

Pupil Premium Strategy evaluation 2020-2021

Barriers to future attainment (for pupils eligible for PP, including high ability)			
Academic school barriers			
A.	Under developed language, skills impede disadvantaged children's access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required		
B.	Our disadvantaged children do not complete home learning tasks or read frequently at home		
C.	Multiple barriers e.g. SEND alongside eligibility for PP grant. The difference in outcomes for our disadvantaged pupils for whom that is their only barrier is significant compared to their peers who may have two or more barriers to learning		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Impact of COVID on our disadvantaged pupils is disproportionately large		
E.	Lower attendance of pupil premium pupils continues to be an issue. As persistent absentee levels fell across the school, disadvantaged children became an increasing large percentage of this number		
Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	Evaluation
A.	<p>To improve attainment in Reception for PP children in Listening and Attention, Speaking and Understanding.</p> <p>Disadvantaged children progress in line or better than their peers in KS1 in speaking and listening</p> <p>Elklan, COIN strategies and high standards of modelled language across the school close progress gaps in core subjects by the end of year 6</p> <p>Disadvantaged children with under developed language receive targeted intervention to accelerate progress</p>	<p>100% of pupils with one disadvantage make expected progress in line with National</p> <p>20% of pupils with one disadvantage make better than expected progress</p> <p>80% of pupils with multiple disadvantages make expected progress</p>	<p>EYFS headlines Attainment</p> <p>PP slightly below in L+A and U (76.5%/93.3%), S (82.4%/93.3%), Reading + Writing (76.5%/90%), Number + SSM (70.6%/96.7%)</p>

Pupil Premium Strategy evaluation 2020-2021

			<p>Pure PP slightly below in number and SSM 80%. 90% in L+A, U, R + W. 100% in all other areas.</p> <p>Year 1 Attainment PP significantly below in all. Reading 38.1%/73.3%, Writing 33.3%/73.3%, Maths 38.1%/80%. Pure PP slightly above in reading 61.5%, writing in line and maths below at 53.8%.</p> <p>Progress PP above in all. 100% progress in most areas. 94.1% in reading, number, SSM.</p>
<p>B.</p>	<p>Disadvantaged children are offered extra reading opportunities throughout school day</p> <p>After school learning opportunities are given to disadvantaged children</p> <p>Culture of vigilance around supporting families with off-site work continues</p> <p>Appropriate challenge given families who don't complete homework</p> <p>Resources provided to these families</p> <p>Homework club offered to disadvantaged children</p>	<p>IN READING – 100% of pupils with one disadvantage make expected progress in line with National</p> <p>20% of pupils with one disadvantage make better than expected progress</p> <p>80% of pupils with multiple disadvantages make expected progress</p>	<p>See data headlines below</p> <p>All PP children received a free book</p> <p>100% PP children attended the Yr 5 and 6 residential trips</p> <p>Foodbank parcels and school based food bags given out</p>

Pupil Premium Strategy evaluation 2020-2021

	<p>Trips subsidised and other extra curricular activities offered free of charge to ensure life experiences/opportunities are enriched</p> <p>Books bought for children</p>		<p>Books from KS1 that were no longer needed bagged up and distribute to families</p> <p>Safeguarding referrals up (see safeguarding report)</p> <p>Homework club funded by catch up fund to target PP children</p>
C.	<p>To secure quality first teaching for disadvantaged pupils with identified multiple barriers</p> <p>Multiple disadvantaged pupils are identified in each year group within 'class profiles',</p> <p>Leaders of learning and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles.</p>	<p>Progress for pupils in reading, writing and maths is in line with the school goal and the attainment gap is therefore reduced across 19-20. Improve the % of pupil premium children achieving greater depth by the end of the year. From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year</p>	<p>87% teaching judged as good or better Summer 2021</p> <p>Please find DATA HEADLINES summer 2021 underneath this table (note this is all teacher assessment/in house testing as no statutory testing took place)</p> <p>COVID catch up fund spent on 2 x learning mentors to close academic gaps.</p> <p>This was the 3rd appraisal target for all teachers and certain SLT. Across the teachers there were 5 met and 5 partially met showing some movement and progress in this area</p>
D.	<p>To minimise COVID 19 impact on attainment and wellbeing of pupils and their families</p> <p>Reduction in pupil and parental anxiety</p> <p>Where there is disruption to face to face teaching – online and welfare checks in place</p>	<p>Gap between Disadvantaged and non Disadvantaged children begins to narrow</p> <p>Parent voice and pupil voice reflect a reduction in anxiety</p> <p>Welfare checks and academic return show children are engaged and thriving with offsite learning</p>	<p>Weekly calls made by SLT to all identified families</p> <p>Vulnerable children invited into school. SLT updated this list weekly to make sure anyone in need was offered a space</p> <p>Summer school offered to PP children only at first</p>

Pupil Premium Strategy evaluation 2020-2021

			COVID catch up fund allowed us to fund after school and breakfast club provision for PP children who needed the stability/catch up time/food.
E.	Attendance – continue establishing good attitudes to attendance and punctuality from EYFS, so that all year groups have attendance above average.	<p>Whole school attendance rate improves and remains above 96%. Pupil premium attendance is at or above 96%</p> <p>Pupil premium children represent no more than 33% of the school's PA (persistent absent) figure.</p>	<p>Whole school attendance was above 96% at 96.3%</p> <p>Pupil Premium attendance was 95.3% This is below target but above end of year 2020 which was 94.7%</p> <p>Pupil premium percentage of PA was 52% This represented a drop form immediately after lockdown when it was 58% but is still above target of 33%</p>
		Attainment and progress headlines from summer 2021 data report	
Reception	Strengths - PP progress. Areas for dev - Pure PP and PP attainment		
Year 1	Strengths - Pure PP in reading + writing progress Areas for dev – PP attainment + maths progress.		
Year 2	Strengths – Pure PP progress in all, PP progress in reading and maths, Areas for dev – PP attainment		
Year 3	Strengths – Pure PP reading attainment and progress, Areas for dev – PP/ SEN/ EHCP crossover		
Year 4	Strengths – Pure PP attainment and progress. Areas for dev – nothing specific to PP.		
Year 5	Strengths – Pure PP progress Areas for dev – Attainment in all subjects for SEN/ PP crossover		
Year 6	Strengths – Progress at 6+ points for pure PP Areas for dev – Key stage progress, SEN/PP attainment and progress		

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