

Pupil Premium Budget allocation and Impact Review 2020 - 2021

Overview of Pupil Premium Grant (PPG) received	
Total number of pupil eligible for PPG	174 pupils (3 of which are looked after children – LAC)
Amount of PPG received per pupil	£1345 (amount per pupil) (£2,345 LAC)
School population	Based on 409 (inc Nursery) 43%
Total amount of PPG received	£229,995 + £7,035 = £237,030

Below is the breakdown record of Pupil Premium Grant spending per project/item linked to 3 areas of the School Improvement Plan: improving standards with an emphasis on reading; early intervention and reducing gaps for key groups. The number in the first column links to the table above to help identify where the support has been allocated.

Please note this is subject to change depending on the needs of the pupils which is monitored closely throughout the year.

Area of expenditure	Spend	Predicted impact	Summative impact (to be completed September 2021)
Teaching			
iPads for children and training for staff members	£20,000	<ul style="list-style-type: none"> Developing speaking and listening. Raising attainment Developing key vocabulary Developing home learning in the event of another Covid-19 outbreak Staff CPD to maximise effective use of iPads 	<ul style="list-style-type: none"> 60 iPads purchased for pupils in Y5. Y5 have got to the point where they are now paperless. Improved teaching and learning. Improved engagement Improved behaviour for learning. All staff have had iPad training from Apple. Some staff members have become Apple Teachers. Apple project plans in place for the next academic year.
Developing feedback	£5,000	Reduction of staff workload including: <ul style="list-style-type: none"> Developing feedback Reducing marking Training Comparative judgement writing CPD to support implementation of feedback strategy and policy across school.	<ul style="list-style-type: none"> New Feedback policy has been written by SLT and SLG. Workload has been reduced. Feedback is more purposeful.

			*Comparative judgement has not been launched due to pandemic. This has been agreed in assessment forum to be rolled out in the next academic year.
Targeted reading support	£10,000	<ul style="list-style-type: none"> • All children assessed and reading accurately levelled books results in improved progress in reading fluency • Children have access to a wide range of books at their level so children are more engaged in reading and enjoy books they are reading at home • Targeted reading and phonics interventions for children not meeting expected standard improves progress of these children and closes the gap • Lexia intervention 	<ul style="list-style-type: none"> • All children have access to a wide range of colour level books to take home. • New library has been stocked with books set out in genres. • Continued progress in reading seen in Y6 based on estimated figures. • Phonics tutoring used for targeted children in Rec, KS1 and KS2 which improved children's confidence in applying phonics. • Phonics tutoring has been delivered throughout lockdown using the School Cloud Online system.
Additional support in Early Years	£12,000	<ul style="list-style-type: none"> • Increased progress and attainment of targeted pupils resulting in increased GLD outcomes • Provide early intervention • Develop basic literacy and numeracy skills • Individualising support • Development of early language and building friendships 	<ul style="list-style-type: none"> • Progress and attainment has been evident in EYFS despite National lockdown. • Despite the pandemic, 51% of children were estimated to have achieved GLD. • NELI training has taken place and EYPs have been delivering the intervention which has had a positive impact on vocabulary. • All pupils that took part in the NELI intervention made at least one age band of progress. • Word Aware and Concept Cat strategies have been used to develop vocabulary. • Targeted phonics groups have ensured a high

			<p>percentage of pupils have remained on track throughout the academic year.</p> <ul style="list-style-type: none"> • Lead teacher for Maths is teaching in EYFS and has taken part in the Mastery Readiness Programme ensuring basic number has been developed.
Recruitment and retention	£10,000	<ul style="list-style-type: none"> • High quality CPD for staff • Promotional videos for Nursery and school. • Increasing pupil numbers in Nursery • Recruitment of new staff members • Admissions being completed 'in house' 	<ul style="list-style-type: none"> • Promotional video is on the school website. • Higher percentage of applicants for all positions advertised. • All applicants have commented on the promotional video and the ethos of the school. • In house admissions have been managed well and the school has seen a steady increase in the number on roll over the course of the year. • Nursery applications have increased over the academic year.
Targeted Academic Support			
Booster for key year groups e.g Tutor and booster groups, Online tuition, Revision books, breakfast for Y6 SATs and Lexia	£30,000	<ul style="list-style-type: none"> • Maximise learning time through after school provision • Raise attainment and progress • Close the gap following Covid-19 crisis • Development of English and Maths through gap analysis, addressing misconceptions and SATs revision 	<ul style="list-style-type: none"> • Positive impact, however Y6 pupils did not take their SATs due to COVID-19. • Teacher assessment has shown positive results despite the National Lockdown.
3 teacher model in Year 2 and 6	£20,000	<ul style="list-style-type: none"> • Smaller groups for targeted teaching which improves outcomes for all children • Raising attainment so more children achieve combined at end of KS2 	<ul style="list-style-type: none"> • Positive impact, however Y2 and Y6 pupils did not take their SATs due to COVID-19. • Teacher assessment has shown positive results despite the National Lockdown. • Fluidity of groups and continual progress meetings meant pupils

			were able to perform to their highest ability.
Additional Needs Group	£5,000	<ul style="list-style-type: none"> To support children with Special Educational Need To improve the learning experience for pupils that are unable to access learning in their classroom environment Increased confidence, more positive attitude towards learning 	<ul style="list-style-type: none"> Nurture room set up and resourced to ensure high need SEN pupils with an EHCP are able to access learning and resources at their level. Staff have had training in Attention Autism and Sensory Stories to support pupil learning. Sensory room set up and resourced as a space for pupils to access learning at their level.
Family support delivered by a variety of stake holders	£20,000	<ul style="list-style-type: none"> Supporting families with a wide range of difficulties including: additional meetings, referrals for early help and targeted parent workshops Improve school-parent relationships Improve attendance Access to computers and internet to support with year 7 applications Target families for workshops to support learning 	<ul style="list-style-type: none"> Trust Community Engagement Officer working at school one day a week, providing support for vulnerable children and families. Positive relationships have been formed and the early help process has been utilised. 96% of year 6 children had a secondary school place. Attendance was at National prior to the January National Lockdown. Attendance has continued to be positive since returning to school in March.
Behavioural and well-being support	£10,000	<ul style="list-style-type: none"> Increased number of pupils who are just below the CSC threshold which then falls at school level. Support for vulnerable pupils that have not been in school due to the Covid-19 pandemic. Improving the well-being of pupils and therefore improving learning outcomes Yoga for kids – after school club 	<ul style="list-style-type: none"> Worry boxes implemented across the school. Outdoor environments and equipment have improved pupil well-being. Book of beasts intervention being led by Community Engagement Officer. Connected Communities training undertaken by

			SENCo and PSHE Leader, identifying early childhood trauma. This project will take place in the next academic year.
Wider strategies			
Local Authority attendance officer and School Attendance Officer	£40,000	<ul style="list-style-type: none"> • Targeting/supporting families to result in improved attendance and punctuality in order for pupils to improve progress and attainment • Reduction of persistent absence in order to improve progress and attainment • Development of attendance officer role including support and training 	<ul style="list-style-type: none"> • Attendance was at National prior to the January National Lockdown. Attendance has continued to be positive since returning to school in March. • LA attendance officer bought in to support school attendance officer.
Subsidised trips	£10,000	<ul style="list-style-type: none"> • Increased self confidence • Greater independence • Better team working, collaborative and improved social skills • Extending experiences offered to vulnerable pupils • Improving knowledge and understanding of the world • Deepening school learning • Links to local area. • Links made with new curriculum offer 	<ul style="list-style-type: none"> • Trips were minimised due to COVID-19. • Trips that were able to go ahead either side of the lockdown, were linked to curriculum and had a positive impact on work in class.
Year 6 residential subsidised payments	£2,000	<ul style="list-style-type: none"> • Increased self confidence • Better team working collaborative and improved social skills • Extending experiences offered to vulnerable children 	<ul style="list-style-type: none"> • Year 6 residential was unable to go ahead due to COVID restrictions, however a one day visit to the centre took place in June 2021. • This was a really positive experience for all of the Year 6 pupils that attended. • The day trip had a positive impact on pupil attitudes, which was visible in their academic and social behaviours.
Reading workshops for every year group and targeted groups of children and free books	£1,000	<ul style="list-style-type: none"> • To support home reading • Support parents in helping children read at home • Improving parent school relationships 	<ul style="list-style-type: none"> • Bedtime books purchased for children to take home weekly to share with parents. Children and parents are engaging with the books.

		<ul style="list-style-type: none"> • Developing oracy and talk • Improving pre-phonics skills in young children • Engaging children in reading daily with school competitions 	<ul style="list-style-type: none"> • Children talk more confidently about books using vocabulary learnt from word aware programme • Some reading workshops delivered but further ones cancelled due to COVID-19.
Subsidised after School clubs	£4,000	<ul style="list-style-type: none"> • Increased self confidence • Better team working collaborative and improved social skills • Extending experiences offered to vulnerable children • Learning new skills. • Purchasing of board games to improve social skills – cultural traditions – British Values. 	<ul style="list-style-type: none"> • Wider range of after school clubs on offer after the National Lockdown. • Clubs were planned to develop academic attainment and social skills. • Clubs on offer range from board games to reading for enjoyment, along with sport and singing.
Extra curricular experiences – <i>Voice in a Million</i> , School pantomime	£5,000	<ul style="list-style-type: none"> • Children have exposure to new experiences to develop their cultural capital. 	<ul style="list-style-type: none"> • School pantomime at Christmas had to be virtual due to COVID-19, however it was exciting and engaging. This incorporated British Values through exposure to cultural traditions. • Voice in a Million was prepared for however it was unable to go ahead due to COVID-19
Subsidised breakfast club	£5,000	<ul style="list-style-type: none"> • Improving attendance and punctuality • Supporting working parents • Improves social skills • Pupils have a good start to the day with a healthy breakfast • Pupils take part in a range of enrichment activities 	<ul style="list-style-type: none"> • Attendance remained consistent up until COVID-19 lockdown. • Numbers using breakfast club have increased. • Pupil voice is positive and demonstrates enjoyment.
School Library	£10,000	<ul style="list-style-type: none"> • Development of library to promote reading widely and often • Shared space for pupils to develop a further love of reading 	<ul style="list-style-type: none"> • A brand new library was installed during the February half term of 2021. • The books have been placed in genres so that pupils are able to discuss these with confidence.

			<ul style="list-style-type: none"> The library is timetabled for all year groups.
KS1 outdoor area	£10,000	<ul style="list-style-type: none"> Development of outdoor area to support transition from EYFS to KS1. A high number of pupils that may have been effected by the COVID-19 pandemic and not accessed learning may need the outdoor provision to support learning. 	<ul style="list-style-type: none"> Due to COVID-19 restrictions, this area has not been developed during this academic year, however it is in our plans for development over the summer holidays.
Forest Schools	£5,000	<ul style="list-style-type: none"> Development of Forest Schools Staff trained as Forest School leaders. Development of outdoor environment to improve teaching and learning experiences 	<ul style="list-style-type: none"> Nursery teacher has completed first stages of Forest school training. School has worked with a Headteacher from outside of the Trust to develop an action plan. Forest School area has been identified. Shelter has been purchased and built. Plans in place for outdoor learning to begin in the next academic year.
Fruit/Milk	Free plus enhanced provision £3030	<ul style="list-style-type: none"> Removing hunger as a barrier to learning Pupils have access to healthy food and drink 	<ul style="list-style-type: none"> Children were more engaged in lessons as their basic needs were met. Breakfast provided to those children who arrived having not eaten.