

Pupil premium strategy review statement 2020-21

(PPG – Pupil Premium Grant)



Review of expenditure				
Previous Academic Year 2020-21		National Data is 2019. School data is internal predicted outcomes as no national tests in 2021.		
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>To close the language gap in FS across all three aspects- Listening and attention, understanding and speaking</p> <p>To accelerate communication and language development for children eligible for Pupil Premium Funding which will impact on progress in all areas of learning in Key Stage 1 and 2.</p>	<p>Additional adult to work in EYFS to facilitate. Staff trained to be able to deliver the Tales Toolkit programme.</p> <p>Ongoing purchase of Tales Toolkit resources and investment in time to coach new staff in EYFS and Year 1 as well as CPD for staff in LKS2.</p> <p>Well Comm programme to be implemented in FS1 and 2 and Year 1 as needed. Staff coaching to support delivery and impact.</p> <p>Remote early reading and phonics workshop for parents.</p> <p>NELI programme to be delivered to eligible children in EYFS 2.</p>	<p>Foundation Stage 2</p> <ul style="list-style-type: none"> •Communication and Language – Well Comm and Language Link 88% of EYFS children met ELG in communication compared to NCER national of 74% •1 out of 4 PP children achieved GLD •75% of PP children met ELG in Listening and Attention. •25% accelerated progress from on entry data to on exit. •75% of PP children met ELG in Understanding. <p>Tales Toolkit/Balanceability Programme</p> <ul style="list-style-type: none"> •50% (2 out of 4) of children meeting ELG in Reading and writing. •25% accelerated progress from on entry to on exit in reading, writing and maths. <p>Phonics</p> <ul style="list-style-type: none"> •86% of PPG children in Year 1 passed the phonics screening check compared to 66% nationally in 2019 and 52% in 2021 NCER data. 	<p>Closing gaps for children eligible for Pupil Premium in EYFS continued to be a priority. Progress needs to be accelerated for these children to meet the age related expectations, although progress from starting points is strong and impact from personalised programmes shows that these support children to close gaps with their peers if not meet Are.</p> <p>All staff in EYFS and Key Stage 1 have completed Tales toolkit training. Tales toolkit evidenced in use across EYFS and Key Stage 1 independent learning environments. Another annual subscription will embed this and allow training for new staff.</p>	£30,000

<p>To accelerate progress for children eligible for Pupil Premium across Key Stage 1 and 2 in reading, writing and maths. To increase the number of children achieving ARE and Greater depth to ensure better than expected progress.</p>	<p>Personalised programmes for children using a plan, do review approach to ensure timely impact to diminish the difference. Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle. Staff to engage in pre teaching CPD.</p>	<ul style="list-style-type: none"> • The progress score for PPG children in reading at Key Stage 2 was +1.75 which is greater than the NCER national of -1.07 • The progress score for PPG children in writing at Key Stage 2 was +0.17 in writing which is greater than the NCER national of -0.87 • The progress score for PPG children in maths at Key Stage 2 was +1.37 which is greater than the NCER national of -1.12 • At KS1 two children made accelerated progress in reading to achieve ARE and one child accelerated to meet ARE in writing. 	<p>Accelerated progress for children across Key Stage 2 should continue to be a focus to ensure gaps are closing in internal data as well as at end of Key Stage. Personalised programmes are effective when matched to personal gaps for individual children and delivered in a timely manner by teachers and additional adults – continue.</p>	
ii. Targeted 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
<p>To accelerate progress for children eligible for Pupil Premium across Key Stage 1 and 2 in reading, writing and maths. To increase the number of children achieving ARE and Greater depth to ensure better than expected progress. To increase the number of children attaining ARE to be in line with National in R(62%) W(55%) M(62%) at Key Stage1.</p> <p>To reduce the gap in attainment between children eligible for Pupil Premium in Key Stage 1 and their peers. To increase the number of children achieving ARE in Year 2 to be in line with National.</p>	<p>Personalised programmes for children using a plan, do review approach to ensure timely impact to diminish the difference. (TA employment)</p> <p>Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle. Teacher led opportunities.</p> <p>Children in Key Stage 2 targeted for attendance at Study Club each week. Use of Emile, SPAG.com and my maths to ensure teacher set tasks are targeted and children receive feedback.</p> <p>Investment in CPD opportunities</p>	<ul style="list-style-type: none"> •86% of PPG children in Year 1 passed the phonics screening check compared to 66% nationally in 2019 and 52% in 2021 NCER data. •88% of PPG children met ARE in Year 6 reading which is above the National average of 62% in 2019 and 64% in 2021 NCER data. •29% exceeded ARE in reading which is greater than the 2019 national of 17% and 2021 NCER of 17% •82% of PPG children met ARE in Year 6 writing which is above the National average of 65% in 2019 and 57% in 2021 NCER data. •24% of PPG children exceeded ARE in writing in Year 6 which is greater than the NCER national of 8% 	<p>Progress in Key Stage 1 continues to be a focus – targeted learning opportunities.</p> <p>Children who did not achieve ARE in KS1 to be targeted into KS2 tracked against EYFS outcomes to accelerate progress.</p>	<p>£63,000</p>

<p>To close the gap for children at Key Stage 1 to be in line with National in R (16%) W(10%) M(12%) (Meadowbank's difference in Maths was smaller than the National gap last year)</p> <p>To maintain gaps in line with or smaller than the National gap in Key Stage 2 R(16%GD17%) W(16%GD14%) M(17%GD15%)</p>	<p>Personalised programmes for children using a plan, do review approach to ensure timely impact to diminish the difference. (TA employment)</p> <p>Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle.</p> <p>Children in Key Stage 2 targetted for attendance at Study Club each week.</p> <p>Investment in CPD opportunities – NPQSL for literacy lead</p> <p>Targetted quality first Teaching (additional teacher opportunities in Spring Term) for children as identified in order to ensure timely interventions to close gaps quickly.</p>	<ul style="list-style-type: none"> •At end of key Stage 1 gap in reading is smaller than National at +5% (National 16%) and 13% at GD (National is 14%) •At end of key Stage 1 gap in writing is smaller than National at 9% (National 18%) and 7% at GD (National is 10%) •At end of key Stage 1 gap in maths is smaller than National at 16% (National 17%) and 10 at GD (National is 12%) •At the end of KS2 the gap in reading is smaller than National at +18% (National 15%) for children meeting ARE •At the end of KS2 the gap in writing is smaller than National at +7% (National 15%) for children meeting ARE and +9% at GD (National is 13%) •At the end of KS2 the gap in maths is smaller than National at +3% (National 17%) for children meeting ARE and 1% at GD (National 13%) 	<p>Personalised programmes are effective when matched to personal gaps for individual children and delivered in a timely manner by teachers and additional adults – continue.</p> <p>Consider impact of further CPD for members of staff. Development of work with other schools in the Trust.</p>	
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iii. Other approaches

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>Improve attendance and punctuality for children eligible for the PPG funding to be in line with the National average of 96%</p>	<p>Pastoral manager's role to receive children who arrive at school late, to hold 1:1 check ins with children who show signs of problems around attendance and punctuality, to make first day phone calls, building and maintaining relationships with parents.</p>	<ul style="list-style-type: none"> • 74% of PPG children have worked with the pastoral leader • 18% of PPG children are in the TAC/CP process (11% last year) • 5 PPG children are young carers and receive regular support • Overall attendance data is at 91% compared to 94% for non PPG children for the time school was open to all pupils in the academic year. This maintained from the previous year. 	<p>Monitoring of attendance termly – continue to work with parents. Coaching new members of the admin team to be able to analyse this information. Training around the new FFT attendance tracking system. Impact of lockdown to be mitigated – children and families new to the PP register to be supported Children with increased attendance to be monitored as still vulnerable.</p>	<p>£27,478</p>

<p>To outreach to disengaged parents to ensure relationships are built and maintained and parents come into school, participate in events to impact on outcomes for children.</p>	<p>Pastoral manager will continue to build and maintain relationships with parents, making first contact, leading meetings as and responding to concerns working with appropriate members of staff. Parents to be supported to work with other agencies eg. Form filling support, setting up initial meetings. Support to engage parents with parent's evening by appointment or follow up appointment. Telephone or Teams parents evenings to be supported to engage parents. Support to engage on Class Dojo</p>	<ul style="list-style-type: none"> • 18% of PPG children are in the TAC/CP process (11% last year) • Increased parent engagement support as a result of Covid19. • 100% of PPG families supported during lockdown either in lockdown or with personalised plans to support learning at home • 100% of PPG families have engaged in parental consultation telephone or Teams conversations about their children's learning 	<p>This role will continue as more children are in the TAC process or have been identified as vulnerable and eligible for Pupil Premium funding as a result of Covid19.</p> <p>Seek new wellbeing initiatives to support these children and their families</p>	
<p>To support the mental health and wellbeing of children eligible for Pupil Premium, including school attendance.</p>	<p>Outdoor nurture programme running throughout the year for targeted children. Training of additional adults in school to be able to lead outdoor nurture sessions (CPD)</p> <p>We Eat Elephants and Chimp Paradox programme to run in all phases with children identified as needing this support . Adult training for leading this programme – Coaching from Pastoral Manager</p> <p>Deploying relevant adults in school to lead counselling sessions or play therapy (Training for one adult is ongoing)</p>	<ul style="list-style-type: none"> • All children eligible for Pupil Premium were offered places in school during the January 21 Lockdown. Those families who chose not to send their children to school were risk assessed and contact was made daily through Microsoft Teams or follow up telephone calls. Personalised learning plans, 1:1 Teams lessons offered for those children who needed it. • Laptops and dongles provided for all children who needed resources to learn remotely – during lockdown or as bubbles have closed. • Ipads and IT equipment loaned for a number of children who needed, this allowed them to maintain social contacts as well as access learning • All children who have been part of a We Eat Elephants intervention have completed the course and reported positive impact. Parent Voice gathered as part of the wellbeing review in July 2021. • PDQs show progress for all children in outdoor nurture programmes, with personalised goals achieved. 	<p>Pastoral manager to continue to work with these children but additionally to continue to work with TAs in each phase to deliver the We Eat Elephants programme. Outdoor Nurture Lead to work with each phase to support the lead of nurture programmes in reengage and reconnect curriculum in the Autumn term and throughout academic year. Coaching work to take place with midday supervisors too. Some children still in need of counselling support – Pastoral Manager completed training now and able to use. Play therapy – one TA completed play therapy training and working with identified children One TA to use psychology degree background to support further training and development in a pastoral role. Continue to subsidise enrichment opportunities for children eligible for FSM. (50% of opportunities costing over £5)</p>	