



## **Impact of Pupil Premium Expenditure 2019-2020**

### **Key priorities:**

- Our core aim is to raise the attainment and progress of Pupil Premium pupils so that their performance compares favourably with Non-Pupil Premium peers.
- Address the inequalities in education of pupils from low-income families and raise the attainment of these pupils.

### **What we expect to see:**

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress
- Close attainment gaps relative to school averages
- Enhance reading, writing, mathematics and communication skills
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- Support pupils in becoming aspirational, confident and successful learner

### **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 '20 our priority was 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 Early Help services, pupils who were young carers and those with key worker parents.
- Home learning was sent out throughout the closure period. This ensured a link to the key areas of learning and offered online provision for some elements of the curriculum to maintain specific links with the curriculum in place eg; PowerMaths.
- For families that were struggling with technology, paper packs of home learning were printed and shared with families.
- Fortnightly phone calls to all families were made by the class teachers.
- Weekly, additional pastoral support phone calls made to key families.

- When it was safe to do so, home visits were carried out to some of our most vulnerable families to check on welfare.
- Full provision of FSM vouchers.
- Re-opening to school to Reception, Year One and Year Six in line with national guidance.
- Signposting, and in some cases issuing additional family support such as; food bank vouchers, outreach services and/or community services.

### Teaching and Learning Support including Leadership and management

- Teaching & Learning Networks
- Improving Teaching Programme
- NQT Teaching Programme
- Power Maths Materials and Resources
- Purchase of class reading texts so all children have their own copy for each topic.
- Purchase of quality home reading books.
- Support from Dorset Reading Partners for reluctant readers
- Purchase of Reading Plus intervention

Support and challenge to leadership at all levels from Director of Primary Education (NLE)

Support is provided for all children through quality first teaching and excellent support staff.

Clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, the role includes:

- Leadership and management of an intensive identification progress
- Rigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place on a half termly basis with the Associate Principal and fortnightly within year teams.
- Reviewing the impact of all provisions and interventions that are in place on a half termly basis.

Outcomes

All formal assessments cancelled due to Covid-19 lockdown.

Quality of Teaching rose: 90% Good+

In year progress PPG during first half of the year:

**Reading**

Years R-5 = 88% compared to 87% Non-PPG

**Writing**

Years R-5 = 75% progress compared to 85% Non-PPG

	<p>Maths coverage was not enough in Power Maths prior to Covid-19 lockdown to gain accurate progress data.</p> <p><b><u>Yr 6: End of Year Expectations as of Feb</u></b></p> <p>Reading: Baseline 16% Feb 41% +25% Compared to +20% All pupils</p> <p>Maths: Baseline 16% Feb 25% + 9% Compared to +11% All pupils</p>
Actions for 2020-21	<p>Ensure rapid catch up in core learning through use of PPG funding.</p> <p>Develop use of effective intervention, tracking progress of all groups.</p>

### **Pastoral, mentoring and well-being support**

One to one and small group support for pupils with emotional, social and attachment difficulties, including:

- Emotional Literacy Support
- Key Worker Scheme
- Attendance Support for parents
- Key intervention programmes such as Talking & Drawing
- Profiling and assessment tools
- Support to improve attendance of individual pupils and families including subsidising Breakfast Club and After School Care Club.
- Pastoral support through Pastoral Lead and Inclusion Lead

Outcomes	<p>Attendance September – March:</p> <p>All pupils:97%</p> <p>PPG:97%</p> <p>Non-PPG:97%</p> <p>Difference: 0</p>
Actions for 2020-21	<p>Continue to work on persistent absence of PPG pupils.</p> <p>Prioritise PPG pupils for high level interventions.</p>

## **Intervention support groups**

An in depth programme of intervention support groups, this includes:

- Pupils not making the expected progress in English and Mathematics
- Pupils with social communication barriers
- Pupils with speech and language difficulties
- Pupils with very low reading ages
- Pupils experiencing reading and writing difficulties
- Extended schools programme

Outcomes	All formal assessments cancelled due to Covid-19 lockdown.  RWInc Phonics and Intervention began.
Actions	Continue to work on closing the gap between PPG and Non-PPG attendance  Prioritise PPG pupils for high level interventions.

## **Enrichment**

- Subsidising educational visits (including residential trips) and paid for after school clubs for children eligible for the pupil premium grant.
- Sporting teams in place and extra-curricular events attended.

Outcomes	After school clubs up take was high.  30% of pupils who represented the school in Sporting events were PPG pupils.
Actions for 2020-21	Develop greater up-take of enrichment activities for all PPG pupils through both school based enrichment as well as additional extra-curricular events.

## **Priorities for 2020-2021**

- Develop class -based action research and coaching to improve teaching & learning.
- Develop role of middle leaders to track progress of all groups in order to close the gap.
- Targeted interventions for speech and language.
- Targeted support for pupil well-being/mental health
- Development of zones of Regulation to strengthen PSHE curriculum.
- Develop greater opportunities for PPG pupils to take part in a wide range of extra-curricular activities.