

## Pupil Premium Grant Report 2020-21 – Spring Term

<p><b>Governor name(s)</b></p> <p>Laura Kozera</p>	<p><b>Date of visit</b></p> <p>15.01.21</p>																				
<p style="text-align: center;"><b>Areas to be discussed</b></p> <ul style="list-style-type: none"> <li>• PPG Spending Plan for 2020-21 - updates</li> <li>• Impact of Covid-19 pandemic during Autumn Term</li> <li>• Case study children</li> <li>• Celebrating personal excellence for disadvantaged pupils</li> </ul>	<p style="text-align: center;"><b>Type of evidence/monitoring activity?</b></p> <ul style="list-style-type: none"> <li>• Discussion of 2020-21 Plan, focusing on latest data and updates</li> <li>• Evidence of effectiveness of interventions addressing impact of Covid closure</li> <li>• Overview of progress made by case study children</li> <li>• Data evidencing celebration of achievement by disadvantaged pupils</li> </ul>																				
<p style="text-align: center;"><b>Specific aspect checked/Questions asked</b> (linked to the areas to be discussed above)</p> <p>PPG Spending Plan 2020-21:</p> <ul style="list-style-type: none"> <li>• Were assessments possible during the autumn term and if so what does the data tell us?</li> <li>• Have any amendments or additions been made to the plan?</li> </ul> <p>Covid impacts:</p> <ul style="list-style-type: none"> <li>• How effective have 'catch-up' interventions related to the impacts of the Covid pandemic been during the autumn term?</li> <li>• How have disadvantaged pupils been supported during periods of home learning during this period?</li> <li>• How can you evidence a continuing focus on parental engagement with home-based / extra-curricular learning?</li> </ul> <p>Case study children:</p> <ul style="list-style-type: none"> <li>• How has the progress and attainment data changed for the 4 case study children over the autumn term?</li> <li>• Please provide an overview of the interventions which have been used to support each child.</li> </ul> <p>Celebrating achievement by disadvantaged pupils:</p>	<p style="text-align: center;"><b>Type of evidence/monitoring activity?</b></p> <p>End of autumn term data indicates that %s of ARE are mixed:</p> <ul style="list-style-type: none"> <li>- Y1-2% are above 'all' Y1 %s but below Y2%s</li> <li>- Y3-5% are below 'all' Y3-5% except for RWM combined</li> <li>- Y6% are below 'all' Y6 for M but above in other areas:</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>R % ARE (GD)</th> <th>W % ARE (GD)</th> <th>M % ARE (GD)</th> <th>RWM combined</th> </tr> </thead> <tbody> <tr> <td>Current Y6 (15)</td> <td>86% (43%)</td> <td>60% (13%)</td> <td>60% (13%)</td> <td>60% (13%)</td> </tr> <tr> <td>Y3-5 (27)</td> <td>56% (30%)</td> <td>56% (22%)</td> <td>59% (22%)</td> <td>56% (22%)</td> </tr> <tr> <td>Y1-2 (11)</td> <td>36% (0%)</td> <td>27% (0%)</td> <td>36% (0%)</td> <td>27% (0%)</td> </tr> </tbody> </table> <p>Catch-up funding has largely been utilised in 3 ways:</p> <ul style="list-style-type: none"> <li>- to provide dedicated TA time to ensure high quality support and targeted interventions</li> <li>- to provide CPD for teachers to ensure effective interventions in relation to core skills</li> <li>- to fund increased parental engagement, e.g. weekly text messages.</li> </ul> <p>See Covid Catch-Up Funding Report for more details.</p> <p>See appended information sheet for case study pupils.</p>		R % ARE (GD)	W % ARE (GD)	M % ARE (GD)	RWM combined	Current Y6 (15)	86% (43%)	60% (13%)	60% (13%)	60% (13%)	Y3-5 (27)	56% (30%)	56% (22%)	59% (22%)	56% (22%)	Y1-2 (11)	36% (0%)	27% (0%)	36% (0%)	27% (0%)
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<ul style="list-style-type: none"> <li>• How many of the available ‘Wall of Excellence’ places were awarded to disadvantaged pupils during the autumn term?</li> <li>• How many disadvantaged pupils achieved ‘Starbooks’ awards?</li> <li>• What percentage of ‘Always Child’ bands went to disadvantaged pupils in the autumn term?</li> <li>• Were any other recognition interventions targeted towards disadvantaged pupils achieving well against their personal standards during autumn term?</li> </ul>	<p>35% of pupils on the Wall of Excellence during Autumn, were disadvantaged</p> <p>19/88 Always child bands (22%) awarded to disadvantaged pupils</p>
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**Evaluation – Outcomes – Judgement** (linked to activities completed above)

<ul style="list-style-type: none"> <li>• Year 1 attainment data from autumn term is extremely concerning, however, this is typical of the entire cohort and not just the PPG eligible pupils – and is a result of missed learning due to Covid; prior to the current lockdown, intensive work was being undertaken in small groups by the class teachers to try and accelerate progress for these pupils, and small group sessions continue to operate remotely.</li> <li>• Year 6 have demonstrated very pleasing attainment in Reading (86%), which evidences the effectiveness of guided reading interventions.</li> <li>• Covid Catch-Up Funding has been utilised in 3 core ways, all of which are appropriate and well-considered, and with pre-determined review points captured in the CCU Funding Report. Outcomes should be monitored moving through the year.</li> <li>• Teachers and Head Teacher continue to monitor Class Dojo during lockdown, with increased emphasis in parental messaging on the need to post evidence of learning completed at home. Considerable efforts have gone into providing IT equipment to those who do not have devices at home, and this continues as school endeavours to support parents in obtaining help with internet provision. Where this is not possible, paper-based home learning packs have been available for collection, or have been delivered to homes by teachers and the Head.</li> <li>• The format and data provided for the case study children is extremely helpful, and illustrates a clear linkage between their attainment and the interventions in place to support them; LD has not accessed any reward mechanisms in the autumn term despite comments suggesting behaviours and attainment are good.</li> <li>• Evidence suggests school are doing well in celebrating achievement by disadvantaged pupils; PPG eligible pupils represent 20% of the school population and are therefore over-represented in Wall of Excellence posts (35%) and Always Bands (22%). No data was provided on Starbooks rewards.</li> </ul>
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<p><b>Next steps/Further actions</b> (including by who &amp; when)</p> <ul style="list-style-type: none"> <li>• Provision and review of deep dive data for the 4 case study children at each termly meeting (PPG Lead)</li> <li>• Specific review of Dojo posting by PPG eligible pupils (CW)</li> <li>• Review of Starbooks rewards for disadvantaged pupils (PPG lead)</li> </ul>	<p><b>Type of evidence/monitoring activity?</b></p> <ul style="list-style-type: none"> <li>• PPG lead and PPG Governor to meet each term to review impact of planned activity and report to the Full Governing Board</li> </ul>
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Signed: Laura Kozera

Date: 15.01.2021

Committee reporting to: Full Governing Board

## Autumn 2020 – Case Study information

Pupil	Attendance	Punctuality	Wall of excellence	Always child	Starbooks reward		Red card	Remote learning	Other factors	Other comments – personal development
	Autumn	Autumn	Oct/Dec	By Dec'20	Oct	Dec	Autumn	Autumn		Autumn
PJB (2L)	95.7%	0 lates	No	No	No	No	Yes	No	Previous school (Nur-Y1) – poor teaching, learning and behaviour	Poor concentration, little independence, low self-esteem, and lack of attachments with peers contribute to his slow progress and low attainment. He enjoys praise, but doesn't put the effort in to gain it regularly.
EA (3L)	97.1%	0 lates	No	Yes	Yes	Yes	No	Yes		Very shy but has gained confidence over the past few months to ask for help.  Significant and regular communication with parents about progress (below ARE when she came to Year 3). Parents have created a homework book linked to the subject organisers and are keen to do all they can to support.
LD (4B)	96.6%	9 lates (149 mins)	No	No	No	No	No	Yes (but currently in school)	Social care involvement - Child Action	Regularly helps out within the classroom and engages well with all aspects of school life.
LL (6B)	100%	4 lates (30 mins)	No	Yes	Yes	Yes	No	Yes		Wonderful all round, and has been since the beginning of September. Works hard, engages, proactively participates, takes pride in work, behaves impeccably, and has many friends. Is chatty, funny and polite.

Pupil		Attainment			Progress			Additional support/intervention
		R	W	M	R	W	M	
PJB (2L)	End of KS	Expected	Expected	Below	Below	Below	Below	1:1 reading, small group teaching in maths and English, behaviour support, CAMHS
	Aut attain.	Below	Below	Below				
EA (3L)	End of KS	Below	Below	Expected	On track	On track	On track	EA seems to be aware of being behind some peers and works hard to keep up with them during lessons.  Phonics intervention groups (when we realised the gaps were still so large, we introduced a phase 5 phonics intervention for Year 3. EA is becoming increasingly confident using phonics in
	Aut attain.	Below	Below	Expected				

								English work and has many "light bulb" moments when writing, seeing the phonics falling into place).
LD (4B)	End of KS	Above	Expected	Expected	On track	On track	On track	Regularly read with adults at school to ensure LD is reading enough.
	Aut attain.	Above	Expected	Expected				Extra support within maths in areas that are challenging
LL (6B)	End of KS	Expected	Below	Below	Accelerated	Accelerated	On track	In-class additional maths support.
	Aut attain.	Above	Expected	Below				

### Pupil Premium Grant: Spending plan 2020-21

<b>School</b>	Ladybridge Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£104565	<b>Date of most recent PP Review</b>	Sept'20
<b>Total number of pupils</b>	384	<b>Number of pupils eligible for PP</b>	77	<b>Date for next internal review of this strategy</b>	Dec'20

Key: ARE/EXS+ = Age related expectations/Expected standard; GDS/HS = Greater Depth/Higher Standard

	End of EYFS: Jul'19 Attainment		End of KS1: Jul'19 Attainment		End of KS2: Jul'19			
	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Attainment: ARE (GDS/HS) <b>National</b>		Progress: Key: Below Average <span style="color: red;">■</span> Average <span style="color: orange;">■</span> Above Average <span style="color: green;">■</span>	
					Pupils eligible for PP	Others	Pupils eligible for PP	Others
No. of pupils	2	37	12	48	21	39	17	32
Reading	Literacy: 100% (0%)	Literacy: 78% (14%)	58% (25%)	88% (31%)	76% (24%) <b>62% (17%)</b>	67% (41%) <b>78% (31%)</b>	1.2	1.1
Writing			58% (0%)	85% (13%)	71% (19%) <b>68% (11%)</b>	77% (31%) <b>83% (24%)</b>	1.5	1.5
Maths	100% (0%)	84% (5%)	67% (17%)	92% (38%)	81% (24%) <b>67% (16%)</b>	85% (41%) <b>84% (31%)</b>	1.6	2.6
RWM	100% (0%)	78% (5%)	50% (0%)	81% (10%)	67% (10%) <b>51% (5%)</b>	62% (26%) <b>71% (13%)</b>		
Other	GLD: 100%	GLD: 78%	Phonics:83%	Phonics:98%	GPS: 90% (48%)	GPS: 90% (56%)		

*Jul' 20 attainment and progress data not available due to partial school closure (coronavirus pandemic).*

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Inconsistent/poorer 'Behaviours/Skills for learning' (eg. concentration, attention, self-belief, confidence to participate, mind-set/risk-taking, independence) more evident in the low (20) and middle (18) attaining pupils who are disadvantaged/in receipt of pupil premium. As a result these pupils are less likely to achieve ARE (or above). Therefore % of disadvantaged pupils who are currently achieve ARE+ in KS2 is lower than other pupils (in R,W &M)
<b>B.</b>	Poorer inference/deduction skills, when reading, result in poorer scores in reading tests/assessments.
<b>C.</b>	Poorer vocabulary knowledge and skills (ability to understand, explain and use wide range of words) has a detrimental impact upon all areas of RWM
<b>D.</b>	Rec-Y1 Poor oral language skills, combined with poor retention and understanding of phonics = KS1 less
<b>E.</b>	Missed/inconsistent/forgotten learning because of partial school closure (coronavirus pandemic) in the summer term = gaps in learning
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Attendance (for two terms: 2019-20=94.0%) lower than other pupils
<b>G.</b>	Lack of parental support/access to quality learning environment at home (eg, homework, experiences, reading, ICT learning)

<b>Desired outcomes</b> <i>(specific outcomes and how they will be measured)</i>	<b>Success criteria</b>
<b>A.</b> Improved 'behaviours/skills for learning' (that are applied consistently)	100% of 'disadvantaged' low and middle prior attaining pupils make at least sufficient progress and are (back) on track
<b>B.</b> Improved inferential skills (through daily opportunities to use and develop)	% of 'disadvantaged' pupils achieving ARE+ in Reading, by the end of Jul'21 is in line with national comparators
<b>C.</b> Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	% of 'disadvantaged' pupils achieving ARE+, through KS2, across all subjects has increased from prior attainment %s
<b>D.</b> Improved oral language skills (through regular opportunities to practise and apply)	Access to high-quality daily phonics teaching and appropriate S&L intervention. End of KS1 phonics: difference between 'disadvantaged' and 'others' is diminished
Quality first teaching for all	% of 'disadvantaged' pupils achieving ARE+, through KS2, across all subjects has increased from prior attainment %s
Maintain high number of Teaching Assistants and ensure high quality support and intervention	Difference between 'disadvantaged' and 'others' is diminished
Provide high quality resources to support and transform teaching and learning for all	Pupils complete 'out of school' learning tasks. Pupils demonstrate high levels of engagement
<b>E.</b> Gaps addressed; solid basis established for subsequent learning	90% of pupils are back on track and differences are diminishing
<b>F.</b> Improved attendance	Attendance is in line with national/others
<b>G.</b> Improved parental engagement/home support with learning	Pupils' learning is supported at home

<b>1. Planned expenditure</b>	<b>Academic year: 2020-21</b>	<b>PPG leader: Colin Watson</b>
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The three headings enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**I QUALITY OF TEACHING FOR ALL**

<b>Desired outcome</b>	<b>Chosen action/ approach (and rationale)</b>	<b>Cost</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved 'behaviours/skills for learning' (that are applied consistently), including better meta-cognition and self-help strategies	Ensure staff are aware of which pupils are in receipt of pupil premium. Staff to provide (as appropriate) additional and personalised support, guidance, motivation, rewards and communication (including with home) to ensure pupils have equality of access to learning. HT to select 5 'case study' pupils to track. This will include regular meetings, book scrutiny, target setting and additional guidance, support and reward.	£300	<i>Pupil expectations are the most significant factor in pupils achievement (particularly, communicating high academic standards)</i> <i>'Study skills' have a significantly positive impact upon pupil achievement</i> <i>A weekly text message to parents has a positive impact. If this text includes next steps/ways to improve then this has the most impact.</i> <i>Life at home (including access to books, etc) is one of the most significant factors in how well children achieve</i> <i>More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including working with their families.</i>	Regular monitoring: lessons, pupil discussions and book scrutiny. Report to HT about impact – termly data check. Case study information.	HT  Intervent. Lead HT	Termly
Improved inferential skills (through daily opportunities to use and develop)	Subject leaders providing clarity of direction/approach, quality support, advice and guidance and clear policy and procedures Whole class guided reading. Continue to provide pupils with a range of online reading opportunities out of school (build upon the success of remote learning). Continue to embed 'Starbooks' across the whole school (reading reward scheme).	£500  £700 (£50x14)	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</i>  <i>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support,</i>	Regular monitoring: guided reading teaching and books. Termly test data analysed.  Monitoring of planners. Monitoring starbooks display in classrooms.	SLT Eng lead  Teachers Eng Lead	Termly
Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	Word windows in each classroom Vocabulary lists included as part of 'subject organisers'	£400	Visual prompts support learning and memory <i>Frequent testing/checking aids memory retention and recall</i> <i>Practise makes permanent</i>	Pupil discussions/responses Test results. Evidence of vocabulary use in books.	SLT Eng lead Mid lead	Termly



Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills (through regular opportunities to practise and apply)	Daily phonics teaching with TA support (Rec- Y2) Phonics tracker implemented to support Autumn assessments (post home learning) Additional phonics teaching for identified Y3 pupils	£21000  £1800	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy. Practise makes permanent</i>	Timetabled. Regular monitoring: lessons and pupil discussions/hearing readers.	Eng Lead	Termly
Quality first teaching for all (by providing staff with targeted CPD, including more regular and specific feedback)	HT and subject leaders source targeted CPD for individual staff	£6000	<i>More successful schools emphasise the importance of 'quality teaching first'. Good teachers are especially important for pupils from disadvantaged backgrounds. Findings from previous monitoring; Recent external Reviews/reports</i>	Monitoring calendar. CPD evaluations and post training expectations (work reflected in books, changes to practise in lesson observations etc). Timetabled staff meetings. Changes to practise and impact on teaching and learning. Subject leader time. Appraisal system.	HT- SLT Mid lead	Termly analysis Regular drop ins and Work scrutinies  Re-checks
Maintain high numbers of Teaching Assistants, and ensure high quality support and intervention	Ensure all classroom-based staff are aware of pupils in receipt of pupil premium. Every class to have full time (AM) support – some of this support will be used to support pupils in receipt of pupil premium.	£35000	<i>Where pupils are removed from their class and given intensive tuition, the most effective impact is through short, regular sessions, over a set period of time (5-10 weeks) and in a small group: ideally one-to-three. 'The best leaders ensure that the work of additional adults is closely monitored and thoroughly evaluated'</i>	Regular meetings with teachers Work scrutiny. PPM monitored termly.	SLT	
Provide high quality resources to support and transform teaching and learning for all	Modelling how to access/use online resources (spelling shed, phonics play, espresso, my maths, TT rockstars, doodle maths, purple mash). Provide access to engaging online resources. Provide access to computers for those pupils with restricted digital/online access at home (lunchtime computing suite; i-pads in lessons)	£2000  £350	Limited/no online access reduces the opportunities for pupils to practise, consolidate and extend their learning Digital learning motivates and engages pupils Digital learning enables pupils to work at their own pace – targeting areas of need.	Termly Assessments (x tables, spellings).  Regular monitoring: lesson observations (use of i-pads); pupil discussions and evaluations.	Eng lead Mat and Com lead HT/DHT	

Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identify and address regression and sensibly fill gaps in learning across the curriculum	Undertake a gap analysis across all subjects. Identify how and where missed, forgotten or inconsistent learning can be 'weaved' into current learning. Implement daily opportunities to recap and solidify previous/ missed learning.	£0	Partial school closure as a result of the coronavirus pandemic has resulted in missed, forgotten and inconsistent learning (despite comprehensive home learning support provided by teachers during the closure).	Monitoring calendar – leaders across the curriculum. Range of monitoring activities (book scrutiny, planning scrutiny, observations, pupil talk, etc). Termly summative assessment data.	SLT Subject lead	
<b>Total budgeted cost</b>						£68050

<b>II TARGETED SUPPORT</b>						
Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide high quality resources to support language development	Additional Teaching Assistant support for those disadvantaged pupils with additional language needs (EAL/INA)	£5000	Language barriers prevents access to all areas of learning and school life.	Measure impact from starting point.	EAL/INA Lead	Termly
Implement specific and targeted intervention programmes	Utilise TA support (PM) to deliver targeted, specific interventions (including pre-teaching)	£25000	Specific interventions focussed on particular groups of children	Measure impact from starting point.	Interv. Lead	Termly
'Children looked after' are provided with appropriate support, enabling equality of access.	Access to TA support (in addition to monies provided from the appropriate local council)	£3000	Poorer level of independent learning without adult/ peer support Poorer behaviours for learning' when 'unsupervised'	Staff and pupil discussions. LAC Governor check and challenge termly visit.	HT	Termly
<b>Total budgeted cost</b>						£33000

<b>III OTHER</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach (and rationale)</b>		<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Provide relevant, first hand, practical and real experiences (that will improve cultural capital, K & U and skills as well as engagement and motivation of pupils).	Promote and facilitate the use of first-hand experiences, visits and visitors across the curriculums (additional funds for class budgets)	£100 x14 pupils (£1400 for Lledr) £100 x14 classes (£1400)	Some children do not experience the same things as others (and this is particularly pertinent because of the missed learning opportunities in the summer term because of the partial school closure) – we want everyone to have the same opportunity, in order that they can build their cultural capital and contribute to, and access society. Eg beach, museums, galleries, etc	Monitor levels of pupil interest and engagement and impact upon quality of written and oral responses.	HT	Termly – HT report
Provide pupils with emotional support and strategies, in order that they are able to focus on learning.	Counsellor 2hrs a week	£2500	<i>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support, including working with their families</i>	Monitor behaviours for learning.	PD lead	Termly
Improve attendance (including less persistent absence).	Attendance rewards DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)	£600 £500	<i>More successful schools set up rapid response systems to address poor attendance</i>	Weekly and termly attendance checks.	DHT	Termly
Improved parental engagement and home support for learning.	Provide new Reception parents with access and information about using 'seesaw' (electronic evidence system) at home. Embed the use of Class Dojo across the whole school – regular two-way communication and information between home and school.	£300  £0	'The most effective leaders track the progress of pupils meticulously and make sensible amendments to the support they provide'	Subject Leaders monitoring. PPMs.	Mid lead PPG lead	Termly
<b>Total budgeted cost</b>						<b>£6700</b>

<b>Date</b>	<b>Governors' Check and Challenge</b>
18.09.20	Termly meetings planned: Nominated Governor to meet with PPG leader to discuss current progress and attainment for pupils in receipt of pupil premium.
15.01.21	Also discuss the PPG spending plan for 2020-10 and how actions address weaknesses/help diminish the differences.

## 2. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

### Research Sources:

*M.Bromley Sept'19 'Three Tenets of effective Pupil Premium practice (Headteacher update)*

*'The EEF Guide to the Pupil Premium' (Jun'19)*

*Nfer research (Nov 2015) 'What are the most effective ways to support disadvantaged pupils' achievement'*

*Dfe 'Supporting the attainment of disadvantaged pupils (Nov 2015): nfer research*

*Ofsted 'The pupil premium: an update' (jul'14)*

*Prof. Steve Higgins*

*Dimitra Kokotsaki*

*Prof. Robert Coe*

*Prof. John Hattie*

*Ron Berger*

*Phil Badham*

*Rob Carpenter*

*NCETM*

*Jay Altman*

*Swindon Academy*

*Bjork learning and forgetting lab*

*Third Space learning (Clare Sealey, Joe Kirby)*

*Rowan Pearson*

*Inspire Partnership*

*DfE : Marking and Policy Review Group; NC*

*EEF (Education Endowment Foundation) T&L Toolkit and EYFS Toolkit*

*Jodie Lopez*

*Nejm*

*Jonathan Firth*

### Additional Sources:

*To Sir, with Love – E.B. Braithwaite*

*Talent is Overrated – G.Colvin*

*The Talent Code – D.Coyle*

*Mindset – C.S.Dweck*

*Outliers – M. Gladwell*

*The Lombardi Rules – V.Lombardi*

*Bounce – M.Syed*

*Global Challenge – H.Walters et al*

*Genetic articles - New statesman; Online articles*

1. Review of expenditure		Academic year: 2020-21		PPG leader: Colin Watson	
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>I QUALITY OF TEACHING FOR ALL</b>					
Desired outcome	Chosen action/ approach	Impact and evaluation 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	
Improved 'behaviours/skills for learning' (that are applied consistently), including better meta-cognition and self-help strategies	Ensure staff are aware of which pupils are in receipt of pupil premium. Staff to provide (as appropriate) additional and personalised support, guidance, motivation, rewards and communication (including with home) to ensure pupils have equality of access to learning. HT to select 4 'case study' pupils to track. This will include regular meetings, book scrutiny, target setting and additional guidance, support and reward.	Dec review: As part of Pupil Progress Meetings, staff are fully aware of the needs of pupils in receipt of pupil premium. 4 case study pupil identified and tracked. Clear evidence that these pupil's behaviours for learning and personal development are well supported, in order that these can impact upon their academic achievements. Termly analysis of 'Always bands' and our 'Wall of Excellence' demonstrate that pupils in receipt of pupil premium are proportionately represented.	Continue. Ensure all pupils in receipt of pupil premium are able to access learning and continues to maintain good learning habits and routines during the spring term national lockdown.	£300	
Improved inferential skills (through daily opportunities to use and develop)	Subject leaders providing clarity of direction/approach, quality support, advice and guidance and clear policy and procedures Whole class guided reading. Continue to provide pupils with a range of online reading opportunities out of school (build upon the success of remote learning). Continue to embed 'Starbooks' across the whole school (reading reward scheme).	Dec review: Reading Assessment: Reading progress across school is sufficient, with an average of 25% of pupils making accelerated progress in Reading during the Autumn term. Y6 pupils (eligible for PP) are attaining higher than 'others' and also progressing more than 'other' pupils in Y6. Y3-5 pupils (eligible for PP) are attaining slightly below 'other' pupils. These pupils are making more progress than 'other' pupils in Y3-5. Y1-2 pupils (eligible for PP) are attaining below 'other' pupils, and progress is less than 'other' pupils in Y1-2. Online reading promoted through Oxford owl and mantra lingua)	Continue with guided reading approach. Continue with 'starbooks' reward scheme, with targeted communication with families of PP pupils (review the timing of the reward). Provide information and access to additional online reading (particularly during lockdown), including Active Learn's bug club, Book Trust, Magicblox, Children's Library, Gutenberg.	£500  £700 (£50x14)	
Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	Word windows in each classroom Vocabulary lists included as part of 'subject organisers' Vocabulary a key part of teaching and learning	Dec review: positive impact upon children, with increasing confidence and use of identified/technical vocabulary (in written and oral responses).	Continue. Ensure subject organisers get posted on Class Dojo.	£400	

Improved oral language skills (through regular opportunities to practise and apply)	Daily phonics teaching with TA support (Rec- Y2) Phonics tracker implemented to support Autumn assessments (post home learning) Additional phonics teaching for identified Y3 pupils	Dec review: speech and language skills improving Y2 pupils complete the Y1 phonics screening test = 80% passed.	Continue. Ensure 'live' differentiated phonics lessons are accessible to pupils Rec-Y2. Provide additional phonics reading books during lockdown	£21000  £1800
Quality first teaching for all (by providing staff with targeted CPD, including more regular and specific feedback)	HT and subject leaders source targeted CPD for individual staff	Dec review: 94% of internal monitoring activities graded teaching and learning and good or better. See HT report for impact of specific CPD.	Continue – individual monitoring focuses identified for the spring term, based upon evidence from the Autumn term.	£6000
Maintain high numbers of Teaching Assistants, and ensure high quality support and intervention	Ensure all classroom-based staff are aware of pupils in receipt of pupil premium. Every class to have full time (AM) support – some of this support will be used to support pupils in receipt of pupil premium.	Dec review: Established partnerships continue to have a positive impact upon a wide range of elements within teaching and learning. Additional TA (hours) enable increased support and intervention, particularly helpful in plugging gaps and catch-up (due to missed learning in the summer term)	Continue.	£35000
Provide high quality resources to support and transform teaching and learning for all	Modelling how to access/use online resources (spelling shed, phonics play, espresso, my maths, TT rockstars, doodle maths, purple mash). Provide access to engaging online resources. Provide access to computers for those pupils with restricted digital/online access at home (lunchtime computing suite; i-pads in lessons)	Dec review: i-pads continue to be used effectively to access to online/digital resources, and are having a positive impact upon the related subject knowledge, understanding and skills. I-pads have become an integral and transformative part of teaching and learning, with staff and pupils demonstrating strong knowledge and skill  Although the computing suite and lunchtime clubs weren't possible because of restrictions, pupils do have access to i-pads during lunchtime	Continue. School to loan i-pads to pupils to use at home during the spring term national lockdown (to support/ensure access to online remote learning).	£2000  £350
Identify and address regression and sensibly fill gaps in learning across the curriculum	Undertake a gap analysis across all subjects. Identify how and where missed, forgotten or inconsistent learning can be 'weaved' into current learning. Implement daily opportunities to recap and solidify previous/ missed learning.	Dec review: Staff identified gaps and ensured that there were addressed before new content was taught. Newly established retrieval and review practices support the pupil in remembering and recalling learning.	Continue. High quality remote learning should prevent the emergence of gaps as well as the continued use of retrieval and review practices remotely, during lockdown.	£0

## II TARGETED SUPPORT

Desired outcome	Chosen action/ approach	Impact and evaluation 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
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Provide high quality resources to support language development	Additional Teaching Assistant support for those disadvantaged pupils with additional language needs (EAL/INA)	Dec review: Additional support in place for EAL/INA pupils, across both KS, enabling improved access to the curriculum (although less in KS2 due to staff absence).	Continue, including additional 'vulnerable support for targeted pupils during lockdown.	£5000
Implement specific and targeted intervention programmes	Utilise TA support (PM) to deliver targeted, specific interventions (including pre-teaching)	Dec review: Afternoon interventions timetabled and enable catch –up and pre-teach, providing pupils with increased knowledge, confidence and self-esteem for subsequent learning.	Continue.	£25000
'Children looked after' are provided with appropriate support, enabling equality of access.	Access to TA support (in addition to monies provided from the appropriate local council)	Dec review: 3 x LAC pupils generally attaining lower than ARE/peers. Termly 'check and challenge' by nominated governor provides further evaluation.	Continue.	£3000

<b>III Other</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Impact and evaluation</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Provide relevant, first hand, practical and real experiences (that will improve cultural capital, K & U and skills as well as engagement and motivation of pupils.	Promote and facilitate the use of first-hand experiences, visits and visitors across the curriculums (additional funds for class budgets)	Dec review: First-hand experiences continue to be an integral part of teaching and learning throughout school. However, coronavirus restrictions have hampered these types of experiences, and school has tried to source virtual alternatives.	Continue Explore virtual alternatives Explore the likelihood of Lledr being moved to another date.	£100 x14 pupils (£1400 for Lledr) £100 x14 classes (£1400)
Provide pupils with emotional support and strategies, in order that they are able to focus on learning.	Counsellor 2hrs a week	Dec review: Continues to provide essential support for identified pupils.	Continue.	£2500
Improve attendance (including less persistent absence).	Attendance rewards DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)	Dec review: Overall attendance-Autumn term = 95.5%. Pupils (eligible for PP) attendance = 95.9%	Continue.	£600 £500
Improved parental engagement and home support for learning.	Provide new Reception parents with access and information about using 'seesaw' (electronic evidence system) at home. Embed the use of Class Dojo across the whole school – regular two-way communication and information between home and school.	Dec review: 'Evidence me' introduced in place of 'seesaw' Most parents engaging well with 'evidence me' and 'Class Dojo'.	Continue, particularly during spring term national lockdown.	£300  £0