

Pupil Premium Impact Report 2019-2020

<p>Priority</p> <p>To ensure the needs of all pupil premium children are met.</p> <p>To improve the outcomes of all pupil premium children.</p> <p>To ensure any differences between pupils receiving pupil premium funding in the school and those who are not [nationally] have significantly diminished.</p>	<p>Rationale – In order to meet the wide range of needs of our children who receive funding through pupil premium, we have employed a number of different approaches. The key barriers for children receiving pupil premium funding is low literacy skills. In particular, this relates to the children’s acquisition of basic reading and writing skills. Our disadvantaged pupils also have less opportunities to participate in extended services and wrap around care. This is often due to the costs involved in accessing these services. Two of our actions relate to interventions, to target children who require specific support with elements of their maths or literacy work. A further action relates to targeting children with additional reading support through Beanstalk reading volunteers. This project is also designed to develop the children’s self-esteem. Another action focuses on providing feedback for targeted children by setting aside additional assessment time for staff to give that personalised feedback. This follows on from findings in The Sutton Trust’s Toolkit, which highlights feedback as a cost effective and high impact way of securing a positive impact on pupil learning. This approach enables us to target children who require support with their next steps for learning, but also to challenge children who are working at or above national expectations. We are also using some of the money to employ a learning mentor to support the children’s social and emotional development and to help them overcome any barriers to learning. In addition, the school is supporting pupil premium families with resources to support their child’s integration and access to learning inside and outside of the classroom.</p> <p>The intended impact of the strategies, outlined below, is identified in the final column. This work is monitored on a regular basis by senior leaders and the school governors. Our strategy is reviewed formally at the end of the academic year in September 2020.</p>	<p>Finance Plan</p> <p>How much will the plan cost – £25.5K</p> <p>The school receives the following funding</p> <p>FSM 17 pupils x £1320 = £22.44K</p> <p>Service children 6 pupils x £320 = £1.92K</p> <p>Total Received - £24.36K – the difference will be paid from the school budget.</p>
Pupil Premium Action Plan		
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils.	
	<ul style="list-style-type: none"> ✓ 100% of children receiving pupil premium funding are on track to achieve their end of Key Stage targets ✓ Closing the gap - 100% of pupils attain in line or above national expectations in reading, writing and maths. [this may not include children on the SEN register and new arrivals] 	
Implementation process (Actions)	Outcomes and Impact	
	Due to COVID-19 and school closure – the following outcomes are based on mid-year data, rather than end of year data.	
<p>1. Literacy interventions to narrow the gap in writing attainment</p> <ul style="list-style-type: none"> - TA to work 5 x afternoons for literacy interventions -identification of children requiring support with writing -assessment of pupil needs - intervention timetable established -engagement of parents through written and verbal feedback -targeted involvement of key parents to support pupils at home -on going monitoring of pupil progress with cohort 	<p>Writing</p> <p>17 FSM children</p> <p>12 working at national expectations or above.</p> <p>3 children are working above national expectations</p> <p>5 pupils working below 2 have special needs one of whom has an EHCP [Education Health Care Plan]</p> <p>82% of pupils on track to meet their end of year targets.</p> <p>12% exceeding their targets.</p> <p>6 service children</p> <p>4 working at national expectations or above.</p> <p>2 children are working above national expectations</p> <p>2 children working below – 1 has special needs with an EHCP</p>	

<p>changes as required</p> <ul style="list-style-type: none"> -targeted reading intervention – Better Reading Partners. -children identified -ten week programme -evaluation and impact -repeat programme as appropriate 	<p>100% of pupils on track to meet their end of year targets. 17% exceeding their targets</p> <p>Of the 23 pupil premium children in school 16 are working at national expectations or above. Of the 7 working below, 3 have special educational needs</p> <p>Of the 23 pupil premium children 20 were on track to meet their end of year targets and are making at least expected progress.</p> <p>Reading</p> <p>17 FSM children 15 working at national expectations or above. 4 children are working above national expectations 2 pupils working below have special needs one of whom has an EHCP [Education Health Care Plan] 88% of pupils on track to meet their end of year targets. 12% exceeding their targets.</p> <p>6 service children 4 working at national expectations or above. 2 children are working above national expectations 2 children working below – 1 has special needs with an EHCP 83% of pupils on track to meet their end of year targets. 50% exceeding their targets.</p> <p>Of the 23 pupil premium children in school 19 are working at national expectations or above. Of the 4 working below, 3 have special educational needs]</p> <p>Of the 23 pupil premium children 20 were on track to meet their end of year targets and are making at least expected progress</p>
<p>2. Maths interventions to support pupil progress</p> <ul style="list-style-type: none"> -identification of children requiring support with maths -Assessment of pupil needs -maths intervention timetable established -engagement of parents through written and verbal feedback -targeted involvement of key parents to support pupils at home -on going monitoring of pupil progress with cohort changes as required 	<p>Maths</p> <p>17 FSM children 15 working at national expectations or above. 4 children are working above national expectations 2 pupils working below have special needs one of whom has an EHCP [Education Health Care Plan] 88% of pupils on track to meet their end of year targets. 12% exceeding their targets.</p> <p>6 service children 4 working at national expectations or above. 2 children are working above national expectations 2 children working below – 1 has special needs with an EHCP 100% of pupils on track to meet their end of year targets. 17% exceeding their targets</p> <p>Of the 23 pupil premium children in school 19 are working at national expectations or above. Of the 4 working below, 3 have special educational needs]</p>

	Of the 23 pupil premium children 21 met their end of year targets and are making at least expected progress.
3. Beanstalk Reading Partners -set up Beanstalk volunteers with three children each -produce timetable for 2 reading slots each week per child x 30minutes -carry out weekly reading with identified children	A total of 6 children read with the Beanstalk volunteers. They all made good progress and developed their enjoyment of reading, overcoming personal barriers through the year. 4 are working at national expectations and 2 are working towards national expectations.
4. Effective Feedback Project - Assessment for learning time - training for staff on the principles of effective feedback -establish timetable for relevant classes -tracking proforma in place -staff to carry out weekly feedback sessions with identified pupils -on going monitoring of pupil progress	Effective feedback project targeted a total of 15 children at different times during the year. 3 were targeted for writing 7 were targeted for maths 5 were targeted for reading Writing 3 pupils were on track to meet their end of year targets. 2 of them are working at national expectations. Maths 5 pupils were on track to meet their end of year targets. 5 of them are working at national expectations Reading 4 pupils were on track to meet their end of year target. 3 of them are working at national expectations
5. Learning Mentor -learning mentor targeting key children -ongoing liaison with parents -training completed to support carrying out of role	The learning mentor worked with a total of 14 children through the year. Six of these children were pupil premium children. The work enabled those children to overcome barriers and access the curriculum successfully. Feedback from the children, parents and staff was very positive. All four of the children have made expected progress through the year across the curriculum.
6. Resource support for families	Pupil premium families were supported and had access to the range of benefits open to them as part of their entitlement. This included school uniform – access to clubs – access to before and after school provision – trip and residential support.
Evaluation: <i>What questions would you ask about the outcomes?</i> Are identified children making at least expected progress? Are identified pupils attaining at least in line with national expectations? Have any differences been narrowed for relevant children with their peers? Are the targeted pupils on track to meet their end of year targets? Are barriers to learning being addressed to promote access to the curriculum for identified children?	Review: Due to school closure, a full understanding of the impact of this work, could not be ascertained. However, it was clear, at the mid-year point, that very good progress was being made with the children’s learning across all core areas. At the end of the year six of the children left the school from year 6 and two in year one. However, the rest of the children are in school for the new academic year and relevant support is in place. This will be carefully tracked through the year.