

Impact of Pupil Premium Expenditure 2019-2020

Key priorities:

- Our core aim was to raise the attainment and progress of Pupil Premium students so that their performance compared favourably with Non-Pupil Premium peers.
- To address inequalities in education of pupils from low-income families and raise attainment of these pupils.

Impact of Covid-19:

Whilst progress was made against all key elements of the Pupil Premium Expenditure plan, our ability to fully achieve our aims was greatly hampered by the impact of Covid-19 on our community, particularly during full lockdown.

From March, our priorities altered to ensure the safety and welfare of our pupils and maintain our pupils' learning in the best possible manner. Key actions completed:

- School remained open throughout the period of full / partial closure.
- Places offered to all pupils classified as 'Vulnerable' nationally (LAC / CP / CIN / pupils with an EHCP) as well as all pupils who were accessing, or due to access, support from Early Help Services and those with key worker parents.
- Full learning packs created in line with school curriculum for all year groups across the breadth of the curriculum.
- Learning packs available online, but 100+ packs delivered to pupil homes in paper form each week to support those without technology.
- Loans of tablet devices to key families to support learning.
- Weekly phone calls made from class teachers to all families in the class.
- Weekly additional pastoral support phone calls made to key families.
- Resources to support particular learners (particularly those with an EHCP) prepared and sent.
- Full provision of FSM vouchers.
- Reopening of school to Reception, Year One and Year Six in line with national guidance and extended into offer of places for all of Year Five.

- Access to formal schooling for all pupils for at least one week at the end of the Summer Term to ensure that all children were able to transition into their new classes successfully. Pupils taught by their next teacher to minimise anxiety about returning to school.
- Signposting key services to families: food bank, outreach services and community services. Additional postal delivery of food packages to 50+ families through 'Magic Breakfast' partnership.

Commentary related to the impact of funding:

Aims	
<ul style="list-style-type: none"> • Secure outstanding teaching and learning • Develop outstanding leadership • Provide tailored intervention • Provide inclusion support 	
Intended Outcomes	Commentary
<p>EYFS:</p> <ul style="list-style-type: none"> • Parity between PPG eligible pupils and other pupils in achievement of GLD. <p>Year 1:</p> <ul style="list-style-type: none"> • 100% of pupils who achieved expected standard+ in EYFS reading to pass phonics screening. <p>Year 2 pupil premium pupils:</p> <ul style="list-style-type: none"> • 100% conversion from EYFS to KS1 bandings in Reading, Writing and Maths. <p>Year 6 pupil premium pupils:</p> <ul style="list-style-type: none"> • 100% conversion from KS1 to KS2 bandings (expected progress) in 	<p>All assessments in 2019-2020 cancelled due to Covid-19 enforced closure.</p> <p>Pre-closure progress being made in all areas.</p> <p>Action:</p> <p>Ensure rapid catch up in core learning through use of PPG grant and catch up funding.</p> <p>Intended outcomes for 2020-2021:</p> <ul style="list-style-type: none"> • EYFS: parity between PPG / non-PPG eligible pupils in achievement of GLD. • Y1: 80%+ of PPG pupils to pass phonics

<p>Reading, Writing and Maths.</p> <ul style="list-style-type: none"> • At least 20% acceleration between bandings in Reading, Writing and Maths. • Attainment of PPG and non-PPG children in Reading, Writing Maths to be within 6%. <p>Year 1, 3, 4 and 5:</p> <ul style="list-style-type: none"> • Accelerated progress (4TPs+) for PPG children +20% compared to non-PPG children in Reading, Writing and Maths. 	<p>screening.</p> <ul style="list-style-type: none"> • Y2/Y6: 100% of PPG pupils to convert their EYFS/KS1 scores in Reading, Writing and Maths. • Y6: 20% of PPG pupils to accelerate between bandings in Reading, Writing and Maths. • Y6: attainment of PPG and non-PPG pupils (EXS+) to be within 6% • Years 1, 3, 4 and 5: all pupils convert their EYFS / KS1 attainment at the end of the academic year (e.g. EXS → Y4S for a Year 4 pupil). • Years 1, 3, 4 and 5: all pupils below national expectations in EYFS / KS1 attainment to make accelerated progress (4TPs+). • All PPG pupils: 80% to be reading fluently at chronological age.
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<p>Aim</p> <p>Support pupil well-being</p>	
<p>Intended Outcome</p>	<p>Commentary</p>
<ul style="list-style-type: none"> • PPG attendance in line with non-PPG pupils. • Pupil attitude survey demonstrates high level of satisfaction related to school and self from PPG funded pupils. 	<p>Attendance September – March: All pupils = 95.23% PPG = 94.14% Non-PPG = 96.59% Difference PPG / Non-PPG = 2.45%</p> <p>Pupil attitude survey piloted and prepared for future use.</p> <p>Action: Maintain as focus in 2020-2021 in order for PPG / non-PPG attendance to be equal.</p>

Aim	
Manage successful transition to secondary school	
Intended Outcome	Commentary
<ul style="list-style-type: none"> PPG funded pupils access secondary school confidently, ready for next stage in education. 	<p>Enhanced transition completed for LAC pupil and arranged for pupils with SEND during closure.</p> <p>Additional transition activities, including online sessions related to future schools, completed at Bayside in order to support Y6 pupils.</p> <p>Action:</p> <p>Maintain as a focus for PPG funding in 2020-2021</p>

Aim	
Widen curriculum opportunities for pupils	
Intended Outcome	Commentary
<ul style="list-style-type: none"> 100% of PPG funded pupils accessing extra-curricular provision. 	<p>Extra-curricular provision well attended. Clubs extended to include cookery, dance, netball, film and multi skills.</p> <p>Action:</p> <p>Continue to develop after school clubs when possible, ensuring 100% of pupil premium entitled pupils access.</p>
<ul style="list-style-type: none"> Evidence from pupil attitude survey showing attitudes towards the self are equivalent between pupil premium and non-pupil premium children. 	<p>Pupil survey trialled and completed in specific classes.</p> <p>Action:</p> <p>Utilise pupil attitude survey to analyse</p>

	thoughts and feelings of pupil premium and non-pupil premium children.
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Aim	
Widen opportunities through access to educational experiences	
Intended Outcome	Commentary
<ul style="list-style-type: none"> All pupil premium pupils access educational day experiences during the academic year. Equality between pupil premium and non-pupil premium pupils attending residential. 	<p>All timetabled educational day experiences during the academic year completed until March with all pupils accessing.</p> <p>Subsidies agreed for both residential but these trips were not able to be completed due to Covid restrictions.</p> <p>Action:</p> <p>Remove from 2020-2021 funding due to lack of certainty around school trips and residential being able to go ahead.</p>

Aim	
Raise aspiration for secondary destinations	
Intended Outcome	Commentary
<ul style="list-style-type: none"> 8 pupil premium pupils attending grammar school tests in September 2020, with 4 of these pupils achieving the standard required. 	<p>Achieved: 8 pupils have applied to grammar school for entrance in 2021.</p> <p>Action:</p> <p>Maintain funding for 2022 Year 7 access (Year 5 in 2020-2021).</p>

Priorities for 2020/2021:

- Small class sizes in Reception and Year 2 to enable effective catch up in key year groups
- Provide enhanced support for mental well-being
- Ensure outstanding progress for all pupils through development of:
 - Outstanding teaching and learning
 - Effective, strong leadership (including focused leadership of reading)
 - Tailored intervention and inclusion support
- Ensure effective transition to secondary schooling
- Further develop curriculum opportunities for pupils
- Further develop extra-curricular opportunities for pupils
- Raise aspiration for access to Grammar School