



## Pupil Premium Strategy Review 2019 / 2020

Attainment				
(Outcomes are based on teacher assessment as there were no SATS tests in 2020 due to the covid-19 pandemic.)	<i>Pupils eligible for PP end of Year 6 (13)</i>	<i>Emerging National average</i>	<i>Pupils eligible for PP KS1 (9)</i>	<i>Emerging National average</i>
% achieving the expected standard or above in <b>Reading, Writing and Maths</b>	<b>61.5%</b>	N/A (No data due to Covid-19 pandemic)	<b>77.7%</b>	N/A (No data due to Covid-19 pandemic)
% achieving the expected standard in <b>Reading</b>	<b>69.2%</b>	N/A (No data due to Covid-19 pandemic)	<b>66.6%</b>	N/A (No data due to Covid-19 pandemic)
% achieving the expected standard in <b>Writing</b>	<b>69.2%</b>	N/A (No data due to Covid-19 pandemic)	<b>77.7%</b>	N/A (No data due to Covid-19 pandemic)
% achieving the expected standard in <b>Maths</b>	<b>76.9%</b>	N/A (No data due to Covid-19 pandemic)	<b>77.7%</b>	N/A (No data due to Covid-19 pandemic)
% achieving the expected standard in <b>Spelling, punctuation, &amp; grammar</b>	<b>69.2%</b>	N/A (No data due to Covid-19 pandemic)		

## Review of Expenditure

Due to the unprecedented impact of the COVID19 pandemic, a complete review has been impossible to conduct. However, the impact of the chosen measures up until lockdown have been reviewed.

Academic year 2019/2020

Desired outcome	Chosen action/ approach	Impact	Cost
<p>Reading is prioritized to allow pupils to access the full curriculum.</p> <p>To provide quality reading experiences and resources to optimize reading growth and raise attainment in reading.</p>	<p>Actions:</p> <p>Continuous Professional Development (CPD) for all teaching staff and TAs will prioritise Reading. This CPD will provide Quality First Teaching to ensure needs of disadvantaged children are met through consistency of approach.</p> <p>Reading as a key priority, will be timetabled to ensure all disadvantaged children access the full guided reading session and are identified as a target group.</p> <p>School will seek support from the School Advisor on best practice in reading and strategies to engage support progress of disadvantaged children.</p> <p>The Reading Leader will be given support to develop own understanding of the needs of disadvantaged children and strategies to accelerate progress. Continuous Professional Development for the reading Leader will include 'Leading a Rich Reading Curriculum', use of disadvantaged children reading audit and strategies for next steps to ensure progress.</p> <p>Class teachers and Leaders will use Accelerated Reader Screening and Progress Monitoring reports to:</p> <ul style="list-style-type: none"> <li>-identify independent reading range</li> <li>-create individualized goals and instruction plan</li> <li>-monitor the impact of interventions</li> </ul> <p>Disadvantaged children's data shared with Phase Leaders as a Focus for TLR meeting, to ensure disadvantaged children in all classes and phases make good progress.</p>	<p>Teachers more confident in prioritizing reading and reading skills. Pupils more fluent and increased reading accuracy and reading rate. Data shows Accelerated Reader implemented throughout both key stages is helping to develop reading rate and accuracy. Targeted groups receiving reading intervention ensured children with poor reading skills received extra support. Children who do not get opportunities to read at home, now receiving more reading input and allocated time for reading at school, which has had positive impact on engagement with texts. Disadvantaged struggling readers assessed for extra time and strategies given to staff from ECAR trained teacher to support development of reading skills and test base skills. Successful applications for Year 6 children, with EHCP/modified print (access arrangements extra time SATs). Pupil premium children from Year 6 tested CPD for Support staff on testing arrangements.</p>	<p>£15,000</p>

	<p>Conferencing of disadvantaged children to ensure that the range of books in school matches the interests of disadvantaged children, and is developing their reading strategies. Reading Support Lead monitor closely, establish any areas of need and report to Vulnerable Groups Team termly</p> <p>SLT and Phase Leaders hear disadvantaged children read and discuss their reading with them, both in school and at home, to monitor progress and give further opportunities for pupil voice.</p> <p>Disadvantaged children will be prepared for Mock and Statutory tests by:</p> <ul style="list-style-type: none"> <li>• Completing access arrangements to address any specific barriers.</li> <li>• Teaching disadvantaged children test technique.</li> <li>• Raising aspirations and nurturing resilience. Through targeting and additional support.</li> </ul> <p>Disadvantaged children will receive targeted support for 1:1 reading sessions with class teachers and TAS.</p> <p>Each class will have a time identified each week, to target home school communication using disadvantaged children's homework planners.</p> <p>Reading Support Lead to meet disadvantaged children's parents at Parents Evening, to discuss reading progress and address any concerns. Reading Support Lead will report half termly to Vulnerable Group Team impact of intervention and progress of disadvantaged children.</p> <p>Disadvantaged children will be targeted to attend Reading clubs. Registers will be monitored by Vulnerable Groups Team to ensure attendance and add to Disadvantaged Database.</p> <p>The Parents of disadvantaged children will be targeted to attend Reading workshops led by Reading Support Lead.</p>	<p>ECAR trained teacher provides support to targeted children and disadvantaged families at parents' evening- parents better equipped to meet child's individual reading needs at home and feel more confident in supporting their child.</p> <p>Successful parent workshop with pupil premium and newly arrived parents on homework and reading.</p> <p>15 parents attended with total 33 children, ( pupil premium children and rest newly arrived since September 2018, of those 17 Code A new arrivals)</p> <p>100% of those who attended gave positive feedback and found strategies beneficial.</p>	
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	<p>Disadvantaged children's Parents targeted to attend Early Years Come read with me Sessions.</p> <p>Reading Lead will ensure that Disadvantaged children have access to books and reading materials at home and Parents of disadvantaged children and targeted to fully utilize the lending library in EYC</p>		
<p>Pupils will have increased word level knowledge and will be able to use a range of vocabulary in the correct context. The gains in language and vocabulary will allow disadvantaged pupils to access the full curriculum with greater understanding.</p> <p>Disadvantaged children's attainment in English, particularly oracy is in line with other children.</p> <p>Increased parental ability to support home learning.</p>	<p>Continuous Professional Development (CPD) for all teaching staff and TAs will promote progression in language, and strategies for developing vocabulary.</p> <p>EAL Lead to give additional CPD with new teaching staff and support staff, to enable them to use strategies with EAL pupils including those who are disadvantaged.</p> <p>New disadvantaged children who arrive in school assessed by EAL Lead.</p> <p>Early intervention given through EALIP (English Additional Language Intervention Programme).</p> <p>Monitor intervention for newly arrived EAL children and reassess vocabulary/reading through the year to record impact on vocabulary and language.</p> <p>Support given to disadvantaged EAL and newly arrived parents at Parents' Evenings and provide key points to support staff to help with translation at Parents' Evenings.</p> <p>EAL Lead to hold targeted Parents' Workshop focused on language and vocabulary. Subject specific vocabulary identified and shared with parents through curricular newsletters and school website.</p> <p>Disadvantaged EAL parents signposted to ESOL classes.</p> <p>Provide Talktastic intervention in Reception and EYC and Liaise with Speech and language professionals for further strategies.</p> <p>Disadvantaged children in KS2 given support to develop own vocabulary books.</p>	<p>EAL interventions and Speech and Language interventions log monitored to ensure regular interventions are taking place and disadvantaged children are making language progress. Successful Year 1 speech and language boys group making good progress. Year 3 and 4 EAL children have also made great progress with language gains. Year 5 children making steady progress. Year R and Year 2 need more monitoring and CPD due to timetable and staffing changes disrupting interventions/CPD.</p> <p>25 newly arrived children from Sept-Jan reading assessed, language assessed and homework planner introduced.</p> <p>27 EAL code A children EALIP interventions started/continued liaison with SENDCo and class teachers, TAs across both key stages.</p> <p>Support given to EYC leader with grouping and assessing EYC children who needed speech and language referrals and those who needed EALIP intervention.</p>	<p>£10,000 effective</p>

		<p>All parents from EAL workshop who expressed interest in ESOL workshop invited to attend – good turnout</p> <p>Successful parents’ evening Oct 2019 where Disadvantaged EAL/newly arrived parents felt supported and gave good feedback on strategies provided.</p> <p>NQTs supported early on with EAL CPD to help them understand their class profile and needs of individual children. New apprentice supported to deliver EAL intervention.</p> <p>25 newly arrived children from Sept-Jan reading assessed, language assessed and homework planner introduced.</p> <p>27 EAL code A children EALIP interventions started/continued liaising with SENDCo and class teachers, TAs across both key stages. Majority of Code A new arrivals made good progress with settling in, and acquiring basic level of English and participating in age appropriate learning depending on individual ability. Some made remarkable progress with English speaking, listening, reading and writing.</p> <p>Retest BPVS data not available due to closure in Summer 2020 – ongoing data being collected Autumn 2020 to</p>	
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		<p>record impact of vocab gains and potential loss/difficulties with targeted children EAL home Learning links provided during lockdown for parents to support English vocab home learning at home. Initial findings Sept 2020 show some EAL children gained/maintained vocab progress.</p> <p>Staff CPD focusing on vocabulary led to increased understanding amongst teaching staff of teaching specific vocab to a deeper level and ensuring focus on vocab development across all key stages.</p>	
<p>Highly effective intervention and SEND support and strategies are in place to help disadvantaged children overcome any barriers to learning.</p> <p>To boost confidence &amp; accelerate progress of targeted individuals in Reading, Writing and Maths.</p> <p>To provide emotional support and pastoral care to those children in need.</p> <p>To foster and nurture individual skills and talents</p>	<p>The quality of intervention improved, through CPD for Teaching Assistants and Apprentices to implement new programmes and strategies to help disadvantaged children overcome learning barriers.</p> <p>Frequent staff reviews to ensure most effective deployment of staff, providing efficiency and best provision.</p> <p>Regular timetabled assessment and tracking to ensure early identification of vulnerable disadvantaged pupils for targeted support.</p> <p>Additional support given to meet the needs of identified disadvantaged children within and outside core lessons.</p> <p>Support given to individuals and vulnerable groups of pupils in their development of self-esteem and motivation.</p> <p>Analysis of Pupil Premium database and Pupil conferencing identify opportunities for support and further curriculum access, through special events, visitors into school or external visits.</p>	<p>SEND Pupils receive to enable them to make good progress 50% making expected progress in Maths and 25% in Reading and writing at KS2.</p> <p>At Key Stage 1 36% in maths and writing and 45% in reading.</p> <p>40% achieved expected standards in Year 1 phonics.</p>	<p>£49,000</p>

<p>Increased parental ability to support home learning. Disadvantaged children social skills are further developed and a healthy start to the day impacts on learning. All children have opportunities to experience a range of activities that they otherwise not encounter.</p>	<p>Parents of disadvantaged children targeted to attend workshops and given support and resources to support home learning and the curriculum in school. Disadvantaged children targeted to attend breakfast club for free. School will subsidise school visits to enable disadvantaged children to take full advantage of opportunities that are offered.</p>	<p>All parents from EAL workshop who expressed interest in ESOL workshop invited to attend – good turnout Club attendance registers show disadvantaged pupils were targeted and attended support clubs to access support. Registers showed that a considerable number of disadvantaged children attend breakfast club and were therefore punctual for school.</p>	<p>£9160</p>
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### Barriers to future attainment

#### In-school barriers

A.	Absence caused by COVID 19 has resulted in gaps in learning in Spring and Summer 2020. There is risk of falling behind in the event of future lockdown, illness or self-isolation and pupils may need to access education from home.
B.	Assessments show that children have very low levels of English . The proportions of pupils from minority ethnic backgrounds and those whose first language is not English are very high compared to national averages. Previous Ofsted inspections have noted that the pupils' skills, knowledge and understanding on entry are below those expected for their age and are particularly low in speech and language.
C.	A high number of disadvantaged pupils are on the SEND register. In order to diminish the difference or sustain progress, disadvantaged children require intervention.

#### External barriers

D.	Lack of experience of the wider world, low aspirations, and lack of positive role models. This is a result of deprivation and indicates a very high socio-economic deprivation which is becoming more pronounced. As is often the case in schools with a high proportion of Asian heritage pupils, true levels of deprivation are not reflected in the proportion of pupils eligible for FSM indicator. Due to fair access protocol high levels of mobility mean frequent cohort changes. Persistent absence. Home circumstances and impact of COVID 19 may result in many children experiencing emotional barriers to learning.
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