

Review of pupil premium strategy statement 2020-21

| 1. Review of expenditure | | | | |
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| 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>For PP Pupils to make at least expected levels of progress across the year.</p> <p>We aim for all PPP to make at least expected progress in maths and English, therefore raising attainment in both subjects</p> | <p>Pupil Premium Champion to monitor and evaluate progress of PPP half-terminly and adapt intervention timetable accordingly. £3,237</p> <p>Revision guides purchased for Year 2 and 6 pupils. £0</p> <p>Develop opportunities for weekly home learning support, targeting specific high priority PPP by providing resources, guidance and organisational support either in school or through linking with parents. £2,429.51</p> <p>Times table Rockstars used to support times tables. £0</p> | <p>Accelerated progress meetings have a focus on the progress of pupil premium children against their flightpath. This has successfully identified groups and more often individuals needing support (both PP and Non PP) Shared examples of effective practice have continued to be a strength of this format.</p> <p>With the closure of schools again in January and the cancelation of SATs, revision guides were not purchased this year.</p> <p>14 families were supported with home learning, with 8 pupils receiving in school time with a staff member, 6 children having resources provided to complete learning at home and 2 families liaising with PPP regular for advice and guidance. For all pupils, this worked to engage them as they felt encouraged, part of a shared experience and had work they were proud of to share in class.</p> <p>TT Rockstars licence not renewed due to decrease in use despite teacher encouragement. Concerns over pupil 'weariness' of online activity. Replaced with songs, chants, games. Assessments indicate that timestable knowledge across KS2 is lower than previous year.</p> <p>Sessions unable to be held due to Covid restrictions.</p> | <p>Approach will continue – with a change in the whole school tracking system, PP champion will create and use a record for identifying which pupils are not making expected progress or exceeding in each subject and the impact of interventions.</p> <p>These will look to be purchased again as they have proved to be successful in previous years.</p> <p>Careful identification of the children in need of this support (bearing in mind catch up needed post COVID, family circumstance, dynamics and engagement) will mean a co-ordinated and individually planned approach for each child identified, e.g. in year group support by class TA, time with PP champion, providing resources, providing guidance for parents/carers.</p> <p>TT Rockstars will be reused next year due to success in trial (2019)</p> <p>Approach will be reused next year due to success in trial (2019)</p> | <p><u>£5666.51</u></p> |
| 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 |

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| <p>For PP Pupils to make at least expected levels of progress across the year.</p> | <p>TA provision for successful interventions, both class based and PPM specific, including Y6 booster sessions. £28,392</p> <p>TA2 to deliver maths tutoring for Year 6 most able and G/T £0</p> <p>Nessy Reading and Spelling intervention £2000</p> <p>To continue targeted mentoring with Pupil premium champion for identified vulnerable or struggling children. £1,676</p> <p>TA2 & TA3 to deliver daily booster sessions before school in maths and English for identified children. £2100</p> | <p>With the closure of schools in January there were no SATs or phonics screening assessments. In school progress data for across the school indicates 88% of PPP across school made at least expected progress in reading, with 36% of Y6 PPP making better than expected progress. 85% of PPP across school made at least expected progress for writing, with 86% of Y6 PPP making at least expected progress and 21% making better than expected progress. In maths 88% of PPP across school made at least expected progress with 36% of Y6 PPP making better than expected progress. The year 1 phonics assessment from summer 2020 was held in December of 2020, with 93% of children passing the screening check and 100% of PPP passing.</p> <p>Nessy club has been successful in supporting progress of PPM across Y3-6. 91% of pupils who accessed this APP made at least expected progress in reading with 9% making better than expected progress.</p> | <p>Interventions will need to focus times tables and mental calculation methods as this has been identified as a barrier in summative assessments across school for KS2. VGPS interventions were successful and targeting of the children needing extra support at key points in the year has been vital. Children in years 1 and 2 have been identified as being approximately a phase below expected levels and a larger than usual group in Y3 do not appear to have retained their phonic knowledge during transition. For this reason, reading interventions will need to focus on phonic development in Y1-3 and language development in Y4-6, as identified during deep dive feedback.</p> <p>Nessy will continue to support the reading and spelling of pupils, with the PP champion reviewing each half term the progress and needs of the children accessing the provision to ensure needs are being met.</p> | <p><u>£34168</u></p> |
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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 |
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| <p>To ensure PP pupils access enrichment Experiences.</p> | <p>Use of resource packs and top up packs to continue to support FSM families. £2250</p> <p>Paid trips, clubs and music lessons for PPM children currently in receipt of FSM. £7225</p> <p>- Specialist music tuition offered free claiming FSM and subsidised to PPP on a case by case basis.</p> | <p>Resource packs were very popular with pupils and parents alike. Many commented on how useful they had been for supporting home learning and inspiring children to engage at home.</p> <p>Due to school closures because of COVID-19, many planned trips did not take place, including the Y5 & 6 residential trips. We did however replace these experiences where possible with one day trips in the summer term and visitor experiences in school. We also provided 26 different clubs over the summer term which were attended very well (all 85+% full with most being full). 7 PPP attended these clubs, below the proportion of their peers. PP champion liaised with parents to identify barriers and initial figures for Autumn term clubs look higher.</p> | <p>Resource and top up packs have continued to encourage parents to claim for FSM and access the support available. This will continue next year with top up packs for children who have already had starter packs and new starter packs for children who are new to FSM/school. Birchwood Buddies will be involved in choosing items for resource packs to ensure items are personal and beneficial to each pupil.</p> <p>Cello lessons continued to be very popular with pupils and developed the musical confidence of many. PPP are attending a range of after school activities. Priority continues to be given to children who have not yet attended a club this academic year.</p> | <p><u>£10163</u></p> |

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| | <p>- All children in year 5 to learn to play the cello.</p> <p>- Continue to run an afterschool orchestra for children to attend, actively encouraging PPP to join. £688</p> | <p>32 pupils were fully funded to go on at least 1 school trip. 10 children were supported to attend at least 1 school clubs. Although individual music lessons and swimming lessons did not take place, 66 Y5 pupils were taught how to play the cello, 10 of which were PPP.</p> | | |
| <p>To develop and promote positive social and emotional well-being of PP pupils.</p> | <p>Targeted Social Skills and Team Build intervention with specially trained TA £4574</p> <p>To continue targeted mentoring with Pupil premium champion for identified vulnerable or struggling children. £1619.67</p> <p>Pastoral support TA sessions and enrichment activities for most vulnerable PP children. £3900</p> <p>Support purchase of uniform and PE Kit for individual PPP on a case by case basis. £375.80</p> | <p>Talkabout, anxiety gremlin and anger gremlin, alongside emotional coaching strategies have helped children develop strategies for managing their emotions and interacting with their peers well. Some sessions were replaced by class TA support in year group bubbles due to Covid restrictions. Class teachers have reported improvements in pupil's general mood and behaviour. Pupils have reported an increase in confidence at the end of the sessions cycle.</p> <p>PP champion has run targeted mentoring sessions for vulnerable PPM children, including lunchtime drop in's. Parental feedback is that these have been helpful in reducing anxiety and teachers have reported that children have found these helpful in school in giving them an outlet for their worries.</p> <p>Pastoral support sessions ran in the summer term and were replaced by class TA support in year group bubbles due to Covid restrictions. Teachers reported in progress meetings that children have demonstrated improved attitudes to learning.</p> <p>Pupils are confident in themselves, engaging fully in PE and other lessons, because they are not self-conscious about a lack of or a difference standard of uniform. 29 pupils had items of uniform purchased for them.</p> | <p>Continue Boomerang sessions, monitor impact using pre and post measures as well as SDQ's.</p> <p>Continue this targeted approach. Teachers to discuss with PP champion any children they have concerns about.</p> <p>Continue to refine and target the support of these sessions – reviewing half termly which children access the support.</p> <p>Continue to support purchases of uniform and PE Kit for individual PPP on a case by case basis.</p> | <p><u>£10469.47</u></p> |
| <p>To ensure children are ready to learn when they arrive at school</p> | <p>Pastoral support TA providing one to one support for PP families including Early Help interventions, Deputy Designated Safeguarding role and Pupil Premium Champion. £14,318.85</p> | <p>Children who are settled at home are emotionally ready to learn. Pastoral support for wider families facilitates this.</p> | | <p><u>14,318.85</u></p> |
| <p>Total</p> | | | | <p><u>£74785.83</u></p> |

