



Pupil Premium Strategy Statement 2019- 20 End of Year Review

i Quality Teaching for All		
Action	Impact Evaluation	Cost
Accelerated learning for pupils who are not working in the appropriate year group to enable catch up.	Focus on pupils who required accelerated learning to ensure they were able to catch up was implemented with high quality interventions and some after school provision from both highly trained TAs and teachers. There was some good evidence from work sampling and a full monitoring programme that pupils were making accelerated learning to ensure catch up. Unfortunately, this was interrupted due to Covid 19 and lockdown. Initial seasonal milestones indicated that pupils were on an upward trajectory. Data is limited due to the ongoing pandemic.	£63 658
EYFS pupils make a strong start; making good progress from baseline to gain a solid foundation for future learning.	Good provision ensures pupils make a good start this is supported by the EYFS team being supplemented with two additional highly qualified teaching assistants to ensure that the level of intervention ensures good progress. A focus on both early reading and mathematics supports the learning across all areas of the curriculum. School Lockdown impacted upon the outcomes with only having 6 months of learning in school.	£16 932
Acquisition of vocabulary which enables access to learning opportunities particularly for EAL pupils.	A focus on good vocabulary acquisition for all pupils through our teaching and learning strategy has supported all pupils across the school. Semantic dictionaries, language acquisition programmes and high expectations has supported our EAL pupil's acquisition of language.	£11 000
Pupils' learning is thoroughly embedded at each stage, with new learning building upon prior knowledge sequentially. Teaches are accountable and check learning effectively.	Through a comprehensive professional development programme teachers have been utilising a range of teaching and learning strategies to ensure that pupils do not waste time, ensuring that the right thing is taught to the right children at the right time. This has allowed teachers to plan work that is appropriate for all children in their classrooms, has given them time to check learning and to address misconceptions and where learning is not embedded. Recruitment of a KS2 leader of learning has ensured that support for teachers is readily available, the impact of this post is still needing to be evaluated.	£55 410
End of Year Review		
Action	Impact Evaluation	Cost
Continue to diminish the difference for pupils achieving combined at KS2 SATs compared to non-disadvantaged nationally, bringing combined score in line with subject scores.	High quality provision has resulted from having three Yr6 teachers across two classes. They are also supported by some exceptional Teaching Assistants. This approach has ensured that pupils are fully engaged in learning and that behaviour does not impact upon it. This approach also supports pupils in being better prepared for secondary school transition where pupils access learning from all teachers across the year group and also have to move classrooms. There is high expectations of learning and quality first teaching is achieved. Interventions are provided by a teacher which ensures no child is left behind. Good progress has been achieved for all pupils although lockdown impacted upon outcomes and there is no data to compare with.	£49, 870
All targeted pupils make accelerated progress to diminish the difference and meet expected levels by the end of the year.	Some 1-1 and small group sessions were delivered outside of school hours. This was provided by teaching staff delivering the daytime learning. Data has not been available due to lockdown to determine the outcomes for the year. Some programmes were not able to run due to lockdown.	£4 600
Pupils with SEMH needs are able to fully access the taught curriculum.	Thrive has continued throughout the school and additional training has been accessed. Mental health issues are regularly discussed and whole school training has been part of the CPD programme over the year. Most pupils appear settled and where there concerns these pupils are very well supported by our SEMH champion.	£10 700

End of Year Review	iii Other Approaches	
Action	Impact Evaluation	Cost
Improved attendance and fewer persistent absentees	Attendance is supported by a full time FLO and by engaging an external attendance company. At the time of lockdown attendance was broadly in line with national expectations, but Lockdown has not allowed us to evaluate the impact of the work over the whole year.	34 700
Reduce lateness to ensure learning time is not lost at the beginning of the school day	Close tracking of lateness using Inventory. Attendance team relentless in efforts to improve – letters/phone calls/meetings. Lateness/punctuality raised through highlighted at Social Services meetings etc.	£3 000
Provision of Milk	Milk offered as an option to all pupils ensuring healthy choice is encouraged.	£1 000
Provide School uniform and shoes to ensure self-esteem is promoted.	Welfare support given to 8 families – uniform and/or shoes, to ensure good levels of self-esteem and children having a sense of belonging. Additionally, food (fruit and lunches) given where children have not been provided with food or have not had breakfast.	£250
Provide extra-curricular activities enabling pupils to access external competitions. Provide a comprehensive before and after school club provision	Full data of take up of pupil premium pupils is not available due to lockdown Wide variety of clubs offered and take-up encouraged. Some lack of parental engagement identified as a barrier to wider take-up, this is in part due to collection arrangements of either younger or older pupils who do not want to attend clubs.	£1000