



Pupil Premium Strategy Statement 2020-2021

End of Year Review

<u>End of Year Review</u>	<u>i Quality Teaching for All</u>	
<u>Action</u>	<u>Impact Evaluation</u>	<u>Cost</u>
Range of focussed and timetabled interventions, with a focus on phonics, reading and mathematics, dependent upon individual need. Pupils build upon and extend learning. Programmes delivered by teachers and Support staff.	A focussed timetable of interventions has been in place for season 1 and season 3 to support phonics, reading and mathematics to those children identified as needing additional support. Class provision meetings track pupils progress to ensure the interventions are having impact and whole school progress is monitored through school reviews. These interventions have reduced the impact that Covid has had for those pupils although additional support will still be required throughout the next academic year to reduce the impact of lockdowns. Our HLTA and cover supervisor programmes have ensured that these have been provided by highly skilled members of staff ensuring QFT for all at all times.	£8000
Strong EYFS provision ensures a good start for our youngest children's school career. They engage in learning and learning within all the EYFS areas is maximised. Strong assessment and next-steps learning leads to good progress towards Early learning Goals	Pupils were inducted well into our EYFS in spite of the restrictions imposed by the pandemic. Engagement across all areas are maximised by being able to provide effective additional staff to support the children as they arrive and move through the EYFS. Pupils are exposed to a quality phonics programme to support their early reading work and this has been supported through the NELI programme provided as part of our Covid Catch up provision. Pupils have made good progress towards the Early learning goals however the disruptive year has impacted upon learning and they will continue to need additional support in the next academic year. The strong EYFS provision is driven by our Trust's lead Practitioner who provides direction, training and expertise.	£10 400
Vocabulary development through the teaching and learning strategy. Good use of high quality texts to expose pupils to enriched vocabulary opportunities to explore.	Vocabulary development has been a focus throughout the year and texts have been audited to ensure that they provide the vocabulary development required for all pupils to access. Vocabulary enrichment can be clearly identified throughout the school with displays being vocabulary enriched and key stages having word of the week. Our KS2 leader of learning has been instrumental in the training on vocabulary enrichment and this can be seen on planning and an improved emphasis on vocabulary acquisition for the pupils. Covid restrictions has reduced our ability to monitor the impact as closely as would have liked however this will continue to be a focus over the next academic year.	£3000
Teaching and learning strategies are effective in ensuring that learning is embedded. Teachers are confident in trying new approaches to ensure learning time in class is not wasted and that pupils have plentiful opportunity to work independent of adults Planning matches expected learning.	Our newly appointed (September 2020) KS2 leader of learning has had significant impact on both teaching and learning and curriculum development. Whole staff CPD sessions and more focused group or individual programmes has ensured that all teachers have been able to access the support required to understand the learning process more fully, enabled them to understand about the need for learning to link to previous learning and to provide essential understanding of the intent, implementation and impact process. This is now clearly seen in the planning process and has significant impact of learning across the foundation subjects in the curriculum with the development of knowledge organisers for each topic.	£75 000

End of Year Review	ii Targeted Support	
Action	Impact Evaluation	Cost
Provide 3 teachers in Year 6 to support all pupils by providing a secondary approach with a timetable – each teacher will provide whole class support and also intervention. Ensure needs of all are addressed – including higher ability.	This has been an ongoing project that has continued to have positive outcomes for our children. Enabling children to work in slightly smaller groups ensures provision across the curriculum links to pupils needs and has proven to be effective in both improving outcomes and behaviour negating the need for exclusion which continues to be reduced (there have be no exclusion in Year 6 this year). The groups are not fixed and so they are given the opportunity to access different groups for mathematics and English according to their abilities ensuring teaching can be focussed and purposeful for all pupils. This approach supports all transition enabling pupils to have a feel to having to move classes for different lessons albeit in a much smaller way. The classroom support team which consist of an HLTA and Cover Supervisor are highly skilled and are able to deliver additional support to ensure that teaching time is maximised for pupil's learning.	<u>£80 000</u>
Use 1-1 or small group support to focus on specific learning needs ensuring pupils that have gaps in the knowledge, skills and understanding addressed and ready for the learning that is taking place in class.	Although through our teaching and learning strategy teaching is designed to be delivered in a way to ensure pupils' time is maximised, the use of 1-1 or small group sessions are delivered to pupils where gaps, specific misconceptions or additional support is required. This is provided either by the teacher or a skilled member of the support team. A team around the class approach has been required for one class where needs have been significant which has impacted upon the learning of others. This has resulted in a very small number of children having provision outside of class for the mornings being supported by either the teacher or a very competent and highly skilled member of support staff using Thrive approaches. Often this is necessary for pupils who are awaiting the outcomes of an application for and EHCP or placement. The application process and finding placements has been impacted by Covid 19.	£17000
Use Thrive and SEMH Champions to support highlighted children with SEMH needs, to enable pupils to access the curriculum and build resilience. *Employ Educational/Play therapist	Employing a play or educational therapist has not been pursued as it felt more beneficial to train 3 members of the support team in becoming fully accredited Thrive practitioners (KS1, LKS2 and UKS2) as this will give more scope across the school. Thrive has had a positive impact since introduction across the school but in a school with high needs this provision has been limited due to the ratio of practitioners to needs. The SEMH champion supports pupils through a range of different approaches including friendship and social groups, anger management, out of class 'calm down' provision all of which provide pupils with a opportunity to access learning and avoid the need to exclude.	£20 000

End of Year Review	iii Other Approaches	
Action	Impact Evaluation	Cost
<p>Parental survey of electronic devices. Access new devices from DFE scheme Explore businesses/families that may be able to donate obsolete devices. Purchase new machines for class use and utilise older machines to loan to families</p>	<p>Parental survey was completed and all pupils identified were able to access remote learning. Provision of devices were accessed from the DFE scheme, Asda, business recycling scheme and upgrading old devices from our existing equipment. This was hugely successful and was supported extensively by our pastoral support team.</p>	<p>Catch up Money</p>
<p>School attendance team offer families support and guidance to ensure absence remains high – ensure registers are marked properly when COVID related absence occurs.</p>	<p>SEASS (attendance service) continues to support the school in ensuring poor attendees are followed up promptly and supports our attendance team with the extensive amount of paperwork required. Attendance has been difficult to manage throughout the year with many children having to be off due to COVID related symptoms. Although school is now fully open some parents are still fearful of the virus and have shown reluctance to return. The impact for some children (particularly our persistent absentees) of being able to stay at home during the pandemic has significantly impacted the hard work that had occurred to improve attendance over the past several years. We are developing a strategy to ensure that we can return to our good attendance levels pre –covid and this will be delivered with the support of the attendance service.</p>	<p>£17 000</p>
<p>Closely monitor and track lateness. and work with identified families to affect change.</p>	<p>Lateness is monitored although this has been hampered by the implementation of a staggered starting time particularly where there are siblings with different timings. Parents are contacted if there is persistent lateness but it has been difficult to have significant impact with parents throughout the pandemic.</p>	<p>£10 000</p>
<p>Provide milk across the school to pupils.</p>	<p>Milk is provided for all pupils at lunchtime and additional milk for our over 5s in the EYFS.</p>	<p>£1 000</p>
<p>Identified pupils provided with uniform/shoes as required and in liaison with parents</p>	<p>Shoes and uniform is monitored by our pastoral support team and where required uniform and shoes are provided for disadvantaged pupils</p>	<p>£320</p>
<p>High quality and exciting clubs provided enabling pupils at Priory Fields to have access which may otherwise not be accessible to them. Good quality sports provision</p>	<p>Due to Covid 19 clubs were unable to run until the summer term. Clubs including sports clubs provided by our sports coaches have been introduced in the Summer term offering limited access via a Key Stage offer to reduce the crossing of bubbles. These have been very keenly anticipated by parents and clubs are full. A clubs' co-ordinator has been appointed to support the development and to ensure the smooth running of them. We anticipate a full opening of clubs in September providing Covid 19 numbers allow. There are plans to offer a summer holiday provision too.</p>	<p>£4000</p>