

Pupil Premium Expenditure and Impact Report 2020-21



PUPILS ELIGIBLE FOR PP GRANT	AMOUNT OF PP
134 Pupil Premium	£180,230
21 EY Pupil Premium	£ 5,501
Total	£185,731

SUMMARY OF SPENDING	ESTIMATED AMOUNT	ACTUAL SPEND
1. Developing oracy, language vocabulary and communication skills Including written communication.	£48,550	£57,867
2. Developing pupils' cultural capital experiences and understanding of the world	£29,250	£96
3. Developing reading comprehension, including inference skills and reading fluency	£30,380	£42,989
4. Successful integration for the mobile population	£32,825	£26,448
5. Developing the whole child by promoting personal development and teaching pupils how to stay physically and mentally happy	£9,887	£5748
6. Improving attendance and punctuality	£29,696	£32,051
Total	£180,588	£165,199
Total Pupil Premium funding received; £185,731		

IMPACT

End of year data is not available for this academic year because of the partial school closure due to the Covid-19 pandemic.

PRIORITY 1

- Teaching Support Assistants deployed to pre-cue vocabulary using strategies such as 'Word Aware' across the curriculum, to support Quality First Teaching with groups of children in Guided Reading, Read, Write Inc phonics and spellings and when writing using the Talk for Writing sequence. TSAs also delivered interventions such as Inference, daily reads, Read, Write Inc phonics 1:1 interventions and SOS spelling. TSAs supported children new to English following the Racing into English programme. The impact can be seen in the increase in school data, children's reading ages, progress in children's books, in Nassea EAL assessments and in pre and post intervention test scores.
- Collaboration with the Speech and Language service and the Nuffield and Early Talk Boost language intervention in EYFS meant that the 21 children (38%) scoring red in Reception on the Speech and Language screen in September 2020 had reduced to 12 children (22%) by July 2021. Of these 12, 3 were SEN and unable to access the test, one of whom has an EHC and 2 who are now attending alternative provision.
- Quote from Inclusion Assistant who delivers the Inference Intervention - "I really valued the training I had on the Inference Intervention and being able to share this with other staff. I feel that the Inference intervention has made a huge impact to the comprehension skills of the pupils. The way it is delivered means that the pupils break down the text into smaller steps to extract the information, the strategies taught allows the pupils to use their individual learning styles to complete the questions. The pre and post assessments showed accelerated progress after the 12 weeks course. The assessment results were always shared with other members of staff and gave us all a great sense of achievement and job satisfaction."
- Quote from Inclusion leader - "It has been an extremely valuable service being able to work with the Speech and language therapists in the Opportunity Area, their advice and training has really helped us to plan referrals and early interventions".

PRIORITY 2

- Teachers planned a 'wow' each half term children were in school, linked to the Learning Challenge Curriculum and also activities from the Seven Stars Children's Guarantee to provide a hook for children's learning and to increase children's experiences and understanding of the world. Because of the pandemic, we were not able to go out on visits and so there was an underspend in this area. Teachers did, however, provide 'in-house' wows to hook children into their learning, such as hatching out baby chicks in an incubator in Foundation Stage and making a dragon's nest and egg for the children to find in Year 4 as a stimulus for the children's writing.
- Quote from the curriculum leader- "WOWs enhance the curriculum by providing all children with the opportunity to have exciting shared experiences which they will remember forever. They provide children with cultural enhancement which fosters their interests and unlocks their fascination into a subject as well as providing a 'hook' for their learning."

PRIORITY 3

- TSAs supported Quality First Teaching of reading in the classrooms in Read, Write Inc phonics lessons, Guided Reading and with 1:1 reads. They benchmarked children to assess who had made progress and who needed an intervention to support their progress in reading also delivered interventions with 1:1 phonics, daily reads and Inference interventions. The impact can be seen in the increase in children's reading ages.
- NTS reading tests were introduced, replacing GL reading assessments. These are administered termly rather than 6 monthly, are more accurate in terms of reading ages and diagnostic and guide teachers in setting reading targets for individual children.

PRIORITY 4

- In 2020-21, 108 children (23.9%) arrived or left Etruscan. Of these 66 were new to our school, 46 of whom were EAL and 17 were EAL beginners. The inclusion team assessed all children on arrival and planned any necessary interventions, including a language programme if the children were EAL beginners, which were then delivered by TSAs. All new arrivals settled well into school and made at least expected progress according to school data and children's work. Any children needing Learning Mentor support were referred by the class teacher. A part time Learning Mentor supported 41 children in school, 26 (63%) of whom were eligible for Pupil Premium funding. The Learning Mentor continued to support those children and their families who needed it during lockdown. The impact of this work can be seen in individual children's Boxhall profiles and SDQ scores.
- Quote from a Learning Mentor, "I have also completed a **Counselling Course Level 2** which has given me a clearer knowledge and understanding of the skills needed to support children's mental health. This is a valid and important role as Learning Mentor within the school. It has improved the quality of my 1:1 mentoring with specific children. The **Transitions** training I attended has improved my understanding of the need to support pupils' transition from one setting to another, through each year group, from Nurture Group to the classroom and with the big jump from Primary School to High School, also from a home setting to the day at school".
- Flash Academy was introduced to support the language development of children who are new to English and has enabled children new to English to engage in the curriculum. The impact of this can be seen in children's books.
- An adapted version of the Bell Foundation EAL assessment and tracking system was introduced which has led to better tracking of the language development for children with EAL and has supported teachers in identifying next steps for children's learning.

PRIORITY 5

- A Nurture Room was introduced by the Inclusion Lead and a Learning Mentor in autumn 2019, which accommodated 6 of our most vulnerable children, 5 of whom are eligible for Pupil Premium. Children went straight to the Nurture Room upon their arrival at school thus meaning they had a smooth transition from home to school, that their interventions were completed while they were fresh

and feeling secure and that they were ready to transition to their classroom by the second part of the morning. The progress of these children can be seen in their Boxhall and SDQ scores, in their work and in their pre and post intervention test scores. Although the Nurture Provision could not continue in this way post March 2020, the nurture room was used in 2020-21 for individual children who were struggling to adapt to being back in school following on from the lockdowns. They were able to access the provision to calm themselves down, to refocus on their learning and to talk about their worries and feelings in a nurturing space. Altogether 5 children accessed the redacted nurture provision and 31 children received Learning Mentor support. The progress of these children can be seen in their Boxhall and SDQ scores,

- The Inclusion Lead has completed a Senior Mental Health Leads course and regularly attends Senior Mental Health Leads meetings. Information from these meetings is being used to source additional support and resources to support mental health in school.
- The Learning Mentor has attended various online training courses in order to develop a range of strategies to support children's mental health and wellbeing.

PRIORITY 6

- Whole school attendance for the academic year 2020-21 was lower than in 2019-20 and was below the government's target of 96%. The effect of the pandemic on attendance, however, means that the comparison between the two years is not a fair one.
- The Home School Link Worker and Education Welfare Officer continued to track children's attendance and to follow up attendance which was causing concern ie was below 90%. They also tracked children missing education and children who were trapped abroad due to the pandemic to ensure these children were safe.

	Attendance		Religious Observance		Extended Leave (G code)		Attendance Including RO		Attendance Including G code	
	2019-23/3/20	2020-21	2019-23/3/20	2020-21	2019-23/3/20	2020-21	2019-23/3/20	2020-21	2019-23/3/20	2020-21
Whole School (inc. nursery)	94.14%	93.51%	0%	0.97%	0.7%	0.48%	94.14%	94.48%	94.84%	93.99%
Pupil Premium	93.85%	94.49%	0%	0.76%	0.39%	0.53%	93.85%	95.25%	94.24%	95.02%
Non Pupil Premium	94.84%	93.5%	0%	0.76%	0.85%	0.47%	94.84%	94.57%	95.69%	93.97%

EYPP	90.05%	92.36%	0%	0.53%	0%	0.45%	90.05%	92.89%	90.05%	92.81%
Non EYPP	90.86%	89.54%	0%	1.09%	0.80%	0.42%	90.86%	90.63%	91.66%	89.96%