

Pupil Premium Academic Year 2019/20 - £24,740.00

We used our Pupil Premium Funding in many, different ways to enhance opportunities for eligible learners in our school. Some of the ways we spent it are:

- Delivered small group workshops to Reception parents, sharing how to teach phonics and reading at home.
- Improved Personal, Social and Emotional Development and Communication and Language skills for pupils eligible for PP in Reception Class with extra support from a further teacher.
- We delivered focused bespoke support for Phonics across KS1
Phonics coordinator delivered workshop to Year 1 parents.
- Intervention groups provided to help children with specific identified needs (putting them at risk of underachievement), were financed with this income.
- Funded Social Interaction Groups where appropriate.
- We provided specific Literacy and Maths interventions across all phrases, where gaps were evident.
- Paid for additional teaching costs for interventions, to enable us to split classes
- Paid for additional Teaching Assistance costs for intervention.
- Intervention groups to help children with specific identified needs (putting them at risk of underachievement), was financed with this income. (Behaviour & Emotional support where required)
- Counseling for children where emotional needs were identified.
- Boosted groups were financed with this income where appropriate. Y6 boosters after school.
- Class based interventions, due to smaller groups for boosting. Effective planning and differentiated interventions to support pupils to make expected + progress in line with all other pupils.
- Provide financial support for trips and residential visits.

Impact/Success

- Where appropriate children were supported and given guidance to deal with social interactions and friendship groups.
- All eligible pupils at the end of KS1 achieve expected plus progress in Reading, Writing and Maths.
- All eligible pupils across KS2 made at least expected progress for the year.
- High attaining pupils eligible for PP across KS2 made more than expected progress in line with 'other' identified high attaining pupils in Maths, Reading and Writing. Measured in Y3, 4, 5 and 6 by teacher assessments, formal assessment and successful moderation within school and with local schools.
- Class based interventions also had a positive impact, due to smaller groups for boosting.
- Specific Literacy and Maths interventions across all phrases, closed gaps that were identified.
- Effective planning and differentiated interventions. Resulted in children making expected + progress in line with all other pupils.
- Interventions along with quality first teaching; has had a positive impact on children's attainment and self-belief.

Impact of Pupil Premium

Lockdown

Following the lockdown on the 20th March due to COVID 19 the children and staff quickly adapted to remote learning. We set up G-Suite to deliver remote home learning. As closure was expected the week before we worked hard to ensure the system was ready for the first day of lockdown. All parents were sent a link to a folder of work for their child.

Each morning staff put work into the individual children's folder. Emails were sent out every morning with a link to each child's folder. The folder contained work for the day and guidance of how to complete it. Targeted intervention still took place, and all tasks were differentiated. All children completed work and sent it back to teachers. All children received feedback twice a day from teachers, giving lots of praise and encouragement, but also pointing out where a child could improve.

Children used a range of devices - mobile phones, tablets and laptops to access their work. Pupil Premium Pupils without devices were given a school laptop to use at home where necessary. The device was used as a 'textbook'. Work completed in their exercise books (which they were sent home with) were photographed and sent back to the teacher twice a day – lunchtime and 3 o'clock. The teacher marked the work and emailed comments back. This was to ensure that children were still writing each day rather than just accessing computer programs. Throughout the week all subjects were covered. Reading comprehension, writing, (which may have been linked to R.E, History, Geography) and Maths in the morning. In the afternoon the other subjects were covered throughout the week – Science, Art, Music, DT, French, PHSE, PE.

Children who struggled were given extra phone calls to support them with the completion of their work. Children were given encouragement and were guided through tasks on the phone where needed. Time was spent talking to children and families, often to reassure them in difficult circumstances. There were also times when families were visited, talking to them outside their home keeping to social distancing; when face to face contact was necessary to support anxieties. This was when a child or a parent were too upset to talk on the phone. Home Learning was very successful, however, it cannot replace quality teaching and learning in the classroom. There are gaps in children's learning.

Due to the Covid 19 pandemic the normal assessments could not take place. Therefore, the data below is from Teacher Assessment made in July 2020.

Whole School Pupil Attainment

Whole School Pupil Attainment: Pupil Premium/Non Pupil Premium

Reading: Expected 77%/84% GD 11%/17% Writing: 63%/73% GD 3%/7%

Maths: Expected 74%/80%. GD 11%/14%

Whole School Pupil Progress

Progress Pupil Premium/Non Pupil Progress

Reading: Expected/Above progress: 94%/90%; Above expected 26%/28%

Writing: Expected/Above expected: 94%/91%; Above expected 20%/23%
Maths: Expected/Above expected: 97%/97%; Above expected 20%/22%

Pupil premium progress was in line with other children in the school. The interventions therefore had the required impact. All Pupil Premium Pupils completed Home Learning Tasks and parents emailed them to their teacher for marking and guidance.

Pupil Premium Pupils' Attainment

EYFS: All pupils made more than expected progress. There was high attendance at workshops for small groups of parents.

Eligible pupils who achieved expected standards

Reading 40%; Writing 40%; Number 40%; Space Shape & Measure 40%

20% of children achieved Good Level of Development.

Year 1 Phonics 100% achieved the expected standard using a previous year's assessment.

Y2: Eligible pupils who achieved expected

Reading: 0%; Writing: 0% Maths: 0%

Year 2 children who achieved expected or better progress

Reading: 100% made expected progress

Writing: 50% made expected progress; 50% made above expected progress

Maths: 50% made expected progress; 50% made above expected progress

Year 6 pupils achieved:

Reading: 80% Expected; Greater Depth 20%

Writing: 80% Expected; Greater Depth 20%

Grammar: 80% Expected; Greater Depth 20%

Maths: 100% Expected; Greater Depth 40%

Year 6 children who achieved expected or better progress from KS1 Assessment

Reading: 100% made expected progress; 20% made above expected progress

Writing: 100% made expected progress; 40% made above expected progress

Maths: 100% made expected progress; 60% made above expected progress

Intervention throughout the school continues to close the gaps in children's learning. We minimised the affects of the lockdown with home learning. However, this has impacted on pupils' attainment and progress. Home Learning was very successful, however, it cannot replace quality teaching and learning in the classroom. There are gaps in children's learning.