

Impact of Pupil Premium funding for 2019-20

Support for children receiving pupil premium funding is tracked regularly at teachers' pupil progress meetings. Pupil Premium cohorts are also on every agenda at both Children & Learning and Resources governors' meetings. The expected outcomes for individual children in every year group are discussed and interventions and support are monitored. We have a 'no excuses' philosophy and adopt a flexible and resourceful approach - changing and adapting the support whenever needs or attitudes change. However, each child has a different starting point and different home circumstances. As such an individual approach is taken as opposed to targeting these pupils as a group. Some of the support for individual children cannot be measured numerically in the same way that the far-reaching impact of a residential trip cannot be measured quantitatively.

Covid – 19

This year, Covid restrictions and lockdown meant that our plans and interventions were curtailed. While a few children came in to school during the height of lockdown and remained in school until the summer break (including Easter holidays and summer half term) there are others, who for personal reasons did not attend school. Throughout school closures (and beyond) we were in contact with our most needy families with both practical help and emotional support. Some families received hardware enabling their child to engage with home learning and many received food vouchers. We were also able to put families in touch with local charities and support groups. Sixteen children were given several full days at a holiday/sports club held at St Peter's over the summer. This enabled children to rebuild relationships, socialise and build up their general physical and emotional wellbeing. Take up for this was 94%.

From June 1st when schools opened more widely, we contacted our vulnerable families and did our best to encourage families to attend full time in the key worker groups. We filled these groups, with some PP pupils attending. HSLW support continued throughout.

During the Autumn term we have assessed where children in receipt of the PP funding have fallen further behind in their learning or have been more disadvantaged than others in their experiences during Covid- 19. We knew where gaps would be because we had monitored engagement throughout school closures.

Using data up until Spring half term, we are confident that all children have made significant steps towards their goals both in academic attainment and in their social and emotional needs. In some cases, children have not reached national expectations for their age, but they have made progress from their initial starting points whether they move to a mainstream or special placement for their secondary education. Over the year approximately a third of the children entitled to PP funding were also on the SEND register for a specific learning or emotional

need. We have focused on making sure that PP pupils do not fall further behind their peers as a result of lockdown. Numbers of children vary and in cases where numbers are very low, one or two children can make a great impact on data. Numbers are not indicated to retain confidentiality. Phonics data not available at time of writing.

Three overriding areas highlighted in our 2019-20 strategy were:

Target outcome	Approach	Success Criteria	Impact
1. Improved language and communication skills in EYFS	<ul style="list-style-type: none"> • Forest School learning focusing on small group communication and collaborative learning. • Targeted interventions 	Pupils enter KS1 with GLD meeting national expectations	GLD:
2. Accelerated progress for KS1 pupils	<ul style="list-style-type: none"> • Children identified for booster sessions if necessary. • Speech and Language facilitator – WellComm targeted interventions • Booster teaching 	Pupils make good progress from EYFS starting points	Y1 PHONICS (): Y2 retake PHONICS (2 pupils): KS1 SATS (8 pupils including 4 on SEND register) <i>Two joined specialist placements for Y3 (Sep 20)</i> : Reading: EXS+ GD: Writing: EXS+ GD: Maths: EXS+ GD: RWM combined: EXS+ GD:
3. Improved communication, language and social skills.	<ul style="list-style-type: none"> • Speech and Language Facilitator • Whole school focus on oral curriculum (increased teacher talk) & high level questioning 	Pupils participate fully in the extended curriculum and make good progress. Pupils achieve phonics in Y1 and expected/GD (according to ability in Y2/Y6)	KS2 SATS: Teacher Assessment as papers not taken (5 pupils including 1 child – EHCP did not take SATS) <ul style="list-style-type: none"> • Reading: EXS+ 80% • Writing: EXS+ 80% • Maths: EXS+ 60%

	<ul style="list-style-type: none"> • Access to wider opportunities • Booster groups 		<ul style="list-style-type: none"> • SPAG: EXS+80% <p>RWM combined: EXS+60%</p> <p>Of the four children taking the SATS, scores would be:</p> <ul style="list-style-type: none"> • Reading:100% • Writing: 100% • Maths: 75% • Grammar/Spelling:100% <p>Throughout KS2 PP children made at least expected progress in English and made at least expected progress in Maths (GL and SATS data)</p>
4. Attendance	<ul style="list-style-type: none"> • Engagement with HSLW • Engagement in extended curriculum • Prompt follow up with HT 	Attendance for targeted individuals and group increases and is in line with peers.	<p>Throughout lockdown five children attended from March-July.</p> <p>In spite of overall year group attendance of 93% in Y6 – only one of the five children returned. <i>Home learning was then sent and required to be returned daily.</i></p> <p>Once school was open to specific year groups, most children attended. Three did not attend in spite of repeated contact. One child has still not returned.</p>

Notes:

- Attendance among the PP group has been below that of non PP peer group. This was pulled down by the very low attendance of a few children who represent a small percentage of the PP group. Reasons for absence have ranged from absence due to illness and parents'

emotional health. Covid-19 had a huge impact on the attendance. Some children joined their peers when it was possible to return to school but others stayed off for an extended period. Not all non-attendance was unauthorised. Families have received extensive support from HSLW and children have been supported by ELSA.

- Boosters in Y6 had a positive impact with the gap closing between PP children and non PP. The children who have not achieved expected have specific learning needs and are on the SEND register. Previous higher attaining PP children have made good progress on their standardised scores.

2019-20 (these scores are teacher assessment – scaled scores are therefore not available this year).

KS2 Results (for children receiving PP funding (5 pupils))

Subject	Non PP children (expected +)	PP children (expected +) The figure in brackets excludes a pupil with an EHCP who would not have taken the SATS	Non- PP children achieving a high standard (%)	PP children achieving a high standard (%)	All children (average scaled score)	PP funded (average scaled score)	Non PP children unable to access test	PP funded unable to access test
Maths	85%	60% (80%)	36%	-	-	-	-	20%
Reading	87%	80% (100%)	52%	-	-	--	-	20%-
GPS	82%	80% (100%)	35%	-		-	-	20%-

Writing (% achieving)	82%	80% (100%)	30%	-	-	-	20%-
Joint Score R/W/M (% achieving)	79%	60%		-	-	-	20%-

KS1 Results (based on teacher assessment up) for children receiving PP funding (7 pupils)

Subject	Non- PP children (expected +)	PP funded achieving (expected +)	Non -PP children achieving a high standard	PP children achieving a high standard	Non PP children unable to access test	PP funded unable to access test
Maths	87%	42%	26%	-	1	1= 14%
Reading	82%	42%	21%	-	1	1=14%
Writing	85%	42%	8%	-	1	1=14%
Joint Score R/W/M (% achieving)	82%	42%	8%	-		