

The academic year 2019-2020 saw a full closure of the school from 23<sup>rd</sup> March to 31<sup>st</sup> May due to the national coronavirus lockdown. This was followed by a partial re-opening on 1<sup>st</sup> June when only some children of critical workers, some 'vulnerable' pupils and some Reception, Y1 and Y6 returned as per Government guidance. As a result, many of the strategies and outcomes were not fully completed and will therefore be carried forward into 2020-21

## Review of Pupil Premium funding Expenditure



Academic year 2019-20 £44, 880

### 1. 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
<b>Quality first teaching for all</b>	Regular, timetabled support for 3 x NQTs carried out by phase leaders.  INSET and staff meetings sharing good practice	<b>Medium:</b> NQTs successfully passed their NQT years (3 x teachers)  Dedicated release time to ensure that staff were supported by phase leaders.  Opportunities provided for NQTs to visit other schools and share good practice on their return.	This has been a highly successful approach and we would aim to follow this model of working in the future,	<b>£27, 472</b>

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		<p>All teachers provided with a high level of support in the early stages of their career.</p> <p>Good liaison with CPTT programme.</p> <p><b>SC: Met</b></p>		
<p><b>Investment in high quality reading and phonics resources to raise standards in English</b></p>	<p>Introduction of RWI from EYFS onwards to ensure that phonics is taught systematically.</p> <p>Introduce Power of Reading from Nursery to Year 2.</p> <p>Introduction of the Reading Plus online reading programme</p>	<p><b>Medium:</b> Skilled staff are able to support children on a needs basis. Good practice has been shared with other schools.</p> <p>Children made good progress according to internal data and this was a useful tool for children to access during lockdown as some may not have been able to access high quality texts otherwise.</p> <p><b>SC: To continue next year (due to lockdown)</b></p>	<p>More time is needed to embed the Read write Inc programme due to lockdown- we have booked 'Development days' to overcome this with RWI coaches.</p>	

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<p><b>Investment in a high quality maths programme in KS1</b></p>	<p>Build on the success of Big Maths in KS2 by introducing it in Y1-2.</p> <p>Train staff in using the Big Maths</p>	<p>This is due to start Autumn 2020- delayed due to lockdown.</p>	<p>-</p>	
<p><b>2. Targeted support</b></p>				
<p><b>Early Years children meet ARE for communication, language and literacy at the end</b></p>	<p>Staff training linked to high quality interactions with children provided through the partnership with</p>	<p><b>Medium:</b> Training provided by the LA and Early Excellence which has supported staff with their understanding of early language acquisition and development. This was especially pertinent for Pupil</p>	<p>Our staff team will continue to embed this development of early language within the phase.</p>	<p><b>£10, 500</b></p>

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<p><b>Staff are competent in the use of gap analysis tools to close the attainment gap. Interventions are</b></p>	<p>Use of tracking to identify children's gaps in learning. TAS timetabled to provide Catch Up Literacy starting in</p>	<p><b>Medium:</b> This has had a good initial impact in the EYFS as staff are using the gap analysis tool recommended by the LA to inform next steps. Through the RWI programme, children have been targeted</p>	<p>Roll this out to extend to maths in KS1</p>	
<p><b>Targeted extended school places-breakfast club and after school clubs.</b></p>	<p>Provide extended school hours to PP children to ensure they are well fed and offered many enrichment opportunities.</p>	<p><b>High:</b> This has been well received, parents have responded to the offer of places and take up has been high. <b>SC: Met</b></p>	<p>All of these approaches have been very valuable.</p>	
<p><b>3. Wider approaches</b></p>				
<p><b>Library development: KS1 and KS2 enhanced with Non Fiction texts</b></p>	<p>Evaluation of reading materials identified from Accelerated Reader student records-</p>	<p><b>Medium:</b> Non-fiction stock has been enhanced matched to curriculum themes.</p>	<p>Continue to build on this next year.</p>	<p><b>£14, 357</b></p>

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<p><b>to broaden the choice of texts available.</b></p>	<p>children need a wider range of texts</p> <p>Many children do not have access to reading materials at home so we will extend the library opening times to engage parents.</p>	<p>We have also supplemented the KS1 library stock with further non-fiction titles.</p> <p><b>SC: Met</b></p>		
<p><b>Parents become increasingly engaged in their children's learning.</b></p>	<p>Parental workshops e.g. phonics</p> <p>Open afternoons</p> <p>Targeted parents meetings</p> <p>Invitation to a broad range of school events</p> <p>Rock Challenge/ equivalent</p>	<p><b>Medium:</b> Many parents have attended school events in the autumn term (pre lockdown) and enjoyed their sessions. We are continuing to work with partner agencies E.g. RWI to deliver more training in school on some of the wider issues.</p> <p><b>SC: Ongoing</b></p>	<p>Further work is needed due to parental engagement during the period of school closure- this was mixed.</p>	

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<p><b>All children have attendance above 96%</b></p>	<p>Use of Scholarpack software to monitor and evaluate attendance patterns. Meetings with targeted parents about attendance and punctuality.</p>	<p><b>Medium:</b> Attendance is closely monitored and parents are notified at set stages where their child's attendance is triggering alerts. Flow chart in place to determine next steps working well. <b>SC: Ongoing</b></p>	<p>Continue to target specific families.</p>	
<p><b>Increase aspiration amongst all pupils (particularly the HAP)</b></p>	<p>University visit day Make use of the Bespoke Business Partnership service offerings STEM workshops Links with Secondary school- Writing workshops</p>	<p><b>High:</b> The Bespoke Business Partnership offer has been well received. All KS2 classes have benefited from businesses coming into school to raise aspiration. All KS1 and KS2 children have taken part in STEM workshops e.g. robotics and Beebots <b>SC: Met</b></p>	<p>This is highly effective and will continue next year.</p>	
<p style="text-align: right;"><b>£44, 880+ top up from school budget = £52, 329</b></p>				

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#### **Additional detail**

Although there is an over expenditure to the Pupil Premium interventions, this has been agreed by the staff and governors as worthwhile use of the school budget.