

**Pupil Premium Strategy Statement 2020-21**

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| 1. **Summary information** | | | | | |
| **School** | Urmston Primary School | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | £43,375 | **Date of most recent PP Review** | September 2020 |
| **Total number of pupils** | 514 | **Number of pupils eligible for PP** | 36 (7%) | **Date for next internal review of this strategy** | December 2020 |

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| 1. **Current attainment - End of Year 6 2019** | | |
|  | *Attainment of Pupils eligible for PP (7 pupils)* | *Pupils not eligible for PP (UPS)* |
| **% of pupils attaining expected age-related standard in reading** | 57% (4 pupils) | 88% |
| **% of pupils attaining expected age-related standard in writing** | 57% (4 pupils) | 88% |
| **% of pupils attaining expected age-related standard in maths** | 86% (6 pupils) | 89% |
| **% of pupils attaining expected age-related standard in reading, writing and maths** | 57% (4 pupils) | 85% |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | | |
| ***Below are the possible barriers to our children's learning for this academic year, taking into account previous areas of support needed and the current situation regarding the pandemic and the aftermath of lockdown.*** | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | **Further information** |
|  | Some children eligible for Pupil Premium lack stamina to read sustainably and fluently, with this being consolidated due to school closure during the pandemic. | A greater percentage of disadvantaged pupils did not attain the expected standards in reading or writing by the end of KS2 in 2019 or make progress at the same rate as their peers. Some disadvantaged children have lesser experiences of reading and writing at home due to parental engagement and this may be furthered due to the pandemic. Their vocabulary and language is therefore less enhanced and this must be addressed in school. |
|  | Disadvantaged children did not meet standards for greater depth in maths in previous years and we aim to reverse this trend, despite the pandemic. | This barrier will remain but due to the pandemic, baseline assessments will be needed to assess how quickly these pupils can move towards a deeper level of understanding. Children should be stretched through quality first teaching and maintained awareness of PP children’s needs. |
|  | Some disadvantaged pupils have social and emotional barriers to learning and this may be amplified following lockdown. | This impacts on their ability to access the curriculum and reach their potential in school. Support needs to be given to these children in light of the impact that lockdown might have had on these children, in addition to the challenges that they already faced. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | **Further information** |
| **D.** | Some disadvantaged pupils’ parents have not been fully engaged in supporting their children’s learning – or have not been able to - and addressing this is even more important due to current circumstances and the possibilities of a second wave of coronavirus. | This is in all areas of the curriculum but is not for all disadvantaged pupils. Home learning expectations and communication with parents needs to be stronger than ever this year. |
| **E.** | Some children cannot access extra-curricular activities. | This is in part due to financial restraints or difficulties at home. In light of current restrictions, great consideration will be needed here. |
| **F.** | **Contingency:** Some children are not able to access home learning, especially considering the possibility of further lockdown and blended/remote learning. | Parents and carers of disadvantaged pupils may need resources to support their children with home and blended learning and enable them to access the same opportunities as their non-disadvantaged peers - if either individual self-isolation is needed or in the event of further lockdown measures. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | The attainment of disadvantaged pupils in reading and writing will be in line with their non-disadvantaged peers, which will be evident in tracking data and the end of KS2 results. | Disadvantaged pupils show an improvement to read with greater fluency and for longer periods of time. This will be evident in classroom reading tasks. The quality and quantity of writing will improve for disadvantaged pupils. The in-school tracking and end of key stage data shows that the attainment in reading and writing are in line with that of their non-disadvantaged peers. Pupils’ positive attitudes towards reading will be maintained. |
|  | Increase percentage of pupil premium children who attain greater depth in maths.  (This will be in relation to their peers and current circumstances considered – children will only be stretched to greater depth if ready). | The gap between disadvantaged and non-disadvantaged pupils attaining greater depth in maths is narrowed and this is evident in the in-school tracking and end of KS results. |
|  | Disadvantaged pupils are supported emotionally and socially, are happy in class and are producing work which reflects their ability. | As mentioned, pupils are happy in class and feel safe and confident enough to thrive through resilience, make mistakes, make progress and attain to their potential. This is shown through internal tracking and end of KS data. This, again, will be a key factor in 2020-21 and children’s mental health and wellbeing and readiness for learning will need constant review, particularly if home and blended learning is needed for a second time. |
|  | Enhanced engagement in school life of disadvantaged pupils’ parents and greater support with pupils’ learning. | Enhanced attendance or communication around learning workshops, where possible. Strong communication and dialogue around pupils’ learning at school is maintained. Resources available and greater communication and subsequent engagement mean that home learning opportunities are taken and have an impact on pupil outcomes. |
|  | Ensure that disadvantaged children are offered the same extra-curricular opportunities as others. | Increased numbers of disadvantaged pupils accessing extra-curricular activities. Strong communication with parents in maintaining their awareness of the extra-curricular clubs offered at UPS. Current restrictions will be considered. |
|  | **Contingency:** Pupils have access to resources (i.e. iPads) that enable full engagement with home learning. | Pupils are undertaking tasks set by class teachers on a regular basis and communication through online learning is strong. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020-21** | | | | |
| *The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.* | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implement**  **ation?** |
| **A.**  The attainment of children eligible for Pupil Premium improves to be in line with that of their non-disadvantaged peers in reading and writing.  All disadvantaged pupils will read with greater fluency and be able to read for sustained periods of time.  The quality and quantity of writing will improve for disadvantaged pupils. | Ensure access to good quality reading resources in school and at home through the school’s new reading scheme.  Provide learning opportunities for children to read for sustained periods within guided reading sessions.  There is a whole school approach to the English recovery curriculum. The PPG lead, class teachers and TAs will identify priority readers early on and then assign children to the appropriate reading interventions eg. *BRP, Lexia, Inference training, 1:1.*  All staff to have high expectations for pupils to read regularly at home with reading records being checked on a weekly basis.  Throughout the school, handwriting will be a focus where an emphasis will be on formation and spacing as well as spelling and sentence structure.  The whole school approach to writing will be in year groups which will focus specifically on spelling patterns. Teachers to revise and revisit from previous year to ensure a solid understanding before moving onto new learning.  Staff are fully aware of the needs of disadvantaged children across the school and their next steps for development.  HT and PP Lead to remind parents of responsibilities in supporting and encouraging children with their reading. | Due to COVID-19 pandemic, the school was closed before the end of the school year. We will therefore use teacher assessment data from the Spring term 2020.  For reading, the data shows that in KS1, disadvantaged pupils are making progress to narrow the gap in reading with 33% of disadvantaged pupils attaining age-related expectations compared to 40% of non-disadvantaged pupils.  In KS2, disadvantaged pupils are making progress to narrow the gap in reading with 56% of disadvantaged pupils attaining age-related expectations compared to 61% of non-disadvantaged pupils.  In writing, the data shows that in KS1, disadvantaged pupils are again making progress to narrow the gap in writing with 33% of disadvantaged pupils attaining age-related expectations compared to 50% of their non-disadvantaged peers.  In KS2, disadvantaged pupils are again making progress to narrow the gap in writing with 24% of disadvantaged pupils attaining age-related expectations compared to 37% of their non-disadvantaged peers.  Under circumstances, all pupils will have fell back somewhat and this needs to be addressed. Obviously, here the specific focus will be on the disadvantaged children. | Closely monitor reading records and children’s access to Bug Club.  Guided reading in KS1 will continue to be delivered to ability groups whereas KS2 teachers will deliver whole class reading sessions and SLT/English Lead will monitor this and children’s enjoyment, engagement and achievement through tracking.  PPG lead will monitor this.  PPG lead to ensure disadvantaged pupils are following this whole school approach.  English Lead and PPG Lead will monitor through tracking and work scrutiny and review accordingly.  English Lead and PPG Lead will monitor through tracking and review accordingly.  PPG Lead will meet with staff termly to have discussion and review the impact of intervention and support, addressing and amending where necessary.  Frequent dialogue between HT, SLT, PPG Lead and all teaching staff. | English lead  Class Teachers  SENDCo  PPG Lead  Intervention teacher  Teaching Assistants | Termly |
| **B.**  Increase percentage of Pupil Premium children who attain greater depth in maths (This will be in relation to their peers and current circumstances considered – children will only be stretched to greater depth if ready). | Develop teachers’ knowledge and understanding of mastery levels in maths. Whole school approach to using *Deeper Understanding* to challenge pupils to attain above-age related expectations.  Some disadvantaged pupils to work on daily short arithmetic activities to increase rapid recall.  UKS2 numeracy sessions to be streamed so that all pupils are taught at their appropriate level.  Year 2 and above to use of *TT Rockstars* to develop and embed understanding of times tables. | End of KS2 results in 2019 show that none of the disadvantaged pupils (7 pupils) attained above age-related expectations in maths compared to 49% of their non-disadvantaged peers and Spring data in Year 5 shows the same trend.  However, the gap between disadvantaged and non-disadvantaged pupils attaining greater depth in maths is narrowing and this is evident in the in-school tracking and end of KS results.  Under circumstances, all pupils will have fell back somewhat and this needs to be addressed. Obviously, here the specific focus will be on the disadvantaged children.  In KS1, tracking data for the spring term, showed that 0% of disadvantaged pupils attained above age-related expectations for maths compared to 13% of non-disadvantaged pupils.  In KS2, tracking data for the spring term, showed that 20% of disadvantaged pupils (year 3 to year 6) attained above age-related expectations for maths compared to 39% of non-disadvantaged pupils. | Whole school approach to recovery curriculum using *White Rose* planning to revisit and recap on gaps in learning.  Part of KS2 approach with Maths 5-a-day (Corbett Maths) – to monitor use and impact through tracking.  Pupil Premium maths targets reviewed at each Pupil progress meetings (half termly) and discussions had on attainment and progress.  Maths Lead to monitor engagement and attainment and promote accordingly. PPG Lead to monitor disadvantaged engagement and progression. | Maths Lead  Class teachers  SENCO  PPG Lead  Intervention teachers  Teaching Assistants |  |
| **Total budgeted cost** | | | | | £35,000 |

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| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | | **When will you review implement**  **ation?** |
| **A.**  The attainment of reading and writing for children eligible for Pupil Premium improves to be in line with that of their non-disadvantaged peers.  All PP pupils will read with greater fluency and be able to read and write for sustained periods of time. | Experienced teacher to support pupils (one to one/small groups) in KS1 & KS2 with reading and writing interventions.  Closely monitor reading records.  The weekly pre-teach guided reading sessions will run across KS2. They’ll be delivered by TAs in a small group sessions to ensure disadvantaged children, and others, can access more challenging texts.  Use of interactive reading and spelling interventions to give the children specific tailored support. Possible use of new reading apps to stimulate engagement.  Reading and writing Interventions for disadvantaged children are tailored to children’s specific needs. (Including observing and listening to children reading on a 1:1 basis).  Termly review of PP targets and next steps for each disadvantaged pupil. | Tracking data from spring 2020 showed that disadvantaged children in both KS1 & KS2, did not attain in line with their non-disadvantaged peers in reading and writing as explained below.  In reading,  In KS1, disadvantaged pupils are making progress to narrow the gap in reading with 33% of disadvantaged pupils attaining age-related expectations compared to 40% of non-disadvantaged pupils.  In KS2 disadvantaged pupils are making progress to narrow the gap in reading, 56% of disadvantaged pupils attained age-related expectations compared to 61% of non-disadvantaged pupils.  In writing, the data shows that in KS1, disadvantaged pupils are again making progress to narrow the gap in writing with 33% of disadvantaged pupils attaining age-related expectations compared to 50% of their non-disadvantaged peers.  In KS2, disadvantaged pupils are again making progress to narrow the gap in writing with 24% of disadvantaged pupils attaining age-related expectations compared to 37% of their non-disadvantaged peers. | PPG lead to have termly pupil progress meetings with class teachers.  TAs and teachers to discuss engagement with PPG Lead.  Teachers and TAs will monitor children’s increased confidence and positive attitude when back in the whole class setting, tackling challenging texts.  PPG Lead to liaise with Computing lead to ensure access and engagement.  PPG Lead and SENDCo to monitor impact of *Lexia* programme on pupils’ performance and liaise with class teachers for AfL and AoL.  Clear understanding of logistics and smooth running of program ensuring consistency for pupils and leading to improved knowledge, skills and understanding, resulting in the above outcomes for pupils.  Reading intervention lead to monitor the impact of the reading and writing interventions through data tracking.  Pupils and teachers, with PPG Lead, are aware of their next steps in learning and expectations and always know where their learning is going. | Pupil Premium teacher  Class teachers  SENDCo  English/ Reading lead  Intervention teacher  Teaching Assistants | | Termly |
| **B.**  Increase the number of eligible pupils attaining greater depth in maths (This will be in relation to their peers and current circumstances considered – children will only be stretched to greater depth if ready). | Weekly small group numeracy sessions to provide extra support to challenge the eligible pupils in UPKS with experienced teacher, focusing on reasoning and problem solving, developing thinking skills. The use of *Deeper Understanding* to inform intervention planning. | The gap between disadvantaged and non-disadvantaged pupils attaining greater depth in maths is narrowed and this is evident in the in-school tracking and end of KS results.  In KS1, tracking data for the spring term, showed that 0% of disadvantaged pupils attained above age-related expectations for maths compared to 13% of non-disadvantaged pupils.  In KS2, tracking data for the spring term, showed that 20% of disadvantaged pupils (year 3 to year 6) attained above age-related expectations for maths compared to 39% of non-disadvantaged pupils. | PPG lead to have termly pupil progress meetings with class teachers to discuss progress and review impact of measures.  Termly review of PP numeracy interventions and next steps for each disadvantaged pupil.  Discussions with pupils to ensure awareness of next steps in learning and expectations. | Pupil Premium teacher  Class teachers  Teaching Assistants | | Termly |
| **C.**  Disadvantaged pupils feel supported socially and emotionally and are ready to thrive through resilience. | Pastoral care support, firstly through adults in class and strong emotionally supportive culture but also one-to-one support where needed with Pastoral Care Lead (varying therapies where needed).  Strong communication between pupils, teachers, pastoral care team and support staff as well as parents. Communication with parents and home learning opportunities and engagement to remain strong and a second lockdown period planned for. | Some of these pupils are not reaching their full potential due to low self-esteem and a lack of confidence, leading to an unwillingness to make mistakes and learn from them. Making this support clear and focused will enable pupils to see the importance of developing resilience and independence and therefore improve knowledge, skills and understanding. In light of the challenges during lockdown, this support will be more important than ever.  Social and emotional support is vital for these children as this impacts on their ability to access the curriculum and reach their potential in school. Support needs to be given to these children in light of the impact that lockdown might have had on these children, in addition to the challenges that they already faced. | PPG lead to have termly pupil progress meetings with class teachers and regular dialogue with PCT about pupils’ needs.  HT and PPG lead to ensure the maintenance of strong communication. | PPG lead  Pastoral Care lead  SENDCo  Teachers  Teaching assistants | | Termly |
| **Total budgeted cost** | | | | | | £3,375 |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implement**  **ation?** | |
| **D.**  Enhanced engagement in school life of disadvantaged pupils’ parents. | Ensure all disadvantaged pupils’ parents are encouraged to attend learning workshops, open days and events in school to support their child’s learning. (Under current circumstances these may be remote) or through resources).  Ensure reading records are closely monitored. | Some disadvantaged pupils’ parents have not been fully engaged in supporting their children’s learning – or have not been able to - and addressing this is even more important due to current circumstances and the possibilities of a second wave of coronavirus.  This is in all areas of the curriculum but is not for all disadvantaged pupils. Home learning expectations and communication with parents needs to be stronger than ever this year. | Specific letters and calls to go out to parents of disadvantaged children. Packs to be given to parents with guidance on how to support their children.  Communication with parents and home learning opportunities and engagement to remain strong and a second lockdown period planned for.  HT and PP Lead to remind parents of responsibilities in supporting and encouraging children with their reading. | H/teacher  PPG Lead  Class teachers | Termly | |
| **E.**  To ensure that disadvantaged children are offered the same extra-curricular opportunities as others. | The PPG funding is available to support eligible children to access extra-curricular activities in school.  Contributions towards any of the above determined on an individual child basis following conversations with the child, parents, teachers and other interested parties. | Some disadvantaged children cannot access extra-curricular activities due to financial restraints or difficulties at home.  All children should be able to access quality learning opportunities outside the classroom so they are able to enjoy enriching experiences like their peers.  Extra-curricular opportunities increase self-esteem and mental well-being and are an important part of a child’s development.  This will include, extra-curricular clubs, trips, residential trips, music lessons etc  This will need careful consideration due to current restrictions. | It is known that these extra-curricular opportunities help develop self-esteem and children’s wellbeing. We will once again urge parents of disadvantaged pupils to engage in these extra-curricular opportunities in 2020-2021 academic year.  Questionnaires/chats with pupils to ascertain needs/wishes.  Feedback from the children regarding their activities, through conversations with class teachers and the PP Lead.  Identify and monitor the number of PP children who are taking part in extra-curricular activities.  Dialogue with parents to support them with extra-curricular activities. | H/teacher  Class teachers  PPG Lead | Termly | |
| **F.**  **Contingency:** Pupils have access to resources (i.e. iPads) that enable full engagement with home learning. | Ensure pupils have access to online learning through tablets, etc where this is needed. | Many pupils found it difficult to engage in remote learning in lockdown during a lack of access to technology. This will enable that engagement. | If the situation arises, resources will be allocated and teachers will monitor use and engagement with online learning. | HT  PPG Lead | When needed | |
| **Total budgeted cost** | | | | | £5,000 | |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019-2020** | | |
| 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** |
| **A.**  The attainment of children eligible for Pupil Premium improves to be in line with that of their non-disadvantaged peers in reading and writing.  All disadvantaged pupils will read with greater fluency and be able to read for sustained periods of time.  The quality and quantity of writing will improve for disadvantaged pupils. | Ensure access to good quality reading resources in school and at home through the school’s new reading scheme.  Provide learning opportunities for children to read for sustained periods within guided reading sessions.  Experienced teacher to support pupils (one to one/small groups) in KS1 & KS2 with reading and writing interventions.  Use of interactive reading interventions to give the children specific tailored support.  Closely monitor reading records. | Due to COVID-19 pandemic, the school was closed before the end of the school year. We will therefore use teacher assessment data from the Spring term 2020.  In KS1, disadvantaged pupils are making progress to narrow the gap in reading with 33% of disadvantaged pupils attaining age-related expectations compared to 40% of non-disadvantaged pupils.  In KS2, disadvantaged pupils are making progress to narrow the gap in reading, 56% of disadvantaged pupils attain age-related expectations compared to 61% of non-disadvantaged pupils.  It must be noted that 40% of disadvantaged pupils did achieve above-age related expectations which was significantly higher than the previous year (17% in 2019). This does only equate to ten put of twenty-five pupils across KS2.  In writing, the data shows that in KS1, disadvantaged pupils are again making progress to narrow the gap in writing with 33% of disadvantaged pupils attaining age-related expectations compared to 50% of their non-disadvantaged peers.  In KS2, disadvantaged pupils are again making progress to narrow the gap in writing with 24% of disadvantaged pupils attaining age-related expectations compared to 37% of their non-disadvantaged peers. | Due to the 2019-2020 academic year being cut short, we will continue to implement reading and writing interventions to disadvantaged pupils in the 2020-2021 academic year. This approach will continue to improve the attainment of disadvantaged pupils so they are in-line with their non-disadvantaged peers.  The new school reading scheme has been a valuable resource during the school year, especially during the pandemic when school was closed. All disadvantaged children were able to access new and engaging texts online. Ipads were loaned out to disadvantaged children who did not have one of their own at home.  Reading apps were accessible on the ipads to engage the children whilst also exposing them to a wider range of language and texts.  The weekly pre-teach guided reading sessions that were run across KS2, were delivered by TAs in a small group sessions and gave the children increased confidence when back in the whole class setting, tackling challenging texts. This approach will continue into 2020-2021 academic year as the impact has been evident through improved attitude and confidence of disadvantaged pupils.  The measures taken before lockdown will mostly continue and be of even greater importance as we evaluate the gap between disadvantaged children and their peers. |  |
| **B.**  Increase percentage of Pupil Premium children who attain greater depth in maths. | Develop teachers’ knowledge and understanding of mastery levels in maths.  Experienced teacher to support pupils one to one/small groups in KS1 & KS2 with maths reasoning interventions.  Some disadvantaged pupils to work on daily short arithmetic activities to increase rapid recall. | Due to COVID-19 pandemic, the school was closed before the end of the school year. We will therefore use teacher assessment data from the Spring term 2020 for the in-school tracking.  In KS1, tracking data for the spring term, showed that 0% of disadvantaged pupils attained above age-related expectations for maths compared to 13% of non-disadvantaged pupils.  In KS2, tracking data for the spring term, showed that 20% of disadvantaged pupils (year 3 to year 6) attained above age-related expectations for maths compared to 39% of non-disadvantaged pupils. | This is still not in-line with non-disadvantaged pupils and therefore we will continue to include this in our 2020-2021 barriers to learning.  As mentioned above, attainment of disadvantaged pupils in maths will be in relation to their peers and current circumstances considered – children will only be stretched to greater depth if ready. |
| **Total budgeted cost** | | | | £34,800 |
| 1. **Targeted support** *(This has been led largely by the PPG Lead and this focus and the measures taken by our PPG Lead continues to have the most positive impact in closing the gap and supporting and challenging our disadvantaged pupils)* | | | | |
| **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** |
| **A.**  The attainment of reading and writing for children eligible for Pupil Premium improves to be in line with that of their non-disadvantaged peers.  All PP pupils will read with greater fluency and be able to read and write for sustained periods of time. | Weekly 1:1 /small group reading and writing interventions sessions for pupils eligible.  Reading intervention Lead to identify children that need support and deliver or facilitate appropriate reading interventions eg. *BRP, Lexia, Inference training.*  Weekly pre-teach guided reading sessions to help eligible children access more challenging texts. | Due to COVID-19 pandemic, the school was closed before the end of the school year. We will therefore use teacher assessment data from the Spring term 2020.  In KS1, disadvantaged pupils are making progress to narrow the gap in reading with 33% of disadvantaged pupils attaining age-related expectations compared to 40% of non-disadvantaged pupils.  In KS2, disadvantaged pupils are making progress to narrow the gap in reading, 56% of disadvantaged pupils attain age-related expectations compared to 61% of non-disadvantaged pupils.  It must be noted that 40% of disadvantaged pupils did achieve above-age related expectations which was significantly higher than the previous year (17% in 2019). This does only equate to ten put of twenty-five pupils across KS2.  In writing, the data shows that in KS1, disadvantaged pupils are again making progress to narrow the gap in writing with 33% of disadvantaged pupils attaining age-related expectations compared to 50% of their non-disadvantaged peers.  In KS2, disadvantaged pupils are again making progress to narrow the gap in writing with 24% of disadvantaged pupils attaining age-related expectations compared to 37% of their non-disadvantaged peers. | The weekly 1:1/small group sessions fully supported the disadvantaged children with their reading and writing targets. Mrs Cooper liaised with the class teachers termly, to tailor the interventions to each child’s specific needs. These will continue in 2020-2021 academic year.  The BRP was delivered throughout the Autumn and Spring terms, which once again proved to be a valuable intervention when supporting the children’s fluency and accuracy of reading. The children enjoyed the structure of the sessions and were eager to read a variety of texts. The children read regularly with a TA and the BRP data was tracked on a half-termly basis, showing improvements/progress by all children.  The Lexia programme continued to run throughout the whole of the school year. Due to it being online, the children were able to continue to access this intervention at home throughout the pandemic when school was closed. This proved a valuable resource during this time, as we were able to monitor its use and see its impact. The children enjoy the format of this intervention and find it very easy to follow. We will continue to use this again during the academic year 2020-2021, but will need to review its implementation based upon health and safety measures. |  |
| **B.**  Increase the number of eligible pupils attaining greater depth in maths. | Weekly small group numeracy sessions with experienced teacher, focusing on reasoning and problem solving, developing thinking skills.  To provide extra support to challenge the eligible pupils in UPKS by providing smaller ability group numeracy sessions. | Due to COVID-19 pandemic, the school was closed before the end of the school year. We will therefore use teacher assessment data from the Spring term 2020 for the in-school tracking.  In KS1, tracking data for the spring term, showed that 0% of disadvantaged pupils attained above age-related expectations for maths compared to 13% of non-disadvantaged pupils.  In KS2, tracking data for the spring term, showed that 20% of disadvantaged pupils (year 3 to year 6) attained above age-related expectations for maths compared to 39% of non-disadvantaged pupils. | Small group interventions were carefully planned and delivered to support and challenge children in maths. Mrs Cooper worked closely with class teachers to deliver interventions which developed the children’s ability to read, understand and solve reasoning problems, whilst also building confidence in their basic skills.  These sessions were hugely beneficial, as children had the opportunity for 1:1 support. This helped to improve self-confidence and gave all disadvantaged pupils high expectations in maths. The majority of children continued to show good progress and attainment. |  |
| **C.**  Disadvantaged pupils feel supported socially and emotionally and are ready to thrive through resilience. | Pastoral care support, firstly through adults in class and strong emotionally supportive culture but also one-to-one support where needed with Pastoral Care Lead. | Interventions to increase self-confidence and emotional support were available on a 1:1 basis for individual children.  Both the KS1 & KS2 HLTAs had training in order to be able to implement the *Draw and Talk therapy*. This therapy proved to have a big impact on the identified children whom had previously found difficulty in talking about and sharing feelings. | These interventions proved hugely beneficial and will continue for the identified disadvantaged children. Support needs to be given to these children in light of the impact that lockdown might have had on these children, in addition to the challenges that they already faced. |
| **Total budgeted cost** | | | | £3,734 |

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| 1. **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** |
| **D.**  Enhanced engagement in school life of disadvantaged pupils’ parents. | Ensure all disadvantaged pupils’ parents are encouraged to attend learning workshops and open days and receive packs for supporting their children.  Ensure reading records are closely monitored. | All disadvantaged pupils’ parents were invited to all workshops, open afternoons and events in school and reminders were sent.  Designated staff were able to monitor reading books of all disadvantaged pupils on a weekly basis. In KS1, the class TA would monitor that the reading books had been read, returned and reading records filled in. In KS2, a combination of TAs, support staff and teacher’s monitored children’s reading records and listened to children read on a weekly basis. The children were encouraged to read a wide range of texts, access the bug club online and also borrow books from the school library. | Greater encouragement is needed to urge parents who do not attend particular events to come into school and support their child’s learning. This will be monitored during 2020-2021 and any parents who do not attend will be encouraged to attend future sessions. However, it is not yet clear how these events will be managed or even held in school due to the current pandemic climate.  The reading scheme will continue to be used by all class teachers to develop the disadvantaged children and their parents’ engagement and enjoyment of reading. Prompt questions have been an useful aide to support parents with their child’s reading. Reading records will continue to be monitored during 2020-2021 and all disadvantaged children will read with an adult in school. This was found to be an effective way of improving engagement whilst also improving fluency and stamina. |  |
| **E.**  To ensure that disadvantaged children are offered the same extra-curricular opportunities as others. | The PPG funding is available to support eligible children to access trips, residential visits, music tuition, sports clubs and extra-curricular activities in school.  Contributions towards any of the above determined on an individual child basis following conversations with the child, parents, teachers and other interested parties. | PPG funding was offered to and used by parents to support them financially in order for their children to access extra-curricular clubs. | All monies spent were hugely beneficial for every child being able to access the same opportunities as their non-disadvantaged peers. These opportunities have not only developed self-esteem, but have also helped to develop the children’s wellbeing.  We will once again urge parents of disadvantaged pupils to engage in these extra-curricular opportunities in 2020-2021 academic year. |
| **Total budgeted cost** | | | | £2,832 |
| **Total budget Spent for 2019-2020** | | | | £41,366 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |