

Pupil premium strategy review statement 2019-20

(PPG – Pupil Premium Grant)



Review of expenditure				
Previous Academic Year 2019-20		National Data is 2019. School data is internal predicted outcomes as no national tests in 2020.		
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 as 50% below ARE on entry in FS1. (25% of that 50 is significantly below.)</p> <p>On entry data to FS2 shows 20% below ARE</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 Staff who has received training previously will implement the Wellcomm programme whilst engaging in peer coaching with new staff to EYFS</p>	<p>Foundation Stage 2</p> <ul style="list-style-type: none"> •*Communication and Language – WellComm and Language Link •*75% of PP children met ELG in Listening and Attention. •25% accelerated progress from on entry data to on exit. •*88% of PP children met ELG in Understanding. •25% accelerated progress from on entry data to on exit. •*88% of children meeting ELG in Understanding •38% accelerated progress from on entry data to on exit. <p>Tales Toolkit/Balanceability Programme</p> <ul style="list-style-type: none"> •*75% of children meeting ELG in Reading. •25% accelerated progress from on entry to on exit. •*75% of children meeting ELG in Writing. •25% accelerated progress from on entry to on exit <p>Phonics</p> <ul style="list-style-type: none"> • 88% of PPG children passed the phonics screening check in year 1 compared to 2019 National data of 71% and LA 68% 	<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 as well as identifying</p> <p>All Staff in Key Stage 1 & 2 have completed pre teach CPD and opportunities to apply to practice now to be planned in to this academic Year.</p>	£38,200

<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.</p>	<ul style="list-style-type: none"> • At KS2 14% of children made accelerated progress in reading and maths to GD, one child accelerated progress and met ARE in writing. • At KS1 one child made accelerated progress in reading and maths to achieve GD and one child accelerated to meet ARE in maths. 		
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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) Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle. Children in Key Stage 2 targeted for attendance at Study Club each week. Investment in CPD opportunities – Raising Standards for HA children Optimus conference – time to work with staff in school to share practice.</p>	<ul style="list-style-type: none"> •88% of PPG children in Year 1 passed the phonics screening check compared to 66% nationally. •67% of PPG children met ARE in Year 6 reading which is above the National average of 62%. •19% exceeded ARE in reading which is greater than the national 17% •67% of PPG children met ARE in Year 6 writing which is above the National average of 65%. 	<p>Progress in Key Stage 1 continues to be a focus – targeted learning opportunities. Children who did not make achieve ARE in KS1 to be targeted into KS2 tracked against EYFS outcomes to accelerate progress.</p>	<p>£48,909</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 targeted for attendance at Study Club each week.</p> <p>Investment in CPD opportunities – Raising Standards for HA children Optimus conference – time to work with staff in school to share practice.</p> <p>Targeted 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 11% (National 16%) •At end of key Stage 1 gap in maths is smaller than National at 12% (National 17%) •At the end of KS2 the gap in reading is smaller than National at 9% (National 15%) for children meeting ARE and 3% for children working at GD (National 13%) •At the end of KS2 the gap in writing is smaller than National at 9% (National 15%) for children meeting ARE and in line with National for children working at GD at 13% •At the end of KS2 the gap in maths is smaller than National at 10% (National 17%) for children meeting ARE 		
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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"> • 68% of PPG children have worked with the pastoral leader (52% last year) • 11% of PPG children are in the TAC/CP process • 5 PPG children are young carers and receive regular support • During the initial phase of school reopening in the Summer term 57% of children eligible for Pupil Premium Returned to school (FS1&2, Y1 and Y6) • By the end of the summer term, 64% of children eligible for Pupil Premium across all year groups had returned to school (Local Authority vulnerable children return rate is 4%) • 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. • School's gap to the Non Disadvantaged pupils nationally has improved by 1% to +2.8% 	<p>Monitoring of attendance termly – continue to work with parents.</p> <p>Impact of lockdown to be mitigated – children and families new to the PP register to be supported</p> <p>Children tracked vulnerable from lockdown and summer term return to school tracked and supported. Children with increased attendance to be monitored as still vulnerable.</p>	<p>£32,788</p>

<p>Disengaged parents will come into school and participate in events to support outcomes for children.</p>	<p>Pastoral manager will continue to build and maintain relationships with parents, making first contact, leading meetings as well as being able to respond to concerns raised by parents and children quickly, involving necessary staff from school. Improved communication through use of text messaging and email more frequently. Continued development and use of an area in school where the pastoral manager can work with parents and children.</p>	<ul style="list-style-type: none"> • 11% of PPG children are in the TAC/CP process • Increased parent engagement support because of Covid19. • 100% of PPG families supported during lockdown 	<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 because of Covid19.</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 received weekly telephone calls from school during the lockdown period and support as needed, including personalised learning plans. • Cultural enrichments supported throughout lockdown including purchase of photography equipment and musical instruments. • I pads and IT equipment loaned for a number of children who needed, this allowed them to maintain social contacts as well as access learning 	<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.</p> <p>Some children still in need of counselling support – Pastoral Manager completed training now and able to use.</p> <p>Play therapy – one TA completing play therapy training and working with identified children</p> <p>Continue to subsidise enrichment opportunities for children eligible for FSM. (50% of opportunities costing over £5)</p>	