

## **Impact of Pupil Premium Expenditure 2019-2020**

### **Key priorities:**

- Our core aim was to raise the attainment and progress of Pupil Premium students so that their performance compared favourably with Non-Pupil Premium peers.
- To address inequalities in education of pupils from low-income families and raise attainment of these pupils.

### **Impact of Covid-19:**

Whilst progress was made against all key elements of the Pupil Premium Expenditure plan, our ability to fully achieve our aims was greatly hampered by the impact of Covid-19 on our community, particularly during full lockdown.

From March, our priorities altered to ensure the safety and welfare of our pupils and maintain our pupils' learning in the best possible manner. Key actions completed:

- School remained open throughout the period of full / partial closure.
- Places offered to all pupils classified as 'Vulnerable' nationally (LAC / CP / CIN / pupils with an EHCP) as well as all pupils who were accessing, or due to access, support from Early Help Services, pupils who are Young Carers and those with key worker parents.
- Home learning was set using an online platform called Purple Mash (Tapestry for EYFS). The pupils were able to send their completed work and messages about their learning to their teacher. The teachers were then able to mark the work and send feedback to the pupils.
- For families who did not have reliable access to the internet, 100+ packs delivered to pupil homes in paper form each half term.
- Fortnightly phone calls made from class teachers to all families in the class.
- Weekly additional pastoral support phone calls made to key families.
- Resources to support particular learners (particularly those with an EHCP) prepared and sent.
- Full provision of FSM vouchers.

- Reopening of school to Reception, Year One and Year Six in line with national guidance.
- Signposting key services to families: food bank, outreach services and community services.
- Additional provision of fortnightly food parcels to 20+ families through support from 'Hope for Food'.

### Commentary related to the impact of funding:

Aim	
<ul style="list-style-type: none"> <li>• Secure outstanding teaching and learning</li> </ul>	
Intended Outcomes	Commentary
<p>Attainment gap in reading in all years closed by 15% from previous year.</p> <p>Accelerated progress (4TPs+) for PPG children +20% compared to non-PPG children in Reading, Writing and Maths (Year 3, 4 and 5).</p> <p>Year 6 pupil premium pupils:</p> <p>100% conversion from KS1 to KS2 bandings (expected progress) in Reading, Writing and Maths.</p> <p>At least 20% acceleration between bandings in Reading, Writing and Maths.</p> <p>Attainment of PPG and non-PPG children in Reading, Writing and Maths to be within 10%.</p>	<p>All assessments in 2019-2020 cancelled due to Covid-19 country lockdown.</p> <p>Pre-closure progress being made in all areas.</p> <p><b>Action:</b></p> <p>Ensure rapid catch up in core learning through use of PPG grant and catch up funding.</p> <p><b>Intended outcomes for 2020-2021:</b></p> <ul style="list-style-type: none"> <li>• Attainment gap in reading in all years closed by 15% from previous year.</li> <li>• Y1: 80%+ of PPG pupils to pass phonics screening</li> <li>• Y2: 100% of PPG pupils to convert their EYFS scores in Reading, Writing and Maths</li> <li>• Y3, 4 and 5: Accelerated progress (4TPs+) for PPG children +20% compared to non-PPG children in Reading, Writing and Maths</li> </ul>

	<ul style="list-style-type: none"> <li>All PPG pupils: 80% to be reading fluently at chronological age.</li> </ul> <p>Year 6 pupil premium pupils:</p> <ul style="list-style-type: none"> <li>100% conversion from KS1 to KS2 bandings (expected progress) in Reading, Writing and Maths.</li> <li>At least 20% acceleration between bandings in Reading, Writing and Maths.</li> <li>Attainment of PPG and non-PPG children in Reading, Writing and Maths to be within 10%.</li> </ul>
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Aim	
Support pupil well-being	
Intended Outcome	Commentary
<ul style="list-style-type: none"> <li>PPG attendance in line with non-PPG pupils.</li> </ul>	<p>Attendance September – March:</p> <p>All pupils = 94.52%</p> <p>PPG = 93.23%</p> <p>Non-PPG = 95.02%</p> <p>Difference PPG / Non-PPG = 1.79%</p> <p><b>Action:</b></p> <p>Maintain as focus in 2020-2021 in order for PPG / non-PPG attendance to be equal.</p>
<ul style="list-style-type: none"> <li>PASS survey demonstrates high level of satisfaction related to school and self from PPG funded pupils.</li> </ul>	<p>Due to lockdown a PASS survey was not conducted this academic year and will be a priority for the Autumn term.</p> <p><b>Action:</b></p> <p>Introduce a new Pupil Attitude survey on Google Forms.</p>

Aim	
Manage successful transition to secondary provisions	
Intended Outcome	Commentary
<ul style="list-style-type: none"> <li>PPG funded pupils access secondary school confidently, ready for next stage in education.</li> </ul>	<p>Online virtual transition meetings held with secondary schools.</p> <p>Individual virtual meetings held for vulnerable/SEND children.</p> <p>2 weeks transition work in school during summer term.</p> <p><b>Action:</b></p> <p>Maintain as a focus for PPG funding in 2020-2021</p>

Aim	
Widen curriculum opportunities for pupils	
Intended Outcome	Commentary
<ul style="list-style-type: none"> <li>100% of PPG funded pupils accessing extra-curricular provision.</li> <li>100% of PPG funded pupils access cookery and textile sessions</li> </ul>	<p>Extra-curricular provision was well attended.</p> <p><b>Action:</b></p> <p>Continue to develop after school clubs when possible, ensuring 100% of pupil premium entitled pupils access.</p> <p>It was planned for all year groups to access cookery and textile across the year but due to Lockdown some year groups were unable to have their sessions. These year groups have been prioritised for when we can start the sessions again.</p>

	<p><b>Action:</b></p> <p>Prioritise the PPG funded pupils and year groups that were unable to access the cookery and textiles due to lockdown next academic year.</p>
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**Priorities for 2020/2021:**

- 4 smaller classes in Year 6 to ensure effective catch up
- Provide enhanced support for mental well-being and the introduction of the Zones of Regulation.
- Ensure outstanding progress for all pupils through development of:
  - Outstanding teaching and learning
  - Effective, strong leadership (including focused leadership of reading)
  - Tailored intervention and inclusion support
- Ensure effective transitions to secondary provisions
- Further develop curriculum and extra-curricular opportunities for pupils