

Pupil premium review of strategy 2019-2020



To be read in conjunction with Jigsaw document.

The Pupil Premium Policy reflects the UN Convention on the Rights of the Child (CRC) by supporting these Articles.

Article 3: The best interests of the child must be a top priority in all things that affect children,

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

This document is based upon the Education Endowment Foundation 'Guide to the Pupil Premium' and its recommendations for highest impact. This recommends a tiered approach to Pupil Premium spending:

- **Improving quality first teaching: eg, Professional development for all**
- **Targeted academic support: eg, Structure interventions, small group tuition, one-to-one support**
- **Wider strategies: eg, behaviour approaches, breakfast clubs, increasing attendance**

Previous Academic Year

2019/20 BUDGET: £105,000

TOTAL EXPENDITURE: £109,930.28

KS2 RESULTS 2019* (KS2 2020 Spring data in italics – no further data because of COVID-19. It is anticipated this data would have increased over the final term)

	All PP	Non-SEND PP	National All	National 'Other'
% achieving in R,W,M	33% <i>40%</i>	67% <i>57%</i>	65%	70%
% achieving in Reading	50% <i>57%</i>	83% <i>57%</i>	73%	80%
% achieving in Writing	50% <i>70%</i>	83% <i>86%</i>	78%	83%
% achieving in Maths	58% <i>80%</i>	100% <i>86%</i>	79%	81%

i. Quality of teaching for all

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>Accelerated progress and attainment in Reading, Writing and Maths</p> <p>Accelerated progress and attainment in Reading, Writing and Maths through development of exciting wider curriculum based upon PSHE</p>	<p>Ongoing staff coaching on providing challenge and moving learning on – through embedding the Learning Lines™ philosophy (based on meta-cognition and self-regulation) and ensuring all children have access to quality teaching and opportunities. Use of coaching, lesson studies, learning conversations (NAHT Aspire model), FAST maths.</p> <p>Quality CPD and coaching for all staff</p>	<p>High – Focus on specific targets for children, based on FFT data, combined with regular Pupil Progress Meetings, weekly 10 minutes meetings with School Improvement Leads and careful planning of SIL and whole staff CPD meetings meant that there was a relentless focus on progress, both as a whole year group, a PP cohort and for individuals.</p> <p>Due to COVID-19 our final summer data was not completed, nor was our CPD for developing the curriculum. The time during lockdown was well used by curriculum teams to update and amend the curriculum and to review our approach to Maths and English to ensure accelerated progress for the next year.</p>	<p>Moving forwards we will be addressing gaps that may have occurred over lockdown by focusing all school improvement on raising standards in Reading, Writing, Maths, Phonics and the implementation of a revised curriculum. This is detailed in our school development plan.</p> <p>As an overview – we will be focusing on</p> <ul style="list-style-type: none"> Increasing speaking and listening skills in all areas, with a focus on subject-specific vocabulary Focusing on the use of concrete-pictorial-abstract method in Maths, to ensure that all key concepts are embedded A relentless promotion of reading skills and the love of reading Developing the use of Assessment for Learning so that children can 'move on' more quickly Encouraging more extended writing time Improving the quality of our wider curriculum to ensure that learning is exciting, whilst remaining focused on key skills and knowledge. 	<p>Budget allocation: £10,198</p> <p>Actual Spend: £10,198</p>

ii. Targeted academic support

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
To accelerate progress in reading, writing and maths	Employment of a tutor to work 1-1 or in small groups.	Medium – Pupils who worked with the tutor made progress during the time they worked with her – evidenced in baseline to end of intervention data. However, we did notice that this progress did not carry over into class – children were undoubtedly more confident, but did not replicate the success that they experienced in 1:1 sessions within the wider classroom	We will not be continuing with this strategy because of budgeting constraints.	Budget allocation: £31,984 Actual spend: £31,984

<p>To improve standards of oracy, increase vocabulary and reading comprehension.</p>	<p>Employment and training for 2 Speech and Language Therapy Assistants (SALTAs) every afternoon.</p> <p>Employment SALT for children with significant speech complications – where needed</p>	<p>High – Our SALTAs focused on improving speaking, phonic and early reading skills. This had significant impact and 100% of the children who took part in these interventions made progress, some made accelerated progress against their baselines.</p> <p>We did not access the SALT service, nor were we able to take part in the Oracy project because of COVID</p>	<p>We now only have one SALTA working in the school every afternoon. She will be based in Early Years and Y1 exclusively, working with specific children on set targets. The aim is to bring children with speaking and listening skills up so that they are working at age related expectations. The SALTA will also do 1:1 work with children who have been given SALT targets.</p>	<p>Budget Allocation for SALTA, half-termly SALT and training: £21,376</p> <p>Actual spend: £19,546</p>
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iii. Wider strategies

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>Improved attainment and progress through offering children access to the wider curriculum</p>	<p>Encourage families to access support with funding clubs and trips –especially Y6 residential – including Children’s University</p>	<p>High – when children were able to access these trips before lockdown</p>	<p>We will continue to fund trips, uniforms, clubs, residential to support PP children as we believe that it is their right to access these wider curriculum opportunities</p>	<p>Budget allocation: £5500</p> <p>Actual spend: £4455.28</p>

<p>To raise attainment and progress for all children in reading, writing and maths through removing social and emotional barriers to learning.</p> <p>To improve and grow parental involvement.</p>	<p>Training and development of Learning Mentor as a Thrive Practitioner</p> <p>Earlybirds – breakfast club and nurture group</p> <p>Employment of a full time ELSA – Emotional Literacy Support Assistant</p>	<p>High – in all areas</p> <p>Thrive training has now been completed by one of the Deputy Heads and the Learning Mentor. Thrive online is now being used in the school and all staff have received training on trauma and the Thrive approach. The Thrive approach is now embedded within the school. Children speak very highly about their work with the Thrive Practitioner and ELSA, whose support of children and parents has been invaluable. Parents are more engaged with the school and contact us to discuss problems earlier, so we can support them more effectively.</p> <p>As a result, PP attendance and punctuality has improved and PP progress is improving.</p> <p>Children’s baseline and after intervention data shows that these interventions are positively affecting wellbeing.</p> <p>Earlybirds continues to have a positive impact on attendance and punctuality. Children’s social skills are improved and opportunities are made to read to the children and also give them time to share.</p>	<p>Develop the role of the ELSA to include more work with parents as a point of contact to enable us to refer to Enabling Families or Early Help if needed. In the return to school after lockdown, these roles are crucial to supporting the increasing number of families in crisis.</p>	<p>Allocated budget: £55,724</p> <p>Actual spend: =£43,747</p>
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