

Pupil Premium Policy & Monitoring Report



Proposed expenditure 2020-21

Closing the Gap Lead: Debbie Harrison

Number of pupils and pupil premium (PP) funding (Jan 2020 census)

Total number on roll	442
Total number of pupils eligible for PP <ul style="list-style-type: none"> • PP and Ever 6 • LAC • Post LAC 	195 7 7
Amount of PP received per pupil <ul style="list-style-type: none"> • PP and Ever 6 • LAC • Post LAC 	£1,320 £2,300 £2,300
Allocated PP	£289,600

Percentage of pupils eligible for PP in each year group

Reception	43%
Year 1	45%
Year 2	43%
Year 3	49%
Year 4	42%
Year 5	44%
Year 6	44%

School leaders carefully monitor PP children as a vulnerable group and direct appropriate provision. It is even more important that these children are supported during this current pandemic after a long lockdown period, and their transition back into school life, and into a new year group.

Provision is reviewed termly and at the end of every academic year to ensure the funding has a positive impact, and the most cost-effective strategies are in place. This report monitors the amount of children accessing additional provision through PP spend and analyses the impact. The possible barriers to learning faced by our PP pupils are as follows:

- Attendance rates need to be at 96% which meets the school target for all children. This needs to be maintained as previously low attendance had reduced their school hours causing them to fall behind on average
- High mobility of pupils in and out of school, as well as a large percentage of children having English as a new or additional language (91%), impacts on consistency in attainment
- Mental health issues. This results in poor concentration and behavioural issues
- Limited range of vocabulary and oracy skills together have a negative impact on speech, language and communication
- Challenging family circumstances, high levels of deprivation and a diverse range of family needs
- Lack of experiences which can have a detrimental effect on academic progress
- Limited understanding of healthy routines (including a nutritious diet) leads to poor health and wellbeing
- Difficulty in completing homework due to a lack of support, resources or parents knowledge in literacy and numeracy
- Being able to access Blended Learning in case of a whole school or partial school closure

We therefore break down the PP spending into three categories:

- Curriculum and Professional Learning
- Social and Emotional Support
- Enrichment Activities

Current Attainment – End of Key Stage 2

	KS2 2017			KS2 2018			KS2 2019		
	PP (School)	non PP (school)	National (all)	PP (School)	non PP (school)	National (all)	PP (School)	non PP (school)	National (all)
% achieving R,W,M combined	46%	63%	61%	50%	58%	64%	42%	59%	65%
% achieved standard in reading	55%	73%	71%	50%	58%	75%	67%	71%	73%
% achieved standard in writing	50%	73%	76%	57%	83%	78%	42%	59%	79%
% achieved standard in maths	59%	53%	75%	70%	54%	76%	73%	71%	79%

As there were no statutory tests in 2020, results from 2019 are used.

The results from 2019 show that attainment gap within school is narrowing between PP and non PP pupils from individual assessment results in reading and writing but a large gap remains with combined results. There is a significant difference between PP and non PP children in writing and this has effected the combined result in both groups. Writing is a whole school priority for 2020-2021 but for PP children, they need to make accelerated progress in writing to bring them in line with their peers within school and also to narrow the attainment gap with national in all three subjects.

Nature of support and spending for 2020-21

Curriculum and Professional Learning

Input (resource and cost)	Desired Outcome	Impact/Evaluation
<p>Ensure that children can access a curriculum that is specifically tailored to allow access for all</p> <ul style="list-style-type: none"> • Wide range of high quality CPD (virtually, or socially distanced) with a focus on the teaching of writing • Release time for leading teachers (supply cover) • Employment of data technician and TLR for Closing the Gap lead (use of school's tracking system to identify vulnerable children's progress) • Termly pupil progress meetings with teachers, closing the gap leader and DHT/HT to monitor attainment and progress (supply cover) • Employment of extra teachers to allow for smaller class sizes. This includes 2 x small nurture classes <p>Cost £190,605</p>	<p>PP to narrow the attainment gap between them and national in reading and writing.</p> <p>All PP can access a curriculum that meets their needs and allows for accelerated progress, especially after a full term of learning was lost during lockdown.</p> <p>Leaders at all levels are able to hold themselves and their teams to account for performance of PP children as a discrete group.</p> <p>Individual PP children identified and targeted for support in their learning or additional needs.</p> <p>Smaller class sizes facilitating greater scope for personalised learning to target gaps in knowledge</p> <p>Smaller teaching 'bubbles' reduces the number of children being in contact with one another, decreasing the amount of children who would have to miss important school based learning in case of 'bubble' closure</p>	<p>No statutory or school data available for 2020-21 due to Coronavirus forced school closures.</p> <p>Pupil progress meetings were held during the autumn term to identify the needs of individuals, and they were targeted in class.</p> <p>When school reopened in March, a further meeting was held to discuss the impact of the second school closure and evaluate individual's online learning. Teachers carried out a formative assessment in reading, writing and maths of children's learning in order to identify gaps and to inform future planning. They sat with each pupil to write individual targets.</p> <p>Smaller teaching 'bubbles' did help reduce the spread of Covid-19, as only children in that bubble had to isolate. Children who isolated, were provided with high-quality online learning from their teachers. This learning was monitored by SLT.</p>
<p>Ensure high quality provision for the teaching of writing across school.</p> <ul style="list-style-type: none"> • Purposeful reasons for writing linked to topics • Memorable experiences to enrich the curriculum and develop oracy (virtual, first hand) • Website subscriptions to specific sites that will engage children in writing • Purchase of bespoke English curriculum package from local area English hub, tailored to the needs of the school 	<p>Children have a range of enriching experiences to support their learning and language development.</p> <p>Teachers have strong subject knowledge and are confident in delivering a consistent, school wide approach to the teaching of writing.</p> <p>Writing standards to increase in an attempt to narrow the gap between PP and non PP, and PP and national.</p>	<p>As strict social distancing measures have been in place and also the Jan – March school closure, visits have been limited to local areas that are within walking distance. Because of this, a subscription for Now Press Play was purchased which brings the curriculum to life through children wearing wireless headphones. Although there is no assessment data available, evidence in books reflects the progress that PP children have made.</p>

<p>Increase opportunities for language and oracy:</p> <ul style="list-style-type: none"> showcase events for parents or other children where children can share their knowledge and learning (e.g using clasdojo) Purchase green screen to enhance class assemblies <p>cost £19,500</p>	<p>PP children are confident when articulating knowledge to an audience. They have a wider range of vocabulary and have an increase in self-esteem.</p>	<p>Year 6 had a residential trip where they carried out outdoor and adventurous activities in order to develop self-esteem, promote teamwork and to have a growth mindset which reflects the principles of the Abingdon ARCH.</p> <p>Weekly ClassDojo assemblies have been used to celebrate individuals who have gained 'Pupil of the Week', and 'Wicked Writer'. They have been used to showcase learning during, or at the end of a topic. Children are keen to share and present to parents which promotes oracy and confidence as well as developing vocabulary, English skills and knowledge of the curriculum.</p>
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Nature of support and spending for 2020-21

Social and Emotional Support

Input (resource and cost)	Desired Outcome	Impact/Evaluation																																					
<p>Maintaining/improving attendance</p> <p>EWO PSA Attendance and data clerks Rewards and incentives</p> <p><i>(Figures used are from 2018-19 as the data from 2019-20 is not a true reflection due to Covid-19)</i></p> <table border="1" data-bbox="113 1447 549 1742"> <thead> <tr> <th colspan="2">Number of PP children with less than 90% attendance 2018-2019</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>1</td></tr> <tr><td>Year 2</td><td>1</td></tr> <tr><td>Year 3</td><td>0</td></tr> <tr><td>Year 4</td><td>3</td></tr> <tr><td>Year 5</td><td>5</td></tr> <tr><td>Year 6</td><td>1</td></tr> </tbody> </table> <p>cost £19,653</p>	Number of PP children with less than 90% attendance 2018-2019		Year 1	1	Year 2	1	Year 3	0	Year 4	3	Year 5	5	Year 6	1	<p>Attendance of PP pupils is at least in line with national – 96%</p> <p>Reduction in the number of PP with less than 90% attendance, especially in Years 5 and 6.</p>	<table border="1" data-bbox="1043 1099 1482 1395"> <thead> <tr> <th colspan="3">Number of PP children with less than 90% attendance 2020-21</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td></td><td></td></tr> <tr><td>Year 2</td><td></td><td></td></tr> <tr><td>Year 3</td><td></td><td></td></tr> <tr><td>Year 4</td><td></td><td></td></tr> <tr><td>Year 5</td><td></td><td></td></tr> <tr><td>Year 6</td><td></td><td></td></tr> </tbody> </table> <p>Attendance will not be taken into account due to school closures and children having to isolate.</p>			Number of PP children with less than 90% attendance 2020-21			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
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<p>Supporting children with social and emotional needs.</p> <p>Independent play therapist THRIVE trained SENDCO Behaviour lead</p> <p><i>(Figures used are from 2018-19 as the data from 2019-20 is not a true reflection due to Covid-19)</i></p>	<p>A reduction in the number of behavioural issues reported.</p> <p>Children able to fully concentrate in class and able to make progress as they have strategies for coping with emotional issues.</p>	<table border="1" data-bbox="1043 1783 1482 2107"> <thead> <tr> <th rowspan="2">Number of children who received support from behaviour lead (2020-21)</th> <th>PP</th> <th>non PP</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year 1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year 2</td> <td>1</td> <td>1</td> </tr> </tbody> </table>			Number of children who received support from behaviour lead (2020-21)	PP	non PP	Reception	0	0	Year 1	0	0	Year 2	1	1																							
Number of children who received support from behaviour lead (2020-21)	PP	non PP																																					
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Year 1	0	0																																					
Year 2	1	1																																					

Year 3	1	1
Year 4	1	0
Year 5	2	0
Year 6	1	1

The number of children who needed support from the behavioural lead has decreased but this could be due to strict social distancing rules as face-to-face meetings were put on hold for the majority of the year.

Number of children who received support for emotional needs for the academic year 2020-21	PP	non PP
Reception	0	0
Year 1	3	0
Year 2	2	0
Year 3	1	1
Year 4	4	0
Year 5	1	1
Year 6	3	1

More children were able to access emotional support through THRIVE and independent play therapist.

Number of PP children with reported behavioural issues (placed on report) 2019-20	PP - 6	non PP - 3
Reception	0	
Year 1	0	
Year 2	1	
Year 3	1	
Year 4	4	
Year 5	1	
Year 6	2	

The number of children who were placed on report has decreased.

Parent workshops were not able to take place.

More PP are regularly accessing and completing homework online.

Number of children currently receiving support for emotional needs	PP	non PP
Reception	0	0
Year 1	0	0
Year 2	0	0
Year 3	0	0
Year 4	1	1
Year 5	1	0
Year 6	2	1

Number of children with reported behavioural issues (2018-19)	PP	non PP
Reception	1	0
Year 1	0	0
Year 2	1	0
Year 3	1	0
Year 4	4	1
Year 5	3	8
Year 6	6	9

cost £25,517

Supporting families with difficult circumstances, challenging situations and helping them to support their children.

Set up and maintenance of long term loan Android tablets for all children in Year 5 (poverty proofing)

PP families engaging with socially-distanced parent workshops and drop-ins to support them in helping children with homework and to keep them safe online.

Increase in PP children completing homework on a regular basis and able to consolidate learning.

<p>ICT technician cost £25,517</p>	<p>All PP children being able to access the school's 'Blended Learning' in case of a whole school or partial school closure.</p>	<p>Over 90% of children accessed online learning during the Jan-Mar school closure. This resulted in fewer PP children falling behind which could have caused a larger gap.</p>
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Nature of support and spending for 2020-21

Enrichment Activities

Input (resource and cost)	Desired Outcome	Impact/Evaluation
<p>To improve levels of pupil health and fitness through working towards achieving the healthy school award. UPS teacher to :</p> <ul style="list-style-type: none"> complete healthy school audit and create action plan liaise with PE leader to develop holistic school approach promote healthy eating through devising a range of class based activities and initiatives throughout the year liaise with kitchen staff to ensure school lunches promote healthy eating introduce new lunch time system which supports the holistic approach to healthy lifestyles promote and monitor the importance of healthy packed lunches <p>cost £5,308</p>	<p>Children understand the importance of leading a healthy lifestyle.</p> <p>Children take ownership of leading a healthy lifestyle.</p> <p>Decrease the proportion of children who are overweight or obese in Year 6 from 39.8% (National Child Measurement Programme 2018) to 20% or less in 2021.</p>	<p>Health ambassadors were chosen by each class. This was a steering committee for school meals based on feedback from children. They would also work as role models for making healthy choices and being active at playtimes. Unfortunately, they have been unable to meet face-to-face due to avoiding 'bubbles mixing'. This will continue next academic year.</p> <p>In June, the Healthy Food leader promoted the 'Eat Them to Defeat Them' campaign where children were encouraged to eat and try vegetables.</p>
<p>To promote good mental health</p> <ul style="list-style-type: none"> Employ a music teacher to visit school once a week <p>Cost £3,500</p>	<p>To promote a love of music and enable pupils to express their feelings and emotions through this.</p>	<p>Music teacher worked with Y4 pupils in Aut 1 and then as an after-school club in the summer term. Y4 teachers have noticed improved confidence in PP children, not only in singing but when answer questions in class, active learning etc. They say that it has helped them in writing/reading lessons too as they have to read lyrics and pronounce words differently so has exposed them to different language or regional accents too.</p>

