

## Pupil premium strategy / self-evaluation

### Review of Autumn Term 2020:

#### Quality of Teaching:

Analysis of progress and attainment for disadvantaged pupils since the beginning of the academic year 2020 demonstrates that the majority of disadvantaged pupils made good progress in reading, writing and mathematics by the end of the Autumn Term 2020. Support for disadvantaged pupils tailored to acutely meet their needs in terms of readiness for school and preparedness to learn and being able to access ALL areas of the curriculum. Disadvantaged pupils who have had periods absent from school due to Covid related reasons have been contacted by telephone daily by a member of the attendance team and/or wellbeing team. The class teacher has provided work, which has been delivered remotely or through the school online platform, class dojo. Pupils who were unable to access home learning online provided with paper copies. Disadvantaged pupils who are also SEN or have an EHCP if they have been absent due to COVID related reasons have been contacted by the SENCo and appropriate work has been set to meet their needs. Remote learning has supported disadvantaged pupils who have had to self-isolate and pupils have been provided with suitable devices.

**Attainment** of disadvantaged pupils. Y6 there are a small group of disadvantaged pupils who have been affected by poor attendance due to C-19 and other closely related reasons. This has resulted in a gap between the attainment and progress between disadvantaged and non-disadvantaged pupils. All appropriate support has been put into place to continue to offer support for this groups of pupils. Persistent absenteeism is a key factor. Y1 – Y5 attainment of disadvantaged pupils is broadly between 8% - 20% of non-disadvantaged pupils. The gap still needs to close further to be inline with national expectations. 89% of disadvantaged pupils in Y2 successfully achieved phonics screening in the Autumn Term, 35% of the pupils had attended school during the summer term 2020 and this has had a significant positive impact.

Supplementary interventions reviewed for disadvantaged pupils for the spring term 2021.

There is a clear and distinct rationale for pupils having access to therapeutic interventions which is having a positive impact as pupils who have participated are able to successfully able to access the curriculum in the classroom. This has had an impact on disadvantaged pupils who have been in crisis due to outside

influences. This is evident with pupil's ability and readiness to learn and being able to access the curriculum. It has also supported with pupils who may have experienced trauma due to C-19 related reasons.

**Attendance** for some disadvantaged pupils remains a challenge but is monitored very closely and key pupils are being targeted through a number of initiatives which include the following:

- Daily phone calls by the Attendance Team and follow up from the Principal and/or member of SLT.
- Breakfast Club as an offer for key families to encourage them to get their child/ren into school on time
- Attendance is part of performance management for teachers to raise awareness of pupils who attendance is 90% or below.
- Celebration letters sent home to parents whose child's attendance was 90% or below and there has been an improvement
- Class attendance of 100% per week the class is awarded with a tray of flapjack. The class with the highest weekly attendance receives an additional 10 minutes playtime on one of the trim trails.
- Termly certificates for 100% attendance.
- Support from the EWO and other outside agencies
- Meetings with the Principal.

#### **Spring Term**

- Review the support for persistent absenteeism, particularly in Y6.