

USWORTH COLLIERY PRIMARY SCHOOL
REVIEW OF PUPIL PREMIUM STRATEGY 2020/2021
JULY 2021

NOTE: Due to school closure during lockdown, the final review of the strategy is for the two terms that we were in school (autumn 2020 and summer 2021). The data provided is teacher assessment for the end of the summer term 2021 as no end of key stage data or national data is available. Due to lockdown and introduction of free school meal vouchers, the number of pupil premium children significantly increased. This data includes all pupil premium children at the end of the summer term.

Desired Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	To continue to increase attainment in reading, writing and mathematics for PP pupils in all year groups (specific focus on Y3, Y4 & Y5 for writing and Y4 for reading). Continue to narrow the gap between PP and PP nationally at the end of KS2.	The overwhelming majority of PP pupils to make at least expected progress in selected year groups compared to previous key stage results (a minority to make better than expected progress). The percentage of PP pupils who meet age related expectations by the end of KS2 will increase by 5%.

Evaluation

There is great difficulty in measuring progress of PP pupils this academic year. We did not capture data for the pupils until end of autumn term 2020. The previous data capture was pre-pandemic in March 2020. This data allowed us to see the changes in percentages after a full term of teaching in school and therefore provide us with a baseline. However, we had another term of home learning in spring 2021. The second (and last) data capture of the year was at the end of summer 2021. For purposes of evaluating progress, we are comparing autumn 2020 to summer 2021 to analyse the effect of the latest lockdown on achievement, as well as quality of actions to support recovery.

PUPIL PREMIUM On track+ to meet age related expectations at end of key stage compared to Prior Attainment from previous key stage Summer 2021

Year	Maths				Writing				Reading			
	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above
1 (14)	64% (9)	57% (8)	0% (0)	7% (1)	50% (7)	50% (7)	0% (0)	14% (2)	50% (7)	43% (6)	0% (0)	29% (4)
2 (24)	75% (18)	58% (14)	13% (3)	4% (1)	58% (14)	29% (7)	0% (0)	0% (0)	67% (16)	42% (10)	4% (1)	29% (7)
3 (27)	67% (18)	74% (20)	11% (3)	19% (5)	44% (12)	70% (19)	8% (2)	15% (4)	63% (17)	82% (22)	4% (1)	15% (4)
4 (25)	60% (15)	60% (15)	24% (6)	12% (3)	56% (14)	36% (9)	12% (3)	4% (1)	72% (18)	68% (17)	8% (2)	4% (2)
5 (23)	65% (17)	65% (15)	17% (4)	13% (3)	65% (15)	52% (12)	4% (1)	9% (2)	61% (14)	74% (17)	13% (3)	13% (3)
6 (27)	59% (16)	56% (15)	11% (3)	15% (4)	52% (14)	56% (15)	11% (3)	4% (1)	63% (17)	63% (17)	11% (3)	22% (6)
	65%	62%	13%	12%	54%	49%	6%	8%	63%	62%	7%	19%

Y1 to Y6 Summer 2021 % difference from last Key Stage

Maths: -3% on track+ attainment (-1%) -1% exceeding attainment (+3%)
Writing: -5% on track+ attainment (+1%) +1% exceeding attainment (=%)
Reading: -1% on track+ attainment (-5%) +12% exceeding attainment (+8%)
 Figures in brackets refer to difference to between Autumn 2020 & Summer 2021.

NOTE: Although the number of PP pupils has increased in the last year, the table above compares all current PP pupils against their end of last key stage data (even if they were not PP at that time).

The table above shows that overall the number of pupil premium pupils on track to achieve expected from their starting points has dipped slightly (more so in writing). Although this is not significant. The number of pupils achieving above expected is roughly the same but there has been a bigger increase in reading. It would seem that school actions have been able to maintain standards, despite pupils' education being continually disrupted this. Hopefully this data can be further improved next academic year where it is hoped that there are fewer disruptions. Specific year groups where there have been slight declines will be a focus for support next academic year.

Desired Outcomes

Pupil premium and non-pupil premium children on track+ to meet age related expectations at the end of the key stage.

Comparison from end of autumn 2020 to end of summer 2021.

Maths

Y	PP		Not PP		Gap PP & Not PP	
	Autumn 20	Summer 21	Autumn 20	Summer 21	Autumn 20	Summer 21
1 (40)	66% 10/15	57% 8/14	63% 17/27	65% 17/26	-3%	-7%
2 (52)	52% 12/22	58% 14/24	87% 26/30	90% 25/28	-35%	-32%
3 (54)	77% 20/26	74% 20/27	67% 20/30	78% 21/27	+10%	-4%
4 (49)	54% 14/26	60% 15/25	92% 23/25	88% 21/24	-38%	-28%
5 (54)	65% 15/23	65% 15/23	67% 22/33	71% 22/31	-2%	-6%
6 (62)	63% 17/27	56% 15/27	71% 25/35	74% 26/35	-8%	-18%

Writing

Y	PP		Not PP		Gap PP & Not PP	
	Autumn 20	Summer 21	Autumn 20	Summer 21	Autumn 20	Summer 21
1 (40)	40% 6/15	50% 7/14	41% 11/27	50% 13/26	-1%	=
2 (52)	35% 8/22	29% 7/24	73% 22/30	64% 18/28	-28%	-35%
3 (54)	65% 17/26	70% 19/27	63% 19/30	67% 18/27	+2%	+3%
4 (49)	46% 12/26	36% 9/25	80% 20/25	75% 18/24	-34%	-39%
5 (54)	52% 12/23	52% 12/23	61% 20/33	71% 22/31	-9%	-19%
6 (62)	67% 18/27	56% 15/27	77% 27/35	58% 21/35	-10%	-2%

Reading

Y	PP		Not PP		Gap PP & Not PP	
	Autumn 20	Summer 21	Autumn 20	Summer 21	Autumn 20	Summer 21
1 (40)	33% 5/15	43% 6/14	30% 8/27	58% 15/26	+3%	-15%
2 (52)	39% 9/22	42% 10/24	77% 23/30	79% 22/28	-38%	-37%
3 (54)	77% 20/26	82% 22/27	80% 24/30	78% 21/27	-2%	+4%
4 (49)	62% 16/26	68% 17/25	92% 23/25	88% 21/24	-30%	-20%
5 (54)	65% 15/23	74% 17/23	73% 24/33	77% 24/31	-8%	-3%
6 (62)	67% 18/27	63% 17/27	77% 27/35	74% 26/35	-10%	-11%

As suggested previously, gaps remain in specific year groups. However, in the vast majority of cases the number of PP pupils on track has either increased or roughly stayed the same. The green highlighted rows above were areas of focus this academic year. Year 3 writing and Year 4 reading has shown some improvement. Year 4 gap between PP and non-PP pupils seems to have closed by 10%. Although the Year 5 gap appears to have widened due to the change in non-PP pupils, although the number of PP pupils on track remains the same. Again, it is very difficult to compare changes due to the disruptive year. Hopefully with a more settled year next year, this summer data can act as a new baseline. Next academic year, Year 2 & Year 4 have the biggest gaps and will be a focus for support and intervention.

B To ensure that teaching, learning and assessment across the school is at least good with an increasing proportion outstanding and that this is impacting on PP achievement in all classes (particularly lower and higher achievers). Focusing on an appropriate supportive but challenging curriculum in all subject areas.

Teaching, learning and assessment across the school will be at least good overtime ensuring an increasing number of pupils eligible for PP across the school will meet age related expectations at key benchmarks and overwhelming majority have made at least good progress from their starting points.

Evaluation

Monitoring this year has been limited due to restrictions and pandemic government guidance. However, subject leaders and SLT have completed work and planning scrutiny. They have also spent a lot of time ensuring that long/medium term planning is progressive and challenging. This has included working alongside year group teams, delivering CPD and supporting planning. The internal monitoring shows that teaching across school is at least good over time. Pupil premium pupils are monitored as an integral part of the monitoring.

Data analysis shows that there has been a general increase of pupil premium pupils on track to meet age related expectations when compared to data from autumn 2020. The only anomaly is in those achieving expected in reading. However, this is not significant. The biggest increases are in those pupil premium pupils who are achieving above expected. This is significant in reading with an extra 8% of pupil premium pupils now achieving above expected,

Desired Outcomes

C	To support parents to increase attendance and punctuality by increasing engagement with children's learning and relevant support services.	Persistent absenteeism to decrease. Number of minutes late recorded will decrease by 20% and attendance of PP children will rise to 96+%.
<p><u>Evaluation</u> This year, attendance is difficult to compare to previous years due to the pandemic. However, if simply looking at final attendance figures for 2020/2021, attendance for pupil premium pupils has risen to 94.9% which was 1.3% higher than last academic year. Minutes late for pupil premium pupils has reduced by 6,166 minutes to 1,759 minutes. This is likely to be due to the staggered start times. A significant amount of documented support has been given to a large number of families to ensure that pupils attend school. This has included home visits, bringing pupils into school, referrals to external agencies, school counsellor and early help referrals.</p>		
D	To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning, including appropriate provision is made for home learning (if needed).	The vast majority of the most vulnerable pupils are supported to access learning in mainstream classrooms through tailored support and where necessary support from outside agencies. All pupil premium children have access to appropriate home learning (if needed).
<p><u>Evaluation</u> Thrive is embedded and supporting vulnerable pupils (7 of the 9 pupils are pupil premium). Staff from Thrive, our school counsellor and our family liaison officer support all pupil premium pupils who are struggling to ensure that they are accessing education. Staffing and teaching in all year groups support pupils to access mainstream through specific support within mixed ability class, smaller class sizes and intervention groups/sessions. Key pastoral staff liaised and shared expertise with teachers and external agencies for the best possible outcomes for all vulnerable pupils. Over 60 devices were given to pupil premium pupils for home learning. They were also offered support with accessing home learning and also internet connectivity where necessary.</p>		
E	To financially support curriculum enrichment programmes for PP pupils including intervention groups, home learning, educational visits (where appropriate) and music tuition.	PP pupils access at least two programmes throughout the year, including extra-curricular and intervention.
<p><u>Evaluation</u> Due to the pandemic and government guidance, there has been very little curriculum enrichment throughout school. All pupil premium pupils have been part of intervention groups led by teaching assistants at some point throughout the year and they have all attended weekly 30 minute catch up sessions led by their class teachers. There have been five pupils who have had subsidised musical tuition. As explained above, all pupil premium pupils were also supported with being able to fully access home learning and they were supported continually throughout the time they were not in school with at least weekly contact.</p>		