

Primrose Hill Pupil Premium Strategy Statement 2020-21 : With Impact Data



The Pupil Premium At Primrose Hill

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM (Free School Meal) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

The funding we receive is used in the following ways:

- To provide intervention programmes for underachieving pupils and those with SEN (Special Educational Needs).
- To provide early intervention for children in danger of falling behind.
- To employ additional support staff to help provide a targeted level of support to some of our most vulnerable children so they can make the progress expected of them, particularly in Reading, Writing and Maths. Sometimes, the additional staff who are employed in school to support our disadvantaged pupils will also work with non-disadvantaged pupils. This is often due to how the class groups are organised and will be for all students' benefit;

at Primrose Hill we are keen to ensure that those not in receipt of the PPG do not themselves fall behind due to a lack of support and intervention.

- To provide one-to-one tuition and/or speech and language therapy for some pupils.
- To incentivise pupils to come to school and achieve good levels of progress (eg special trips out, small prizes, work in other classrooms etc)
- To provide short term intervention programmes for under achieving pupils and those with SEN so our most vulnerable children can make the progress expected of them and to also help many exceed the progress expected of them.
- Ensuring that the qualifying children - as all others - have their needs clearly identified and their progress closely monitored through the school
- To subsidise educational visits and provide them with a wider range of opportunity and experiences. For some children this has a huge impact on their self-esteem and confidence.
- To ensure that all children are able to start the school year with a new school jumper and reading book bag.
- To provide bespoke support for some pupils in times of crisis or need (eg payment of breakfast club fees, entrance exams, out of school activities etc.)

All matters regarding the use of Pupil Premium funds are treated with discretion and in confidence. Bespoke support often comes from approaches by our school's Learning Mentor or our SEND lead.

Barriers to Learning

Our school's typical barriers to learning are:

- Socio-economic disadvantage i.e poverty
- Broken family structures – family stress and low resilience
- Poor health and diet and/or high level of medical needs
- Parents with stressful occupations who work long hours or away from home for long periods of time.

- The behaviours of other children in the class.
- Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Social and emotional issues resulting in low confidence and self-esteem.
- Attendance: Some children's attendance is low which will impact on their learning.
- Language delay or difficulties as identified by a Speech and Language therapist. This leads to social communication difficulties, and issues with reading and writing
- Low parental engagement/parenting skills
- Safeguarding and welfare issues which may lead to Social Services involvement
- Loss and bereavement
- Trauma and other mental health issues in the family and/or child
- Special educational needs and disabilities

It must be noted that these barriers are Issues are seen as barriers to be overcome - not excuses for poor attainment or lack of progress. The use of the Pupil Premium at Primrose Hill helps make a positive difference to our disadvantaged children, helping to combat their many barriers to learning and close the gaps in achievement so they do just as well as the other children.

1. Summary Information					
School	Primrose Hill Community Primary School				
Academic Year	2019-20	Total PP budget	Main PPG £249,480 + EYPP	Date of most recent PP Review (internal school review)	

			<p>£5,136</p> <p>Total</p> <p>£254,616</p> <p>(an increase of £3.5K since 2019-2020)</p>		31/07/2020
Total number of pupils in school	432 (a decrease of 5% since 2019-20)	Number of pupils eligible for PP	<p>YN – Y6 : 228</p> <p>Inc 4 LAC and 4 Special Guardianship</p> <p>(52% of the school)</p>	Date for next Strategy Review	1/08/2021



2. Barriers to future attainment	
Identified Internal Barriers To Learning	
A	Poor communication skills in EYFS; there are Low levels of speaking and listening skills for a majority of children and if not address this can impact on their outcomes across all Key Stages
B	Progress made by the end of each Key Stage is insufficient, with evidence showing that there is a difference between the performances of disadvantaged children at the end of KS1 and KS2 when compared to their non-disadvantaged peers – however this gap decreased significantly for KS2 pupils in 2018
C	Lack of school stability; there is a high level of Inward and outward mobility with many new pupils having English as an additional language
D	The number of children leaving Reception not at the expected standard is higher than National figures, despite evidence of progress being made in EYFS and in increase in the number of pupils achieving GLD in 2018
External Barriers To Learning & Future Success	
E	Attendance below national average for disadvantaged pupils Persistent absenteeism is high.
F	Low parental engagement shown by some families; response to home-reading, homework and attendance at meetings is lower than expected.
G	Limited experiences of areas and wider life beyond Salford
H	Lack of aspiration – few children have close experience of university and a wide range of careers and there is Increasing evidence of 'gang' culture within the local area
I	Families unable to afford extra enhancements to provide their children with a wider range of experiences or take part in other activities due to the costs of living and of sending their child to school (eg provision of school uniform, coat etc)

3. Outcomes		Success criteria
In-school barriers		
A.	Poor communication skills in EYFS; there are Low levels of speaking and listening skills for a majority of children and if not	% achieving GLD: all :75% Number of referrals to SaLT reduces from Yr 1 onwards.

	address this can impact on their outcomes across all Key Stages	<p>Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work.</p> <p>Results in Expressive Arts & Design (EAD) increases and pupils converse freely and confidently with their peers and other adults.</p>
B.	<p>Progress made by the end of each Key Stage is insufficient, with evidence showing that there is a difference between the performance of disadvantaged children at the end of KS1 when compared to their non-disadvantaged peers.</p> <p>Improvements have been made to reduce the difference between disadvantaged and non-disadvantaged pupils at the end of KS2</p>	<p>Due the therapies, assessments, interventions and other support plans in place, 100% of all pupils make steady progress in all Year Groups from Y1 to Y6 in reading, writing and maths.</p> <p>There is little difference between the performance of disadvantaged and non-disadvantaged pupils, with a significantly higher number meeting <i>and exceeding</i> expected standards. Standards in GPS, Writing, maths and Reading improve at the end of KS2. The difference in the numbers of disadvantaged compared to non-disadvantaged pupils achieving the expected standard in reading, writing and maths at the end of KS1 is reduced</p>
C.	Lack of school stability; there is a high level of Inward mobility with many new pupils having English as an additional language	<p>Measures put in place ensure that new pupils make good progress (as defined by school) from their starting points on entry in reading, writing and mathematics.</p> <p>Support for children new to the school is strong, this helps increase the rate of progress.</p>
D.	The number of children leaving Reception not at the expected standard is higher than National figures, despite evidence of progress being made in EYFS	<p>% of children at age related by the end of year 1 increases to be AT LEAST in line with National Standards.</p> <p>% of children passing the phonics test is AT LEAST at national averages</p>
External Barriers		
E.	<p>Attendance is not seen as important to many families and children are often kept at home for non-essential reasons (eg to go and get new shoes or because it is their birthday)</p> <p>The number of persistent absentees is higher than the national average.</p>	<p>Attendance of all increases. Parent sand families understand the importance of sending their child to school each day.</p> <p>Punctuality of pupils improves. There is a reduction in the number of persistent absentees. A rise in the</p>

		number of fixed-penalty fines mirrors the reduction in the number of unauthorised absences in the school. PP attendance increases
F.	Lack of parental involvement or educational aspiration for their child; many pupils begin to fall behind due to a lack of support at home or poor absence levels.	<p>The role of the current parent engagement lead ensures that more families attend parent and carer events. Successful parent workshops and drop in sessions note support from parents of pupils in receipt of the PPG. Equipment is provided to children to enable parents and carers to take a more active role in the education of their child.</p> <p>Homework is completed and returned due to the changes in approaches we have made here.</p> <p>Current COVID-19 restrictions may impact on this work for a time, however school does have plans to create some opportunities for remote engagement.</p> <p>The number of children reading and home increases and so does the reading progress of these children.</p>
G.	Limited experiences of areas and wider life beyond Salford	<p>School has provided all of its children with a range of trips, visits and memory makers to increase their knowledge of the wider world. Wherever possible trips to local resources are organised to help encourage families to visit these again. These events are exploited to help extend/inspire writing and topic work and enhance social interaction between pupils and other adults. Visits are not cancelled due to a lack of financial support from our families.</p> <p>Older children have all been able to benefit from a residential trip irrespective of financial background</p> <p>All children have opportunities to experience an enriched curriculum including higher achieving children. (eg extra music tuition, increased sports provision, after-school clubs are offered for free to PPG students.)</p>
H	Lack of aspiration – few children have close experience of university and a wide range of careers and there is increasing evidence of 'gang' culture within the local area	<p>Decreasing evidence of police involvement with some pupils.</p> <p>Increased evidence of participation in university-linked project. KS2 girls have high aspirations for their</p>

		<p>future. Pupils talk confidently about careers, education and future opportunities.</p> <p>Links to other educational establishments as secured and exploited.</p> <p>Parents show more interest in their child's education; they begin to speak about their ambitions for them.</p> <p>School begins to trial a project with FACT through the use of a school careers day.</p>
I	<p>Families unable to afford extra enhancements to provide their children with a wider range of experiences or take part in other activities due to the costs of living and of sending their child to school (eg provision of school uniform, coat etc)</p>	<p>School is able to provide support in key areas to help families free up money to pay for other things and encourage them to prioritise spending in different ways</p>

PLEASE NOTE THAT THE FOLLOWING ACTION PLAN IS A REVISED AND EXTENDED VERSION OF OUR PREVIOUS 2019-2020 PLAN. MANY OF THE THINGS WE HAD IDENTIFIED HAD TO BE POSTPONED WHEN SCHOOLS CLOSED IN MARCH 2020 DUE TO THE CORONAVIRUS PANDEMIC.



Pupil Premium Action Plan 2020-21 WITH TERMLY REVIEW UPDATES

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly reviews
<p>A. Employ a speech and language therapist: 1 Therapist in school on two days every week. They will carry out the following- Initial assessments Advice to teacher Part of whole class program. Interventions.</p>	<p>Speaking and listening skills are low on entry to EYFS. If children have poor speaking and listening skills they will be unable to access the wider curriculum and make other academic progress.</p>	<p>Termly tracking and half-termly pupil progress meetings.</p>	<p>HC – Assistant head and Communication lead</p>	<p>Contribution to total salary of £18,000</p>	<p>Aut : SALT in place – however was absent for much of the first half term due to her own illness. COVID-secure workspace identified and set up; timetable for work agreed. Liaising with SENCO and Communication lead over pupils and tasks.</p> <p>Spring: SALT in place and visiting school regularly – every Weds and Fri; was seeing pupils who were ATTENDING school between Jan – March, and is seeing all identified pupils from March 8th return. COVID-19 secure measures are in place for this, including full PPE for SAL therapist.</p>

Summer 2021 Impact Report on the work of the SALT in relation to PPG pupils:

TALC RESULTS – PRIMROSE HILL PRIMARY SCHOOL
Swans - Reception Class

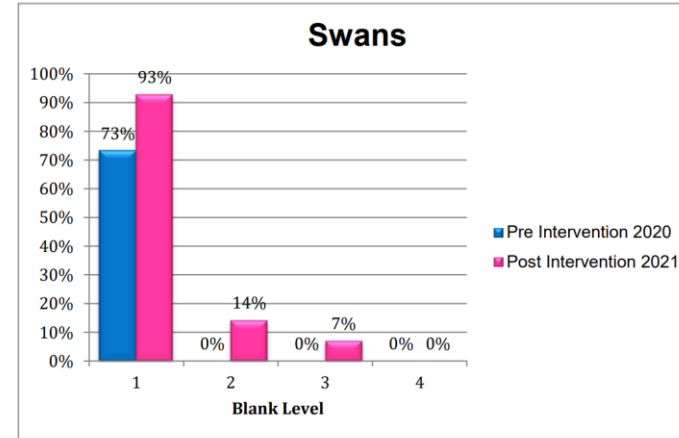
15/15 initially screened in autumn 2020
14/15 re-screened in summer 2021

Key:
■ Green = Level they are currently working at
■ Pink = Passed all levels
■ Yellow = Did not pass this level, but passed a higher level
■ Red = Did not pass any level
■ Blue = Child has English as an Additional Language (EAL)

The table below outlines the individual profile of pupil's results.

Name	Autumn Term screening 2020				Summer Term re-screening 2021				Change
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	
	67%	50%	6%	0%	100%	83%	39%	17%	↓2
	50%	50%	50%	17%	100%	77%	61%	61%	↑1
	83%	77%	55%	17%	100%	77%	83%	44%	↓2
	83%	72%	55%	28%	100%	94%	72%	50%	↑1
	83%	22%	0%	0%	83%	39%	11%	6%	↔
	100%	39%	44%	17%	100%	67%	33%	22%	↔
	83%	72%	39%	6%	100%	77%	50%	17%	↔
	50%	28%	28%	0%	83%	39%	44%	11%	↑1
	83%	17%	6%	0%	100%	50%	39%	11%	↔
	100%	28%	6%	0%	83%	33%	28%	11%	↔
	83%	33%	6%	0%	Absent from school on rescreening day				N/A
	17%	0%	0%	0%	33%	11%	17%	11%	↔
	100%	72%	50%	22%	100%	72%	50%	50%	↔
	83%	39%	6%	0%	100%	50%	50%	6%	↔
	100%	22%	0%	0%	100%	44%	22%	6%	↔

TALC RESULTS – PRIMROSE HILL PRIMARY SCHOOL
Swans - Reception Class



TALC RESULTS – PRIMROSE HILL PRIMARY SCHOOL
Herons - Reception Class

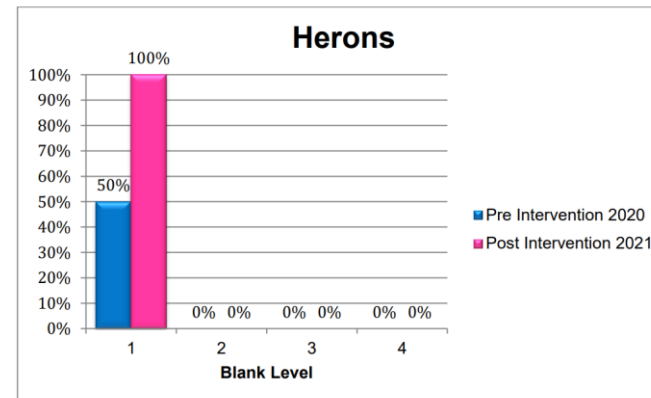
TALC RESULTS – PRIMROSE HILL PRIMARY SCHOOL
Herons - Reception Class

6/6 initially screened in autumn 2020
6/6 re-screened in summer 2021

Key:
■ Green = Level they are currently working at
■ Pink = Passed all levels
■ Yellow = Did not pass this level, but passed a higher level
■ Red = Did not pass any level
■ Blue = Child has English as an Additional Language (EAL)

The table below outlines the individual profile of pupil's results.

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	83%	39%	22%	11%	83%	67%	72%	17%	↔
	100%	55%	44%	0%	100%	72%	67%	28%	↔
	50%	28%	28%	6%	83%	67%	61%	17%	↑1
	83%	17%	28%	0%	83%	55%	55%	22%	↔
	67%	44%	28%	6%	83%	61%	44%	11%	↑1
	67%	33%	39%	6%	83%	61%	50%	6%	↑1

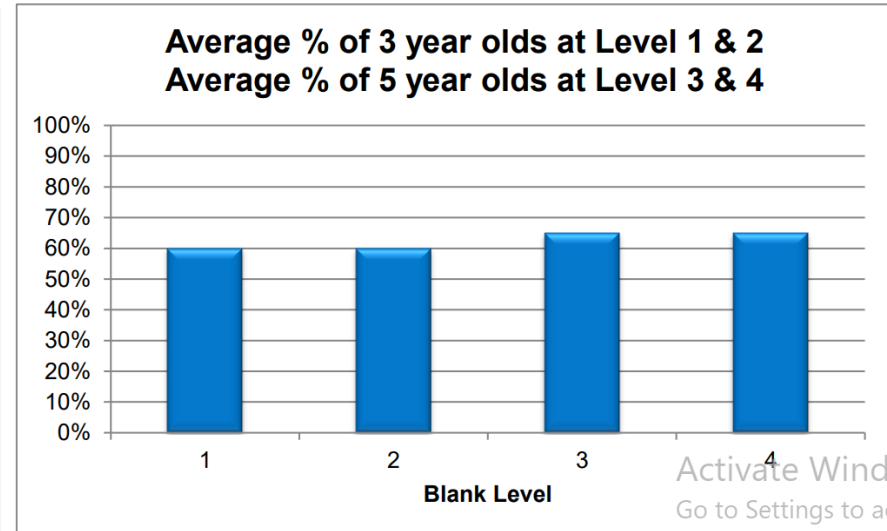
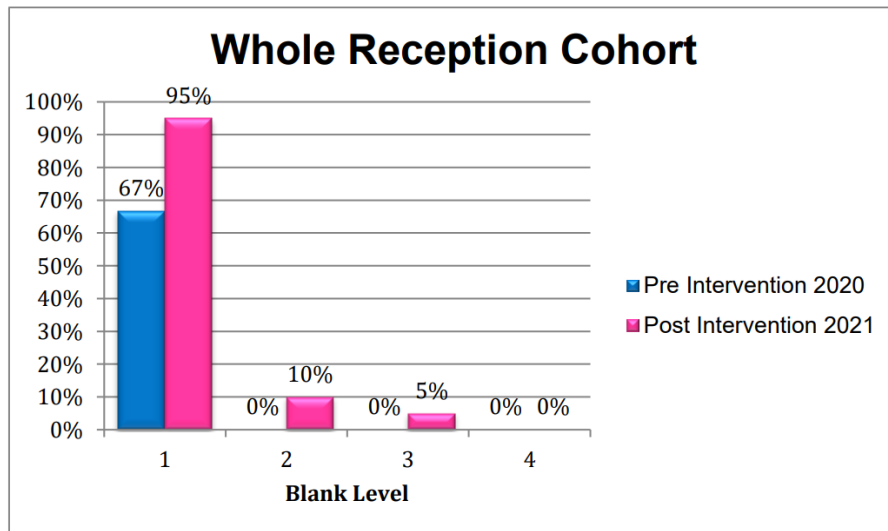


TALC RESULTS – PRIMROSE HILL PRIMARY SCHOOL Reception Cohort

The following graphs show the percentage of Primrose Hill Reception pupils that passed each level of the TALC when first screened in autumn 2020 compared to the percentage of pupils that passed each level of the TALC when re-screened in summer 2021 and the overall progress made by the cohort. School chose the children who were to be screened based on their Wellcomm Early Years assessment scores. This graph is presented alongside the graph showing the average performance on the TALC across the country.

Due to COVID pandemic, the Speech and Language Therapists wore full PPE throughout the screening.

Total Number of pupils rescreened: 20/21



Suggestions for Future Input

Who?	What?	Why?	Measuring Impact	Arrangements for Implementation
EYFS and KS1 staff	Total Communication	To raise awareness of and use of Total Communication approach by class staff, e.g. use of signing, visuals, and AAC devices, to support children's understanding and communication in the school environment.	<ul style="list-style-type: none"> Staff feed back SLT could carry out observations in class and give individualised feedback to staff. 	<ul style="list-style-type: none"> SENCO could advertise and invite staff to the training sessions. SLT to deliver two sessions; one 2-hour and one 1.5-hour after school Twilight sessions.
Whole school	Staff Blank Levels Training	To provide staff with an introduction to 'Blank' levels of questioning and how this can be implemented in a classroom environment.	<ul style="list-style-type: none"> Staff feed back SLT could carry out observations in class and give individualised feedback to staff. 	<ul style="list-style-type: none"> SENCO could advertise and invite staff to the training session. SLT to deliver a 1.5 hour session during an after school Twilight session.
KS1 and KS2 staff	Teaching vocabulary in the classroom training	Many children on the Enhanced SLT targeted caseload have targets around vocabulary development.	<ul style="list-style-type: none"> Staff feed back SLT could carry out observations in class and give individualised feedback to staff. 	<ul style="list-style-type: none"> SENCO could advertise and invite staff to the training session. SLT to deliver a 1 hour session. This could be during an after school Twilight session.

Activate Window

A.Upkeep standards of being a communication friendly school and gain status.	Success in other schools and research suggests a whole school approach to improving speech and language to be more powerful than just having therapy.	Staff training, staff meetings, learning walks, observations, half termly tracking of data.	HC – Assistant head and Communication lead	£3500 towards training costs new staff and resources	<p>No date for re-assessment yet</p> <p>Aut : school making plans to be re-assessed for CFS; looking at how this can be done remotely.</p> <p>Spring: No date set yet as to when school can be re-assessed; EY staff are however</p>
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					<p>attending online courses linked to speech, language and communication – this has cost school £750</p> <p>Summer: Ten week training courses for L4 staff have now been sourced and booked – however these do not commence until Autumn 2021. AHT continues to work with EYFS on aspects of CFS and liaise with lead person within NHS; delays in getting this started are due to COVID-19 complexities and not the willingness of the school; this aspect of the work will continue in Aut 2021, with costings for this training already paid for out of the current PPG allocation.</p>
<p>A. Additional member of staff to deliver SALT interventions in reception and to improve outcomes for our most vulnerable</p>	<p>An additional adult will accelerate progress for our most vulnerable children and allow smaller class size for our reception class.</p>	<p>Termly tracking and half-termly pupil progress meetings</p>	<p>HC – Assistant head and Communication lead</p>	<p>Contribution of total, salary £15,000</p>	<p>Aut : Staffing ratio maintained at 1 to 12 in Rec, 1 to 9 in Nursery</p>

<p>children. Additional teacher to help support pupils in Reception catch up, keep up and get ahead.</p>	<p>Additional NQT will help support children who have not been in a setting since March 2020.</p>			<p>Contribution of total salary for NQT support £20,000</p>	<p>An additional NQT has been employed to work across Reception from Sept to Jan in order to help children catch up and secure better standards due to the closure of our Nursery in March 2020</p> <p>Spring: Contract for NQT has been extended until July 2021 in order to help EY lead work more strategically across the phase and support phonics in Y1</p> <p>Summer: TALC figures shared above clearly show impact and strongly suggest that this input has been delivered and was successful.</p>
<p>C. Provide translation services for vulnerable families who have EAL. Support parents with EAL through the provision of an ESOL class, and pupils via services like EMTAS.</p>	<p>Some families struggle to support their children at home due to a language barrier. Families will be able to support their children at home if they are able to communicate with their child's school effectively.</p>	<p>Termly tracking and half-termly pupil progress meetings. Learning walks</p>	<p>HB – EAL Lead</p>	<p>£4000 £2500 to support ESOL</p>	<p>Aut : School has worked with 8 families using this money so far; most were to support new families at the start of the term; ESOL classes have not yet started due</p>

					<p>to COVID-19 restrictions, however it is hoped that this will take place in the Spring</p> <p>Spr: ESOL classes not allowed to start, however there has been some work by the EMTAS and ESOL teams remotely to support families and children whilst school was closed between Jan and March</p> <p>EMTAS has been visiting school since March 8th (every Thursday) to support all children in school who have been identified for this extra intervention.</p> <p>Summer: EMTAS staff continued to support pupils and focused on 8 students during this period. ESOL classes have now been confirmed to commence 1.10.21 each week. It is hoped that these will be face-to-face courses as work using software and remote devices</p>
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					had limited impact and caused some families anxiety or resulted in them becoming disengaged; it was agreed to postpone this and wait until physical classes to start again.
<p>B. Targeted intervention throughout school activities for reading, writing, SALT and maths including set securing standards programs and also additional time maximising gaps (fix it interventions) with teaching assistants using brand new devices.</p>		<p>Termly tracking and half-termly pupil progress meetings</p> <p>Training on new interventions and therapies show impact due to clear entry and exit points. New equipment purchased is used effectively, maximising resource use.</p> <p>WiFi dongles with data on them are purchased to help support any FSM child at home who is unable to access work online; a device will also be loaned to these pupils</p>	SLT and all staff	<p>£22,000 to purchase new ipads and equipment to support securing standards teaching and fix it sessions.</p>	<p>Aut: Devices not yet purchased/installed due to long term absence of computing lead; it is hoped that this equipment will be on site for January 2021</p> <p>Spring: Devices purchased, but worldwide shortage means that currently only 35% of order has been received. School decided to purchase additional Chromebooks to help support children at home and to ensure that school had enough devices to lend to any pupil who needed one. Between Jan and March '21 school loaned 235 devices</p>

					<p>to pupils. Returned devices are now being used as part of booster classes, securing standards classes and 1 to 1 tuition work. A set of 60 iPads/Chromebooks have also been identified for use during any further class closures.</p> <p>Summer: SEE END OF YEAR DATA FOR IMPACT MEASUREMENTS (below)</p>
<p>School will provide support for children who have been affected by the pandemic via COUNSELLING; this will be brokered from Place2Be and Salford Thrive</p>				<p>£2,000 to support the development of counselling in school</p>	<p>Aut: Place2Be counsellor identified; counsellor introduced to school and paperwork began for all pupils. Sadly before the work could begin in earnest the counsellor left her post. A new counsellor is now being sought; it is hoped this will commence in the next term. In the meantime, a timetable and space to work has been agreed with Place2Be.</p>

					<p>Spring: Place2Be Counsellor started work March 2021. Other children not included in this project were included in another external Caritas-led initiative. Despite liaising with parents, getting necessary consent and agreeing a programme with them, Caritas have recently contacted us to say they do not have the capacity to run this, but could offer it from Sept 2021; school is currently looking at other providers.</p> <p>Summer: Place2Be project completed July 2021; after this time 7 pupils had received focused support and intervention; all parents said that they had noticed a difference in their pupils and wanted the work to continue (informal exit interviews) Sadly, no other external providers</p>
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					for counselling could be secured due to COVID restrictions and limited staff numbers; work by Caritas has therefore been secured for the Autumn 2021 term. Plans to extend the Place2Be project are in discussion.
<p>B. Additional staff: Strengthen numbers of staff in KS2 and KS1 to raise attainment in all areas for vulnerable children and keep children from falling behind.</p> <p>School has two year groups with a higher number of pupil-premium students than the school average of 50% - Y4 (67% FSM) and Y5 (62% FSM). Enhanced staffing for these year groups (increased TA hours in Y4, HLTA for Y5) to help support and develop provision</p>	Our children respond differently to a range of teaching styles and classroom group. Extra staff ensure that children can be taught in different ways and in smaller groups – including specific provision for SEN pupils in Y6.	Termly tracking and half-termly pupil progress meetings	SLT	£90,000	<p>Aut: Agency staff in post; one in Y6, one in Y2 and one part time in Y3 Y2 staff left end of Term One; currently trialling another adult</p> <p>Spring: Agency staff have turned out to be very unreliable. Heavy turnover of staff in Year 5; proving difficult to find the right support in the current circumstances. School continues to work on this.</p> <p>Summer: Although agency staff were unreliable, school</p>

					<p>continued to support pupils by reallocating staff when some classes were closed or when numbers were low due to absences.</p> <p>Agency workers continued to be recruited in order to continue to help run identified groups and sessions.</p> <p>Please see end of year data summary for impact of this work (below)</p>
<p>B. Reading initiative to encourage children to read at home starts. Prizes and certificates, new reading materials and online subscription</p>	<p>Children and parents like rewards for the children.</p>	<p>Tracking of reading at home by class teachers. Termly tracking and half-termly pupil progress meetings.</p>	<p>AR -Reading subject leaders.</p>	<p>£9000</p>	<p><u>Aut:</u> Reading lead has identified books to be purchased for school. Reading was identified as the focus for catch up tuition in Aut 2020. Subscription to online reading project paid for and all pupils given access to do this – this helped ensure that children would be able to read at home even if their class was closed.</p> <p><u>Spring:</u> Books ordered have arrived and are now in school use. Reading lead and</p>

					<p>SLT looked at how reading could be promoted at home during lockdown; voucher scheme was launched to help motivate pupils to read at home; prizes and postcards were purchased to reward and praise pupils; over 300 pupils received some reward for this. System of returning home reading books in place to meet COVID-19 requirements. Monitoring of daily reading to re-commence Summer 2021</p> <p>Summer: Reading lead produced a document detailing the progression of knowledge and skills in reading. Data shows that the work in this area has had some success; please see data figures at the end of this report for full details.</p>
<p>B. 1:1 tuition Securing Standards classes, Study Support</p>	<p>Many pupils begin to fall behind due to a lack of support at home or poor</p>	<p>Termly tracking and half-termly pupil progress meetings.</p>	<p>SLT</p>	<p>£22,000</p>	<p>Aut : 20 tuition groups in place</p>

<p>groups and 1 to 1 tuition sessions groups to take place in KS1 and KS2 (YEAR R, 1, 2, 3, 4, 5 AND 6). Support staff and agency staff used to ensure a programme of after-school support takes place across the whole of the academic year. Rewards, prizes, incentives and certificates purchased to motivate and engage pupils even further.</p>	<p>absence levels. We need them to catch up, keep up and compete with their peers.</p>				<p>across KS1 and KS2; this is primarily using the CATCH UP FUNDING given to schools; the money from our PPG to support this work will start being used in Spring 2021</p> <p>Spring: Plans have had to be amended due to unexpected school closure. Some money was used to provide online lessons and video tuition to pupils at home in order to ensure that some extra lessons/tuition was offered to pupils, however uptake was not as high as anticipated. Face to face work re-commenced March 2021 and will carry on in the next term.</p> <p>Summer: Tuition groups re-commenced when school re-opened March 2021; following this date 17 members of school staff were responsible for delivering 10 hour tuition lessons to a</p>
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					total of 68% of the pupils who were eligible to receive this funding/support – those wh. PPG data provided at the end of this report shows the impact this work has had.
E. Learning Mentor to support children and families to improve attendance and increase parental engagement.	Some children have low aspirations due to a lack of experience and knowledge for the wider world. Attendance levels are often low due to a lack of aspiration from the parent. We need children to want to come to school in order for them to convince parents to bring them each day.	Weekly and termly tracking of attendance.	SD – learning mentor.	Contribution of salary £20,000	<p>Aut: Average attendance across the school was 94.4% LM worked closely with EWO. Difficult to enforce</p> <p>Spring: Average attendance across school was 94.5% School is now working with EWO on starting up process of fines for non-attendance. Success: One pupil whose parent had received numerous fines, and had attended court due to non-attendance has currently got 100% attendance since Mar 8th 2021</p> <p>Summer: Attendance for the whole school stood at 95.7%; figures</p>

					<p>show that PPG students had a slightly lower average attendance than this and therefore will be the focus of sustained EWO work in the 2021-22 academic year.</p> <p>Although these figures are lower than pre-covid numbers, school is satisfied with these figures seeing that it maintained a strict 'zero tolerance' policy to children with illness. School believes that this is why it managed to stay fully open for so long to so many students.</p>
<p>E. Some children are given free places at breakfast club. PPG pupils will not be expected to pay for any after-school clubs. School will provide them with any equipment they need to take part in this club.</p> <p>Enhanced staffing ensures that more children can come to breakfast club and that required charge is kept</p>	<p>Ensures children have a good start to the day and are in on time and ready to learn.</p> <p>All children will be able to take part in at least one after-school club each year without worrying about the cost of this</p>	Weekly and termly tracking of attendance.		£17,000	<p>Aut: Clubs have not taken place this term due to COVID-29 complications; a reduced breakfast club is on offer, however due to limits on space currently only parents who are working or who are studying and need to be at university have been offered a place; this is reviewed regularly and vulnerable</p>

<p>as low as possible (just £2 per day)</p> <p>Use of external agencies to provide some clubs will help expand our current offer</p>					<p>children are being offered occasional places to provide respite and support.</p> <p>Spring: Limited breakfast club is being run for vulnerable and key worker families. This service is being heavily subsidised by school and those who are asked to pay are only required to make a daily contribution of £1. Extended food options and a new 'café' style approach to the club has been well-received and around 30 pupils each day access this service. Plans for after school clubs are in process and a limited class-based offer will be launched for the Summer '21 term. The use of external agencies has NOT been considered due to our current COVID-19 RA.</p> <p>Summer: Breakfast club continued to run and supported on average 28 pupils</p>
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					per day. Although these numbers are lower than those seen pre-COVID, the expenditure was still the same due to 4 members of staff being contracted to run this before-school offer. Limited after school clubs did re-commence – these were aimed at single class bubbles and ran for 6 weeks. A more complete offer is being contemplated for Autumn 2021
<p>F.Workshops / drop ins for parents/carers set up termly.</p> <p>School begins its enrolment in order to gain LPPA status; the school pays for support and development in this area.</p>	<p>Parents often feel unable to help children with school work due to lack of knowledge of the curriculum. They also may feel under confident coming into school due to their own negative experiences of school. Making school a positive and welcoming environment will help parents/carers to feel more confident when engaging with school which will help parents/carers to support their children at home.</p>	<p>Set dates and publicise well. Ensure all staff are well prepared. Monitor levels of engagement.</p>	<p>KMac – Parental engagement lead</p>	<p>£2,500 for workshops</p> <p>£5,000 contribution towards LPPA status</p>	<p>Aut: Parent workshops have not been able to take place so far this year; however a virtual event celebrating families was held and showed some success; this approach will be developed over the duration of the pandemic. It was agreed not to start the LPPS accreditation just yet due to the cessation of parent workshops and courses.</p>

					<p>School is currently planning some on-line training for parents (phonics and online safety).</p> <p>Spring: School has been engaging with parents remotely, Parental-engagement lead has been collating work school has been doing with parents. School has decided to use some of this budget to help pay for some books to be created for parents to help with their concerns about starting nursery or reception classes. Online training courses to help parents support their child's mental well-being and learning needs were arranged and promoted; 13 parents attended these. Videos created by school staff help support parents with the teaching of phonics to their child. These resources were so successfully received, school</p>
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					<p>has now agreed to use these to help support teachers in other year groups.</p> <p>Summer: Videos were created for parents of pupils in EYFS due to them not being allowed in school. LPPA accreditation has now been deferred until 2021-22</p>
<p>G. Some trips and visits to be subsidised. School to support families financially to allow their children to attend a range of trips, visits and special events.</p>	<p>Some pupils cannot access learning in school due to barriers at home or problems in their own personal life including financial difficulty.</p> <p>School does not need to rely on large donations from parents to run memory makers, hence they are not cancelled and are guaranteed to take place helping enhance the curriculum and broaden children's life experiences. Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice.</p>	<p>Book monitoring of writing. Termly tracking and half-termly pupil progress meetings.</p>		<p>£18,000</p> <p>£6000 for residential trip</p>	<p>Aut: range of trips across different subjects have been identified for; it is hoped these can take place from Jan 2021</p> <p>Spring: Plans for trips in this term had to again be abandoned. £1K per class has been allocated to support trips and visits for the Summer term. Some classes have held 'virtual' memory makers, including a virtual visit by Florence Nightingale (y1) and a Science workshop (Y3)</p>

					<p>Children in receipt of PPG will not be expected to pay for a residential trip this year due to the effects of lockdown and the limited places they will have been able to visit since March 2020</p> <p>Plans for a May 2021 residential trip are still going ahead (unless rules change). Due to the large underspend, and the importance of health and well-being, it has been agreed that parents will only be asked to pay 20% of the total cost of this visit (around £60)</p> <p><u>Summer:</u> Sadly the planned residential did not go ahead. School did however run a handful of offsite trips for pupils in other year groups and used some of this funding to secure memory-makers for Y6. FSM pupils in Y6 were provided with memory sticks to</p>
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					save work to in their new schools; offers of support for equipment and uniform to parents of Y6 pupils was given.
<p>G. Extra-curricular activities are subsidised. Music lessons are subsidised for pupil premium children and higher achieving pupil premium children are targeted for this. Sports clubs are also subsidised for our most vulnerable children; any kit needed to take part in these activities will be paid for by the school.</p>	<p>Some pupils would not access these activities due to finances. By removing the barrier of cost children will have an enriched curriculum which will make them more rounded and confident. Reading music will also help with early reading skills.</p> <p>Children will be able to partake in sports clubs and receive a balanced social curriculum.</p>	<p>Reports from MAPAS to see how well children are doing at music.</p> <p>Reports from sports lead shows the number of pupils in receipt of the PP taking part in the events</p>	<p>SEG- Music subject leader</p> <p>DM- PE lead</p>	<p>£12,000</p>	<p>Not started</p>
<p>H. incentive days to promote pupil thirst for progress and greater attainment, including encouraging children to be part of After School Clubs and do things in their local area. Support Dare to be Different initiative to encourage girls to look at careers they might not have thought of before.</p>	<p>Some children have low aspirations due to a lack of experience and knowledge for the wider world. These projects give children experiences they would not have had otherwise which gives them choice and ambition for the future.</p>	<p>Regular monitoring.</p>	<p>NM – Dare to be different</p> <p>KC – arrangement of special days via British Values work</p> <p>DM -</p>	<p>£2,000</p>	<p>Plans are still in place for this to occur in Summer 2021</p> <p>A date for CRUCIAL CREW has now been set (June 2021)</p> <p>Summer: Crucial Crew did take place; however Dare to be Different initiative did not happen. British Values work did take place throughout the year and an impressive</p>

					A2 book has been produced showcasing this work.
<p>F: Employment of Curriculum Support staff to help promote learning in the class and to help those who may not read at home or do homework. This person will work across the school supporting identified pupils in a number of ways.</p>	<p>Some pupils cannot access learning in school due to barriers at home or problems in their own personal life. Often they have no role models to relate to.</p>	<p>Regular Monitoring</p>	<p>LA to lead</p>	<p>Contribution to salary; £9,000</p>	<p>Aut: Curriculum support staff in place; currently working in Rec and Y1</p> <p>Spring: CSS continues to support and work in Rec and Y1</p> <p>Summer: CSS completed work in Rec and Y1 classes; impact on behaviour could be seen due to the fact that children CSS worked with did not receive any exclusions or negative warnings – which was something teaching staff had been concerned about prior to CSS taking up post.</p>
<p>I: Provision of free school shop, providing uniforms, coats, shoes and other essentials including toothpaste and toothbrushes in order to help give families some extra cash to buy other items with.</p>	<p>Some families have to budget very carefully; they do not always prioritise the right things and this can mean that their child misses out on some activities, events etc.</p>	<p>Regular Monitoring of shop use</p>	<p>LA to lead</p>	<p>£1000 for laundry supplies and essential items</p>	<p>Aut: Shop is fully stocked with a good range of items to help families; It was decided to purchase hand sanitiser for all families due to the</p>

<p>In order to do this, school will wash and prepare all items of uniform/clothing and purchase essential items which will be stocked in the shop.</p>	<p>Parents will not have to worry about paying for school uniforms as a supply of free, good-quality, clean clothes will always be available.</p>				<p>expense of this particular item. This will be distributed in Dec 2020</p> <p>Spring: Hand sanitiser distributed to all families. School has offered further support in the form of £5 vouchers. It continues to offer free school uniform, and the 'shop' at the front of the school has been extended to include toiletry items.</p> <p>Summer: Free School Shop was opened via a booking system for parents. Over 200 items of second hand uniform have been distributed this term; school has had to purchase and have fitted a new washing machine due to its continued use.</p>
				<p>Total spend £240,500</p>	
				<p>Total PPG Allocation: £254,616</p> <p>CONTINGENCY RESERVES FOR</p>	

				INNOVATIVE PROJECTS: £14,116	
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How will we measure the impact?

We will measure the impact of the pupil premium spending by carefully monitoring and tracking the progress every pupil makes. We will compare baseline and exit data of prime and specific areas of learning, paying particular attention to the characteristics of effective learning. This will involve individualised target setting, teacher observations and photographic evidence for EYFS pupils. For Key stage 1 and 2, we will track the progress pupils make in their Year 1 phonics screening tests, Year 2 and 6 scaled scores and Reading, Spelling and Mathematics test scores for years 1-6. We will compare this progress with national scores and percentages. Following half termly teacher assessments, raising attainment plan meetings show the impact pupils have made in Reading, Writing and Maths and identify areas of focus and improvement. Termly assessments show impact pupils have made in all other subjects; these are sent out to parents at the end of each term. Individual case studies outline changes in attitude, effort levels, emotional development and social interaction as well as academic achievements. Pre and post learning challenges in all subjects show small and large steps of progress. Pupil and parent voice questionnaires provide written explanations and examples of the impact.

Impact Data For 2022-2021

Although there is no validated, external data for any year group for the 2020-21 academic year, school did carry out baseline assessments to gauge the impact of COVID-19 since March 2020. Targeted work for children was agreed and carried out across the school year, with the aim of getting all pupils back to pre-COVID standards by July 2021. An unexpected closure of all schools between January and March 2021 did negatively affect progress being made in this area, and school has now revised its target date to December 2021, however end-of-year data, collated July 2021, clearly shows that school is now well on track to ensure that all children will be *at least* back to where they should be by the close of the Autumn 2021 term.

KEY USED WITHIN TABLE BELOW:

Concerning difference between performance of PPG and non-PPG

Performance difference between PPG and non PPG needs to continue to be monitored

Performance between PPG and non-PPG pupils shows no significant difference

Y1 cohort 60 pupils 26 PPG	Sept 2020	July 2021
Reading	-8% difference in performance rate between PPG and non-PPG pupils	<p>-6% difference in performance rate between PPG and non-PPG pupils.</p> <p>By the end of the year there was an increase of +26% in the number of PPG students working at ARE+, compared in an increase of +18% across the cohort</p>
Writing	-13% difference in performance rate between PPG and non-PPG pupils	<p>-2% difference in performance rate between PPG and non-PPG pupils.</p> <p>By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +24% across the cohort</p>
Maths	-8% difference in performance rate between PPG and non-PPG pupils	<p>-3% difference in performance rate between PPG and non-PPG pupils.</p> <p>By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +30% across the cohort</p>
Combined	-10% difference in performance rate between PPG and non-PPG pupils	-3% difference in performance rate between PPG and non-PPG pupils.

		By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +28% across the cohort	
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Y2 cohort 57 pupils 26 PPG	Sept 2020	July 2021	
Reading	-15% difference in performance rate between PPG and non-PPG pupils	-3% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +47% in the number of PPG students working at ARE+, compared in an increase of +35% across the cohort	
Writing	-19% difference in performance rate between PPG and non-PPG pupils	-7% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +24% in the number of PPG students working at ARE+, compared in an increase of +12% across the cohort	
Maths	-16% difference in performance rate between PPG and non-PPG pupils	-2% difference in performance rate between PPG and non-PPG pupils.	Rapid progress

		By the end of the year there was an increase of +65% in the number of PPG students working at ARE+, compared in an increase of +51% across the cohort	
Combined	-10% difference in performance rate between PPG and non-PPG pupils	-6% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +46% in the number of PPG students working at ARE+, compared in an increase of +42% across the cohort	May need continued support in Y3 to further close gaps

Y3 cohort 50 pupils 27 PPG	Sept 2020	July 2021	
Reading	-18% difference in performance rate between PPG and non-PPG pupils	-4% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +51% in the number of PPG students working at ARE+, compared in an increase of +29% across the cohort	
Writing	-1% difference in performance rate between PPG and non-PPG pupils	+2% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +51% in the number of PPG students working at	PPG now out-performing non PPG

		ARE+, compared in an increase of +48% across the cohort	
Maths	-16% difference in performance rate between PPG and non-PPG pupils	-3% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +51% in the number of PPG students working at ARE+, compared in an increase of +38% across the cohort	
Combined	-10% difference in performance rate between PPG and non-PPG pupils	-4% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +40% in the number of PPG students working at ARE+, compared in an increase of +34% across the cohort	

Y4 cohort 60 pupils 39 PPG	Sept 2020	July 2021	
Reading	-3% difference in performance rate between PPG and non-PPG pupils	0% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +33% in the number of PPG students working at	

		ARE+, compared in an increase of +30% across the cohort	
Writing	-10% difference in performance rate between PPG and non-PPG pupils	-2% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +40% in the number of PPG students working at ARE+, compared in an increase of +32% across the cohort	
Maths	-10% difference in performance rate between PPG and non-PPG pupils	-5% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +30% across the cohort	
Combined	-6% difference in performance rate between PPG and non-PPG pupils	-6% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +41% in the number of PPG students working at ARE+, compared in an increase of +41% across the cohort	May need continued monitoring in Y5

Y5 cohort 60 pupils 38 PPG	Sept 2020	July 2021	
Reading	-8% difference in performance rate between PPG and non-PPG pupils	<p>-7% difference in performance rate between PPG and non-PPG pupils.</p> <p>By the end of the year there was an increase of +36% in the number of PPG students working at ARE+, compared in an increase of +35% across the cohort</p>	Not as much movement as expected; may need extra support in Y6
Writing	-3% difference in performance rate between PPG and non-PPG pupils	<p>-11% difference in performance rate between PPG and non-PPG pupils.</p> <p>By the end of the year there was an increase of +30% in the number of PPG students working at ARE+, compared in an increase of +38% across the cohort</p>	Cause for further investigation & focus
Maths	-4% difference in performance rate between PPG and non-PPG pupils	<p>-13% difference in performance rate between PPG and non-PPG pupils.</p> <p>By the end of the year there was an increase of +36% in the number of PPG students working at ARE+, compared in an increase of +49% across the cohort</p>	Cause for further investigation & focus
Combined	+3% difference in performance rate between PPG and non-PPG pupils	-13% difference in performance rate between PPG and non-PPG pupils.	Cause for further investigation & focus

		By the end of the year there was an increase of +29% in the number of PPG students working at ARE+, compared in an increase of +45% across the cohort	
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Y6 cohort ; FULL cohort 51 pupils 27 PPG	Sept 2020	July 2021	
Reading	+1 % difference in performance rate between PPG and non-PPG pupils	+5% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +37% in the number of PPG students working at ARE+, compared in an increase of +33% across the cohort	PPG continue to out-perform non-PPG; explore WHY
Writing	+5% difference in performance rate between PPG and non-PPG pupils	+4% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +49% in the number of PPG students working at ARE+, compared in an increase of +50% across the cohort	PPG continue to out-perform non-PPG; explore WHY
Maths	-2% difference in performance rate between PPG and non-PPG pupils	0% difference in performance rate between PPG and non-PPG pupils.	

		By the end of the year there was an increase of +29% in the number of PPG students working at ARE+, compared in an increase of +45% across the cohort	
Combined	-3% difference in performance rate between PPG and non-PPG pupils 8%	+1% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +49% in the number of PPG students working at ARE+, compared in an increase of +45% across the cohort	

Y6 Cohort minus 9 SEND special provision pupils - 42 pupils 23 PPG	Sept 2020	July 2021	
Reading	-1% difference in performance rate between PPG and non-PPG pupils	+4% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +44% in the number of PPG students working at	

		ARE+, compared in an increase of +39% across the cohort	
Writing	+4% difference in performance rate between PPG and non-PPG pupils	+3% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +36% across the cohort	
Maths	-4% difference in performance rate between PPG and non-PPG pupils	+6% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +57% in the number of PPG students working at ARE+, compared in an increase of +51% across the cohort	
Combined	-3% difference in performance rate between PPG and non-PPG pupils	0% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +57% in the number of PPG students working at ARE+, compared in an increase of +54% across the cohort	

Possible Considerations for 2021-22 after looking at impact data:

Reading support in Y2

Writing support in Y3

Maths support in Y5

Reading, Writing and Maths support in Y6