



Newchurch Pupil Premium Strategy Statement 2020-2021

Summary Information					
School	Newchurch Community Primary School				
Academic Year	2020-2021	Total PP budget	£29,555	Date of most recent PP review	April 2021
Total number of pupils	180	Number of pupils eligible for PP	19	Date of next internal review	July 2021

Current attainment – KS2 (based on Summer 2019 – pre COVID-19)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP</i>
% achieving ARE or above in reading, writing and maths	71%	63%
% achieving ARE or above in reading	71%	70%
% achieving ARE or above in writing	86%	80%
% achieving ARE or above in maths	86%	90%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school Barriers (issues to be addressed in school)</i>	
A.	Gaps in learning – Reading, Writing and Maths
B.	Social and emotional health and wellbeing and resilience
C.	Phonics and spelling development
<i>External Barriers (issues which also require action outside of school e.g. low attendance rates)</i>	
D.	Parental engagement in home learning
E.	Financial Hardship

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Those children below the expected standard in Reading, Writing and Maths make better than expected progress to meet the expected standard. PP children with the potential to achieve Greater Depth in Reading, Writing or Maths will make better than expected progress to achieve	<ul style="list-style-type: none"> PP children below the expected standard make better than expected progress from their starting points in Reading, Writing and Maths through focused interventions and targeted support, including therapeutic interventions. Identified children achieve Greater Depth in Reading, Writing or Maths.

	<p>the higher standard.</p> <p>Pupil progress meetings and tracking data will show increase in attainment through targeted support and interventions, including therapeutic interventions.</p> <p>All PP children will continue to have access to quality reading material</p> <p>Children emerging from EYFS, who were identified as below age related expectations at baseline, achieve GLD.</p>	<ul style="list-style-type: none"> • PP children's reading speed and age will have increased and be above their chronological age. • Age standardised scores show progress over time. • Children have access to quality reading materials in the home which sparks their desire to read for pleasure. • Spelling issues continue to be addressed which leads to increased outcomes in Writing. • Outcomes for end of KS2 disadvantaged pupils are positive and progress is strong from their starting points. • Increase in the % of children achieving the higher standard in Reading, Writing and Maths. • Booster sessions are delivered before the start of the school day to improve attainment and progress in reading, writing and maths. • PP children have equal access to quality reading texts, including Reading Plus.
B.	<p>Improve the social, emotional health and wellbeing of pupils measured by SDQ scores, pupil conferencing with PP children at intervals within the school year and outcomes measured during pupil progress meetings and tracking of attainment and progress.</p>	<ul style="list-style-type: none"> • Strength and Difficulties Questionnaires (SDQs) show that the emotional stress score of children receiving play therapy and drawing and talking therapy has reduced. • As a result of therapeutic interventions, behaviour for learning improves resulting in better outcomes (children receiving therapies make better than expected progress)
C.	<p>% of pupils achieving the phonics screening check is high (above the National Average)</p> <p>Children in KS2, where spelling is a barrier, achieve the expected standard in writing.</p>	<ul style="list-style-type: none"> • Year 1 achieve the phonics screening check is above the National Average • Spelling issues are addressed which leads to increased outcomes in Writing. • Spelling ages of targeted children improve and are closer(or in line with) to their chronological age. • Prior learning and interventions will have taken place to ensure gaps in phonic and spelling knowledge have been addressed.
D.	<p>Parental engagement in target children's homework improves which will be measured through completion of homework, reading records and outcomes for pupils as part of the school monitoring process.</p>	<ul style="list-style-type: none"> • Homework is completed each week • Technological devices loaned by the school allow for PP children to access learning and homework tasks • Children are read with regularly and parental comments seen in reading records. • Spellings scores improve • Outcomes for pupils improve
E.	<p>Parental conferences with parents of pupil eligible for pupil premium funding will show that they are clear how their funding is spent.</p> <p>Qualitative data will be collected through conferencing.</p>	<ul style="list-style-type: none"> • Parental support will be given to pupil premium children enabling equality for all pupils to take part in residential visits and trips. • Parents experiencing financial hardship will be supported to provide opportunities for their children.

Planned expenditure					
Academic Year	2020-2021				
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase outcomes for pupils in Reading, Writing and Maths	<p>Subject leaders will support class teachers in the provision to target the focus children through quality first teaching and differentiated inputs. In particular, focus needs to be on more able pupils.</p> <p>Diagnostic analysis of the children’s reading, writing and/or maths will take place and targets set to ensure progress.</p> <p>Team teaching, focus group teaching and lesson study approach to be used to support teaching and learning.</p> <p>Review the deployment of teaching assistants regularly to support learning and ensure impact on outcomes.</p>	<p>The school closure as a result of COVID-19 has resulted in some children not making expected progress in core subjects.</p> <p>Current classroom practice does not always facilitate every child been worked with in English and Maths which is resulting in some children not meeting the expected standard or making accelerated progress.</p> <p>Opportunities for more able pupils to have new learning first would support progress of more able pupils as well as enabling consolidation time for children WTS or EXS.</p> <p>QLA needs to be used more to identify areas to be addressed to accelerate progress.</p> <p>Some PP did not meet EXS last year but did make progress towards the standard. Some EXS children could potentially achieve GDS and need to be targeted.</p>	<p>Subject leaders, through CPD and team teaching will focus on supporting teachers with their planning and provision through differentiated inputs.</p> <p>This will be monitored through learning walks, team teaching, target group work, progress meetings, Question Level Analysis and also book monitoring.</p> <p>Interventions for target children will be delivered by trained teaching assistants.</p>	<p>Jayne Narraway/Jess Toone (English) John Duckett (Maths)</p> <p>Debbie Conreen (interventions)</p>	<p>Dec 2020 March 2021 July 2021</p>
Increase reading speed in children to	Continue to use Reading Plus across	With an increase of 45% word	Daily timetable	Jayne Narraway	Dec 2020

enable them to access age related expectations in reading.	<p>all KS2 cohorts.</p> <p>Identify target children</p> <p>Daily timetable for access and communication with parents</p>	<p>count in the KS2 SATs 2019, this shows the importance of reading speed to ensure the children can access the test.</p> <p>Children also enjoy using online/electronic devices and this will engage more learners in reading.</p> <p>Children who are WTS in reading have a low reading speed when observed. They require constant practice and a need to read regularly. Reading Plus tracks the progress of the children and the school can measure progress over time.</p>	<p>for access to Reading Plus.</p> <p>Initial assessment by Reading Plus Consultant. Diagnostic and progress reports on a half termly basis.</p> <p>Monitoring of usage and engagement of pupils. Remove any barriers towards the children using Reading Plus.</p> <p>House Points to be given to pupils for taking the responsibility to go on Reading Plus outside of school.</p>	and Debbie Conreen	March 2021 July 2021
<p style="text-align: right;">Total budget cost</p>					£4000

Review Term	Impact							Lessons Learned	RAG
Autumn Term 2019	Reading	September 2020		December 2020		+/-	+/-	<p>Reading</p> <p>An increase in the use of Reading Plus was needed to support the children accelerating their reading speed. The timetable worked well and the Year 6 team introduced a reward system which was used to motivate the children.</p> <p>Some work is needed on parental engagement with Reading Plus but this could be linked to internet access and devices.</p> <p>Writing</p> <p>The bridging units for KS2 worked well and will be something to consider for the future following the summer holidays. Going forwards, somethings needs to be done to ensure that the children maintain their understanding of spelling and grammar which can then be later applied into their writing.</p>	
		EXS+	GDS	EXS+	GDS	EXS+	GDS		
	Reception	40%	20%	53%	20%	+13%	=		
	Year 1	38%	*	50%	4%	+12%	+4%		
	Year 2	31%	16%	55%	22%	+24%	+6%		
	Year 3	28%	*	44%	22%	+16%	+22%		
	Year 4	53%	19%	69%	31%	+13%	+12%		
	Year 5	51%	23%	52%	23%	+1%	=		
	Year 6	57%	20%	76%	30%	+19%	+10%		
	It can be seen that in the Autumn term, the percentage of pupils attaining EXS+ and GDS+ from the September 2020 baseline is relatively a positive picture. Quality first teaching impacted on the children, despite some classes needing to isolate on a number of occasions.								
	Writing	September 2020		December 2020		+/-	+/-		
		EXS+	GDS	EXS+	GDS	EXS+	GDS		
	Reception	23%	3%	29%	12%	+6%	+9%		
	Year 1	33%	4%	50%	4%	+17%	=		
	Year 2	54%	23%	48%	26%	-6%	+3%		
	Year 3	72%	17%	67%	17%	-5%	=		
	Year 4	81%	22%	78%	25%	-3%	+3%		
	Year 5	58%	16%	58%	16%	=	=		

	<table><tr><td>Year 6</td><td>64%</td><td>10%</td><td>69%</td><td>13%</td><td>+5%</td><td>+3%</td></tr></table> <p>It was anticipated that writing would be the area where the children may not have maintained their level of attainment following the lockdown. In Year 2, the dip is linked to the three times the class needed to isolate and in Y3 that is one child due to the small numbers in the cohort. The KS2 bridging units did allow for the children to have a higher baseline than anticipated in September.</p> <table><tr><th>Maths</th><th colspan="2">September 2020</th><th colspan="2">December 2020</th><th colspan="2">+/-</th></tr><tr><td></td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td></tr><tr><td>Reception</td><td>43%</td><td>7%</td><td>47%</td><td>7%</td><td>+4%</td><td>=</td></tr><tr><td>Year 1</td><td>42%</td><td>4%</td><td>41%</td><td>8%</td><td>-1%</td><td>+4%</td></tr><tr><td>Year 2</td><td>23%</td><td>19%</td><td>48%</td><td>26%</td><td>+25%</td><td>+7%</td></tr><tr><td>Year 3</td><td>33%</td><td>*</td><td>77%</td><td>33%</td><td>+44%</td><td>+33%</td></tr><tr><td>Year 4</td><td>50%</td><td>7%</td><td>63%</td><td>13%</td><td>+13%</td><td>+6%</td></tr><tr><td>Year 5</td><td>38%</td><td>26%</td><td>39%</td><td>26%</td><td>+1%</td><td>=</td></tr><tr><td>Year 6</td><td>66%</td><td>27%</td><td>73%</td><td>27%</td><td>+7%</td><td>=</td></tr></table> <p>Quality First Teaching can be seen in his term. Children are making progress in most classes but there is still some work to be done to accelerate progress and ensure mathematics is as strong as hit has been in the past.</p>	Year 6	64%	10%	69%	13%	+5%	+3%	Maths	September 2020		December 2020		+/-			EXS+	GDS	EXS+	GDS	EXS+	GDS	Reception	43%	7%	47%	7%	+4%	=	Year 1	42%	4%	41%	8%	-1%	+4%	Year 2	23%	19%	48%	26%	+25%	+7%	Year 3	33%	*	77%	33%	+44%	+33%	Year 4	50%	7%	63%	13%	+13%	+6%	Year 5	38%	26%	39%	26%	+1%	=	Year 6	66%	27%	73%	27%	+7%	=	<p>Mathematics</p> <p>The focus on arithmetic in the initial lockdown has supported the children in accessing the next year. Reasoning is an area for development across the school.</p>	
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Spring Term 2021	<table><tr><th>Reading</th><th colspan="2">September 2020</th><th colspan="2">December 2020</th><th colspan="2">March 2021</th><th colspan="2">Impact of Spring term lockdown</th><th colspan="2">Recovery since September</th></tr><tr><td></td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td></tr><tr><td>Reception</td><td>40%</td><td>20%</td><td>53%</td><td>20%</td><td>60%</td><td>20%</td><td>+7%</td><td>=</td><td>+20%</td><td>=</td></tr></table>	Reading	September 2020		December 2020		March 2021		Impact of Spring term lockdown		Recovery since September			EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	Reception	40%	20%	53%	20%	60%	20%	+7%	=	+20%	=	<p>Reading</p> <p>Should the nation go into lockdown again, a greater focus on reading sessions, particularly guided reading sessions, will be given to ensure that those children who are more vulnerable have the opportunity for accelerated progress.</p>																																						
Reading	September 2020		December 2020		March 2021		Impact of Spring term lockdown		Recovery since September																																																																
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Year 2	31%	16%	55%	22%	52%	12%	-3%	-10%	+21%	-4%
Year 3	28%	*	44%	22%	39%	11%	-5%	-11%	+11%	+11%
Year 4	53%	19%	69%	31%	72%	34%	+3%	+3%	+19%	+15%
Year 5	51%	23%	52%	23%	45%	23%	-7%	=	-6%	=
Year 6	57%	20%	76%	30%	80%	43%	+4%	+13%	+23%	+23%

It can be seen that the second lockdown impacted on some classes as teachers were having to manage children learning from home and also a high percentage of pupils attending face to face learning as part of the vulnerable and critical worker group.

The period allowed for an impressive increase in the use of Reading Plus by KS2 pupils which impacted on their reading speed and thus ability to access any tests.

KS2 developed the use of Oxford Owls and then Epic where the teachers could allocate their reading books to the children according to their level and also interests.

Writing	September 2020		December 2020		March 2021		Impact of Spring term lockdown		Recovery since September	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reception	23%	3%	29%	12%	40%	3%	+11%	-9%	+17%	=
Year 1	33%	4%	50%	4%	50%	13%	=	+9%	+17%	+9%
Year 2	54%	23%	48%	26%	48%	20%	=	-6%	-6%	-3%
Year 3	72%	17%	67%	17%	39%	11%	-28%	-6%	-33%	-6%
Year 4	81%	22%	78%	25%	69%	16%	-9%	-9%	-12%	-6%

Benchmarking needs to be completed at a faster pace to enable quicker diagnostics of reading needs.

Question Level Analysis (QLA) needs to be a focus to ensure targeted quality first teaching. Reading Learning Walk is timetabled for early in the summer term and CPD has been provided to all staff.

Reading intervention to be put in place in certain year groups to ensure accelerated progress.

Writing

A focus on the application of the spelling and grammar into the children's writing will have an impact on the attainment of the children.

Intervention for phonics and spelling is needed in some classes.

Year 5	58%	16%	58%	16%	55%	16%	-3%	=	-3%	=
Year 6	64%	10%	69%	13%	77%	*	+8%	-13%	+13%	-10%

It can be seen that writing has taken a greater hit in terms of attainment following the Spring national lockdown. However, the implementation of the Spelling and Grammar SOS programme for KS2 has impacted on the children's understanding of SPAG.

Impact of SPAG SOS				
SPAG	Baseline 2020		Spring 2021	
National Ave: 78%	EXS+	GDS	EXS+	GDS
Year 3	22%	6%	33%	11%
Year 4	34%	3%	78%	50%
Year 5	45%	32%	58%	32%
Year 6	70%	20%	87%	30%

SPELLING NA: 12	Average score September 2020	Average score Spring 2021
Year 3	7.3	10.9
Year 4	9.8	14.8
Year 5	7.7	13.7
Year 6	14	15.5

The data above sees the significant increase in the average scale score for spelling which, when applied to the writing, will improve writing outcomes particularly at the EXS level.

Maths	September 2020		December 2020		March 2021		Impact of Spring term lockdown		Recovery since September	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reception	43%	7%	47%	7%	54%	7%	+7%	=	+11%	=
Year 1	42%	4%	41%	8%	38%	4%	-3%	-4%	-4%	=
Year 2	23%	19%	48%	26%	48%	20%	=	-6%	+25%	-6%

SPAG – there needs to be a continued focus on this and then the application into the children's writing in a more consistent manner.

Maths

The misalignment between White Rose Hub and the Nfer test means that the children had not covered what they needed to when taking the tests. This needs to be considered.

Mathematics

The school moved to White Rose Hub to enable the teachers to access materials to support home learning. QLA indicates that

	<table><tr><td>Year 3</td><td>33%</td><td>*</td><td>77%</td><td>33%</td><td>50%</td><td>28%</td><td>-27%</td><td>-5%</td><td>+17%</td><td>+28%</td></tr><tr><td>Year 4</td><td>50%</td><td>7%</td><td>63%</td><td>13%</td><td>47%</td><td>9%</td><td>-16%</td><td>-4%</td><td>-3%</td><td>+2%</td></tr><tr><td>Year 5</td><td>38%</td><td>26%</td><td>39%</td><td>26%</td><td>45%</td><td>19%</td><td>+6%</td><td>-7%</td><td>+7%</td><td>-7%</td></tr><tr><td>Year 6</td><td>66%</td><td>27%</td><td>73%</td><td>27%</td><td>70%</td><td>10%</td><td>-3%</td><td>-17%</td><td>+4%</td><td>-17%</td></tr></table> <p>The Spring national lockdown has impacted on the attainment. The change to White Rose Hub may have had something to do with this. Arithmetic is an area the children have achieved well in and the focus needs to be on reasoning more.</p>	Year 3	33%	*	77%	33%	50%	28%	-27%	-5%	+17%	+28%	Year 4	50%	7%	63%	13%	47%	9%	-16%	-4%	-3%	+2%	Year 5	38%	26%	39%	26%	45%	19%	+6%	-7%	+7%	-7%	Year 6	66%	27%	73%	27%	70%	10%	-3%	-17%	+4%	-17%	as WRH follows a structure and the Nfer tests do not align, the children will not have covered some areas of maths they should have. Going forwards, a greater focus is needed on reasoning to impact on outcomes.	
Year 3	33%	*	77%	33%	50%	28%	-27%	-5%	+17%	+28%																																					
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date																																										
Increase attainment of specific PP children who are below the expected standard in reading, writing or maths. This will ensure better than expected progress for these children. Increase the attainment of PP children with the potential to achieve Greater Depth.	English Bridging Units written for KS2 pupils to support transition back into school and focus on re-engagement with previous learning. Maintain the increase in the hours of the teaching assistant in Y1 to deliver interventions for phonics and reading. Y6 Booster learning sessions at the end of the school day in Reading, Writing and Maths. These will be GDS groups as well as EXS.	None of the cohorts have a significant group of PP children. In many cases, the children are working at different levels of attainment and therefore not be grouped together for targeted support for reading, writing and maths. Targeted support in Y1 and Y6 will improve outcomes for pupils. In addition, writing is an issue in the current Y5 cohort and targeted support here would enable progress in writing to improve through the delivery of a bespoke writing package. After school learning sessions	Interventions times set, delivered and measured for impact through progress data, including age standardised scores and standardised scaled scores. Planning lead by the subject leaders will show focus support for target children based on their needs. Question Level Analysis will show impact	John Duckett , Debbie Conreen and Jayne Narraway	Mid-term progress reviews at the end of each half term. Pupil progress reviews																																										

		<p>will ensure that children are able to achieve EXS or move towards GRDS within the upper key stage two phase thus improving overall outcomes and ensuring progress and achievement for PP children against their peers.</p>	<p>of target support.</p> <p>Log of support will show work completed and applied in children's workbooks.</p> <p>Pupil conferencing and book monitoring will show impact of interventions.</p>		
<p>Reduce the emotional stress of targeted PP children.</p>	<p>SDQs completed at regular intervals of the school year.</p> <p>Support teacher to provide Theraplay to identified children if required and appropriate.</p>	<p>Some children who are eligible for PP have been identified as having social and emotional needs which impact on their learning. The impact of the therapy has been seen to significantly impact not only on the children's emotional wellbeing but on their learning outcomes also. Further work with these children, and those children joining the PP register, will benefit from the therapy.</p> <p>The regulation of children with SEMH will impact positively on those pupils who need to make progress as there will be limited disruptions to learning due to deregulation.</p>	<p>Debbie Conreen to monitor delivery and impact.</p> <p>Children will have early identification by use of SDQs, timetabling will be set to optimise the impact of the therapy. At regular intervals, SDQs to be completed to measure impact as well as pupil conferencing and parental and</p>	Debbie Conreen	<p>Intervention reviews linked to progress meetings.</p> <p>Pupil progress reviews (SDQ scores included in reviews)</p>

			staff voice.		
Resourcing of therapeutic interventions available to PP children.	<p>Continuation of LEGO therapy – two members of staff trained on LEGO therapy and after school club for targeted children delivered.</p> <p>Purchase of more LEGO sets. (£500) Therapy Dog and Reading Scheme to continue.</p> <p>Development of a nurture room (and associated resources) to support the delivery therapeutic interventions:</p> <ul style="list-style-type: none"> • Drawing and Talking • Building skills (LEGO) • Reading/Therapy Dog • Theraplay • Regulation time • Speech and Language 	There needs to be a range of therapeutic interventions which are appropriate for the needs of the pupils. 80% of PP children have experienced SEMH issues at some point and therefore, there needs to be consideration of the type of therapeutic intervention offered.	<p>Theraplay, Reading Dog, LEGO therapies timetable established in Autumn 2020 and reviewed half termly for impact.</p> <p>Pupils identified by Autumn 2020 and parental consent obtained.</p> <p>Baseline established for intervention.</p> <p>Intervention carried out and progress measures seen from baseline.</p>	Jayne Narraway and Debbie Conreen	<p>Intervention reviews linked to progress meetings.</p> <p>Pupil progress reviews (SDQ scores included in reviews)</p>
Total budgeted cost					£15, 484
Review Term	Impact	Lessons Learned			RAG
Autumn Term 2020	<p>As a result of COVID-19, it became apparent that our PP children may require more support for the mental health and wellbeing. Part of the PP funding and also the Catch-up funding was used to develop 'The Nest', a place for children to have their therapeutic interventions.</p> <p>The booster sessions at the end of the day in Y6 have positive impacted on the children's attainment, setting them in good stead for the year ahead.</p> <p>KS2 writing bridging units impacted positively on the children's outcomes at the end of Autumn.</p> <p>74% of Y2 made the expected standard in phonics in December.</p>	COVID restrictions and guidelines made it particularly difficult for the trained staff to be aligned with the children who needed the interventions.			

Spring Term 2021

The national lockdown and the COVID restrictions made the delivery of interventions very difficult. The sensory/nurture room (The Nest) is set up and used for groups of children.

Following the return to school in March, the Nest is now timetabled for speech and language as well as other therapeutic interventions:

- Drawing and Talking
- Nuffield Speech and Language Programme
- Read2Dog

Children with 'Big feelings' use the space for regulation time as part of their personalised learning.

Theraplay is working well for the children who require it and the staff are seeing a reduction on the children's dysregulated behaviour.

SDQs have been completed for the start of the Summer term to support the measuring of impact of therapeutic interventions.

READING	Number of children	ATTAINMENT			PROGRESS		
		WTS%	EXS+%	GDS%	% NOT ON TRACK TO MAKE EP	% ON TRACK TO MAKE AT LEAST EP+	% ON TRACK TO MAKE BEP
RECEPTION	7	57%	43%	14%	*	100%	29%
All	23	40%	60%	20%	20%	80%	27%
YEAR 1	3	67%	33%	*			
Non PP	22	56%	44%	20%			
YEAR 2	6	83%	17%	17%	83%	17%	*
Non-PP	18	48%	52%	12%	42%	58%	*
NATIONAL 2019	Disadvantaged		79%	28%			
	All Pupils		76%	25%			
YEAR 3	4	100%	*	*	*	50%	*
Non-PP	14	61%	39%	11%	50%	50%	13%
YEAR 4	4	25%	75%	25%	25%	75%	*
Non-PP	28	28%	72%	34%	25%	75%	13%
YEAR 5	7	71%	29%	*	14%	86%	*
Non-PP	24	55%	45%	22%	35%	65%	3%
YEAR 6	4	50%	50%	25%	*	100%	*
Non-PP	26	20%	80%	43%	10%	90%	30%
NATIONAL 2019	Disadvantaged		71%				
	All Pupils		71%				

The school needs to look at how to maintain interventions for the pupils who need it should there be a national or localised lockdown in the future.

Following their high number of isolation periods, more focus is needed to accelerate the phonological awareness of the pupils in Year 2 who did not meet the expected standard in phonics in December. Intervention is set in place to ensure progress is made.

Should a national or localised lockdown be implemented, a target group for guided reading, maths and phonics is to be set up to support children to facilitate progress.

WRITING	Number of children	ATTAINMENT			PROGRESS		
		WTS%	EXS+%	GDS%	% NOT ON TRACK TO MAKE EP	% ON TRACK TO MAKE AT LEAST EP+	% ON TRACK TO MAKE BEP
RECEPTION	7	71%	29%	*	*	100%	14%
Non-PP	23	57%	43%	3%	10%	90%	20%
YEAR 1	3	67%	33%	*			
Non-PP	22	48%	52%	12%			
YEAR 2	6	67%	33%	17%	33%	67%	*
Non-PP	18	52%	48%	20%	37%	63%	4%
NATIONAL 2017	Disadvantaged		72%	18%			
	All Pupils		68%	16%			
YEAR 3	4	100%	*	*	50%	50%	*
Non-PP	14	61%	39%	11%	33%	67%	6%
YEAR 4	4	50%	50%	25%	25%	75%	*
Non-PP	28	31%	69%	16%	19%	81%	*
YEAR 5	7	71%	29%	*	14%	86%	*
Non-PP	24	45%	55%	16%	19%	81%	6%
YEAR 6	4	75%	25%	*	*	100%	*
Non-PP	26	23%	77%	*	30%	70%	3%
NATIONAL 2017	Disadvantaged		76%				
	All pupils		76%				

MATHS	Number of children	ATTAINMENT			PROGRESS		
		WTS%	EXS+%	GDS%	% NOT ON TRACK TO MAKE EP	% ON TRACK TO MAKE AT LEAST EP+	% ON TRACK TO MAKE BEP
RECEPTION	7	85%	15%	14%	*	100%	14%
Non-PP	23	44%	56%	7%	*	100%	10%
YEAR 1	3	67%	33%	*			
Non-PP	22	72%	28%	4%			
YEAR 2	6	83%	17%	17%	67%	33%	*
Non-PP	18	44%	56%	20%	29%	71%	8%
NATIONAL 2017	Disadvantaged		79%	23%			
	All Pupils		75%	21%			
YEAR 3	4	75%	25%	*	25%	75%	*
Non-PP	14	45%	55%	28%	33%	67%	13%
YEAR 4	4	75%	25%	*	50%	50%	*
Non-PP	28	37%	63%	9%	44%	56%	*
YEAR 5	7	71%	29%	*	14%	86%	*
Non-PP	24	55%	45%	19%	45%	55%	13%
YEAR 6	4	75%	25%	*	*	100%	*
Non-PP	26	26%	74%	34%	17%	83%	7%
NATIONAL 2017	Disadvantaged		75%				
	All pupils		75%				

It can be seen that there is no evidence to suggest that the PP children were more disadvantaged than those who were not PP. Where some classes are below, it is linked to a high percentage of PP children also being SEND.

It must also be noted that none of our disadvantaged pupils make a meaningful group in any cohort.

Summer Term
2021

Other Approaches

Desired outcome

Chosen action/approach

What is the evidence and rationale

How will we ensure it

Staff lead

Review date

		for this choice?	is implemented well?		
Increase phonological awareness and spelling in Year 1 and Year 2 so that children meet the expected standard.	Deployment of teaching assistant to deliver additional 'top up' phonics sessions (2 x 30mins per week totalling £2,418)	100% of PP children in Y1 achieve the phonics screening check.	Timetabling set and member of staff is highly trained in delivery of phonics. Progress measured each half term by Leading Practitioner.	Jayne Narraway, Lauren Igglesden and Jessica Toone	Termly updates in line with pupil progress meetings.
All PP children have access to enrichment activities, uniform and trips/residential.	£50 voucher for all PP children towards uniform and trips. (£950) Residentials to Beeston, Kingswood and Arete are paid for by school. (£1,740) School trips are subsidised (£1,140)	Some families need subsidies for uniform and trips. This also acts as an incentive to other parents to apply for FSM. Parental conferences at parents' evening (introduced 2017-2018) showed that 73% of PP families are experiencing financial hardship and that paying residentials and trips in particular was impacting on their family budget and the emotional wellbeing of the members of the family.	BH to send out letters and information at the start of the year. Financial planning clear for all year groups of trips and residential. BH to send out statement of how much left at the end of each term to parents. Letters to be reviewed for residentials and trips to PP children to highlight that the school will subsidise the visits.	Jayne Narraway/Bev Heath	Termly pupil premium report meetings.
All PP children to have access to digital devices to enable them to access homework and online learning via Google Classroom.	Purchase of 19 chrome books to be loaned to the children.	Many of our PP children did not have access to devices during lockdown and as such they were not able to access learning in the same way other children were. Also, when returning to school and the introduction of online homework and the potential for remote learning, purchasing devices was a viable option.	All PP children have access to devices equal to their peers and are able to participate in homework and remote learning as there is not a barrier to them accessing the resources.		
Total budgeted cost					£10,071

Review Term	Impact	Lessons Learned	RAG
Autumn Term 2020	74% of our Year 2 pupils achieved the expected standard in phonics in December. Of those 7 children not achieving the standard, three were on the cusp of achieving it (one mark difference).	Phonics champion to be established in the school. It was clear that the likelihood of the children being able to go on trips and residential visits was slim and as such the funding was reallocated to the additional devices for children to access remote learning if needed.	
Spring Term 2021	<p>Progress in phonics in Y2 has not had the desired effect and as such further work is needed to accelerate progress of these pupils who have had fractured phonics sessions due to the initial lockdown, periods of isolation and also a further national lockdown. It is anticipated that 92% of the current Y2 cohort will achieve the expected standard by the end of Year 2 (using previous screening materials).</p> <p>Phonics screening shows that 47% of pupils in Year 1 would achieve the expected standard for the end of Year 1. Target children have been identified for additional phonics support in the summer term.</p> <p>The parental survey to analyse which children had devices at home allowed the school to identify which children did not have a device to access home learning. As a matter of priority, all PP children were provided with a device to use at home as part of their homework and allow access to Google Classroom. As a result of this, in terms of engagement, there was no variation in the level of engagement between the PP children and their peers.</p>	<p>Support NQT in the delivery of phonics following assessment of the children. Redeployment of HLTA to ensure provision is of high quality.</p> <p>The fact that during the numerous isolation periods and also the national lockdown, the focus remained on phonics has impacted positively on the children.</p>	
Summer Term 2021			
Overall cost			£29,555

Additional detail

- Some of the Catch Up funding received by the DfE will be linked to the nurture room and also the provision of devices to support homework and online learning.
- Autumn 2020 – over the course of the Autumn term, there has been a rise in the number of pupils who are eligible for benefit-related FSM. Although these children will not show in the school budget until the next financial year, they will be included in the provision for devices.
- The focus on the nurture room and the devices is to ensure there is a legacy of support for Pupil Premium children.