9/15.5)(Y4 19.7/21.8)(Y6 27.9/28.5) progress was above in all of these year groups and in 4 out of 7 year groups across the school (Y2 2.9PP/2.7)(Y4 3.7/3.4) (y6 3.5/3.3)</p> <p>A similar picture in writing with progress higher for PP children in years 4 and 6 although slightly lower in year 2 (2.5/2.7)</p> <p>Progress for those children with SEN who are also PP remains slightly lower than for those children who are PP only across all year groups, although the difference is small in most cases. The only exception was year 6 writing where both figures were the same (-0.3) Children with PP and SEN remain our most vulnerable group.</p>
<p>Knowing the individual barriers: In order to truly close the attainment and progress gaps for each individual pupil eligible, there needs to be a more thorough analysis of each pupil's individual barrier to education and progress.</p> <p>Impact: Not knowing each individual pupil's needs can mask the barrier to success.</p>	<p>Knowing the individual barriers:</p> <p>Pupil Premium eligible pupils are successfully identified and, as a result of conferencing, continue to make accelerated progress against their peers.</p> <ul style="list-style-type: none"> • Individual conferencing identifies barriers for each PP pupil, leading to provision to overcome the barrier 	<p>Pupil progress meetings were held in the autumn term and class teachers discussed provision for all PP children in their class. Progress of PP children was a target on both TA and teacher performance management</p>

	<ul style="list-style-type: none"> • Improved outcomes for pupils following identification and support to overcome barriers • Collation of the barriers across the cohort leads to targeted interventions and support where required 	<p>Some new interventions were trialled in year groups, A greater emphasis was placed on teacher-led intervention and same day intervention.</p> <p>This enabled PP children overall to make accelerated progress through the year (see above)</p>
<p>Early help identification: Deprivation and complex family circumstances can hinder and prevent pupils from accessing and valuing education. Early identification and support is required to enable families to be pro-active in empowering them to value education and school experiences.</p> <p>Impact: Complex family circumstances are prioritised over pupil need, progress and attainment. Lack of identification and support can lead to hindered progress for pupils.</p>	<p>Early help identification: Improved systems for identification and support for families.</p> <ul style="list-style-type: none"> • Pastoral Support Worker employed by the school to support families, particularly in Upper Key Stage two – liaising with identified families and outside agencies • The pastoral team (SLT) of the school to identify and sign-post families as soon as possible to CHaD (Children’s Advice and Duty Service) for swift intervention, leading to timely and appropriate support from relevant agencies • Attendance of PP pupils is in-line with non-PP pupils in the school – where it is not, it is identified and tackled quickly 	<p>Two pastoral support workers were employed in January and began working with targeted families and year groups. During lockdown they supported the weekly calling of vulnerable families (54 families) who needed support financially, emotionally or educationally. Strong links were forged with some families who have previously been hard to reach. Help was given to register for and receive FSM vouchers and food parcels. Additional food parcels, donated by staff were also distributed to families in need. This enabled us to build new links with previously hard-to-reach families. Families were supported to be able to provide food for their children, as well as support them at home to keep up with their learning. Places at school allowed some ‘crisis’ families to survive lockdown with better relationships.</p> <p>Attendance of PP children was 94.8% (nonPP 96.2%) This will continue to be a priority.</p>

Total Pupil Premium spend 2019-20: £95 000