

Impact of Pupil Premium Spending

2020-2021

Pupil premium money is split into three areas of need according to the priorities for the individual. These are teaching support, academic support and wider approaches. The outcomes of which can be seen over three areas detailed below. Many children are reached through more than one of these areas and pupils who are not eligible for pupil premium also benefit from the support put in place. There were 72 pupils eligible for Pupil Premium funding during this academic year.

Increased support from the inclusion team has ensured that teachers are developing strategies to guide Pupil Premium SEN children more effectively. 25% of the Pupil Premium cohort is SEN. Continued improvement of teaching has led to improved knowledge of pupil premium, disadvantaged pupils and more awareness of needs and barriers to learning. Pupil progress meetings for all year groups ensure that teachers are putting the right amount of focus on this group of children.

A 'Mentoring Programme' focused on the disadvantaged group has given time to teachers and support staff to work with children 1:1 on a weekly basis. The 23 pupils who received mentoring from their designated teacher reported that it 'made them feel more confident in their learning and helped them see common mistakes they were making'. It's also given children a sense of ownership and accountability over their learning.

Welfare outcomes:

The family Support Adviser is partly funded by Pupil Premium and provides an invaluable service for the children and parents. She has worked with 9 Pupil Premium families this academic year, tackling low attendance. She is also on hand to help families who need support and guidance in parenting. The list of families across the school totals 31.

The enhanced inclusion team have increased leadership and capacity to assist pupil premium children, supporting at varying levels. The support for pupils includes ELSA, family support, short term nurture, or intensive periods of support where a child may need continued provision such as friendship groups, anger therapy etc. Bereavement counselling and additional Primary Behaviour Service have also been paid for as part of the Pupil Premium funding and continue to work with the inclusion team.

During the lockdown period of 2021, the welfare and inclusion team were boosted by the addition of a dedicated welfare teacher as in the 2020 lockdown. The team performed daily/weekly welfare checks for disadvantaged children staying at home. They also provided meal packs for families who picked them up from school or had them delivered by a member of the team. Parents and children were made aware that the welfare team would address any concerns should they arise. Disadvantaged pupils, as well as others in the school were provided with laptops to work on at home and were invited in. This was strongly encourage where circumstances in the household did not support learning or there was a lack of engagement with work.

Enrichment outcomes:

Residential visits are a key part of every year group. The trips are vital to the enrichment of the curriculum and the development of pupil's confidence and resilience. Pupil premium funding will ensure that every child has the opportunity to take part in these trips which are key to promoting our ethos and school motto of 'Bringing Learning to Life'. These trips, especially year 6 residential will be paid for this year but will take place in the next academic year, due to government restrictions.

Money has been spent to ensure a range of after school and extracurricular activities such as the dance clubs, music clubs, gardening and the large selection of various sports. The school offered a range of 19 clubs a week which ensured that every child had the opportunity to explore and challenge the world around them and develop independence. Disadvantaged children have benefited from having clubs paid for and being encouraged to take part in 6 week 'trials' to increase their interest. Part of the school's welfare programme also includes encouraging all children to learn a musical instrument. As such, we have used funding to buy instruments for children to take home and use. We have

also provided a music teacher for those disadvantaged children. He provides individual and paired peripatetic lessons to 14 as well as rock band scholarships for 24 pupils.

Teaching support

The pupil premium funding has supported teacher development through staff meetings and trainings. During this year, we have provided specialist support in key areas of the curriculum through extra staff and tutoring after hours by teachers. Pupils have also benefitted from extra tutoring provided by additional teaching staff. An HLTA works in house during school hours and after school to provide 1:1 and group sessions for lower attaining Pupil Premium children as well as addressing the higher attaining children who are at risk of falling behind. He also works with PP children from year 3 and 4 where he does pre-teaching and reading practice. Additionally, a member of the teaching staff works with the year 6 and 5 PP pupils to provide tutoring.

The pupil premium cohort also benefit from a volunteer readers programme in which each year group is assigned a volunteer who works with the children to enhance their reading through the Paired Reading. Training takes place via teaching staff and the SENCO. TAs throughout the school are given PP focus groups for Paired Reading once a week.

During the COVID-19 Pandemic Lockdown

During this period of uncertainty, disadvantaged children across the school and the children of key workers benefitted from a support package funded by Pupil Premium. This included:

- Inclusion team support
- FSA support
- Weekly/ daily welfare checks with class teachers
- Laptops to ensure children could access school work from home
- Library books
- Food parcels taken home
- Places in school bubbles
- Teams meetings with teachers
- Mentor programme continuing through video chat and emails

Summary data – July 2021

Year 3 Sum 2021	Reading		Writing		Maths		Combined	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
All (63)	65	22	54	11	65	22	49	10
Dis. (17)	35	12	35	0	47	12	24	0

Year 4 Sum 2021	Reading		Writing		Maths		Combined	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
All (59)	85	31	78	24	71	27	64	12
Dis. (15)	73	20	67	20	60	13	47	13

Year 5 Sum 2021	Reading		Writing		Maths		Combined	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
All (66)	79	24	70	17	74	35	67	15
Dis. (19)	58	16	42	5	53	11	37	5

Year 6 Sum 2021	Reading		Writing		Maths		Combined	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
All (63)	84	26	69	24	76	29	61	10
Dis. (17)	81	19	63	31	69	25	56	6