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**St Andrew’s Primary School**

**Pupil Premium Strategy 2020/ 2021**

***Policy, Allocation, Spend and Impact***

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The Pupil Premium Grant is additional funding afforded to schools with the objective of **diminishing the difference** that exists between disadvantaged students and their peers.

A student is considered ‘disadvantaged’ and is entitled to the Pupil Premium Grant funding if they are:

* Eligible for Free Schools Meals (FSM) in the last six years; or
* A Child Looked After continuously for 1 day or more; or
* Adopted from care

**Principles**

* Good teaching is the most important tool we have to improve outcomes for disadvantaged
* The development of early reading skills is a major factor in maximising future opportunity
* An engaging and carefully sequenced curriculum can address social disadvantage. The Pupil Premium Grant is an enabling factor, and children who enter school below ARE have the potential to accelerate their progress and attainment to reach the expected standard over time
* All teachers act as champions for Pupil Premium pupils
* All members of staff and governors have responsibility for those pupils recognised as disadvantaged and are committed to meeting their pastoral, social and academic needs
* Every child who is considered disadvantaged is valued, respected and entitled to develop his or her full potential, irrespective of their disadvantage

**Aims**

* St Andrew’s Primary School will ensure that Pupil Premium funding reaches the groups for whom it is intended
* We will ensure it makes an impact on their access to education and their ‘life in all its fullness’, addressing inequalities
* The Pupil Premium Grant will be used to improve the quality of teaching
* The Pupil Premium Grant will provide additional educational support to improve progress, raise achievement, and diminish the difference between the achievement of these pupils and their peers

**Practice**

The Pupil Premium Lead will lead by example to all staff, as a champion for the Pupil Premium group. They will work with the SLT to decide how the Pupil Premium funding will be spent for the benefit of entitled pupils. St Andrew’s will provide effective use of Pupil Premium funding by:

* Ensuring Pupil Premium Grant supports continuous development of the quality of teaching to improve outcomes for all pupils
* Providing evidence based intervention for PPG pupils, including those with high achievement
* Supporting a whole school focus on increasing attendance and positive behaviour for learning

We shall also:

* Make Pupil Premium Grant clearly identifiable within the budget
* Demonstrate accountability to the Governors in its allocation and impact
* Allocate funding following an analysis of the children’s needs
* Publish the impact of Pupil Premium spending on the school website
* Track the impact of provision and impact using the school’s assessment systems

**Provision**

* St Andrew’s uses evidence based research, self analysis, and independent reviews to regularly further develop strategies and interventions, which can improve the progress and attainment of these pupils, and diminish the difference between this group and their peers, over their time at Primary School

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| **Current Y6 PPG cohort – attainment over time**  |  |
|  | **KS1 expected** **Whole year group / PPG group** **ARE%/GD%** | **End Y4 ARE+****Whole year group / PPG group** **ARE%/GD%** | **End Y5 ARE+ Spr 2020****Whole year group / PPG group** **ARE%/GD%** | **Y6 KS2 outcomes 2021 Whole year group / PPG group** **ARE%/GD%** |
| **Reading** | 60%/21.8%**TA - 75%/25%** | 76.9%/23.1% **83.3%/33.3%** | Spring 2 - 75%/42%**Spring 2 -** **75%/41.7%** | Summer 2 - 78%/18%**Summer 2 – 75%/25%** |
| **Writing** | 60%/10.9%**TA - 66.7%/16.7%** | 57.7%/15.4%**66.7%/16.7%** | Spring 2 – 65.4%/42.3%**Spring 2 -** **75%/41.7%** | Summer 2 - 70%/7%**Summer 2 – 83%/16%** |
| **Maths**  | 54.4%/20%**TA - 75%/8.3%** | 73.1%/26.9% **66.7%/8.3%** | Spring 2 – 73.1%/38.5%**Spring2 – 66.7%/25%** | Summer 2 - 70%/13%**Summer 2 – 68%/8%** |

**Pupil Premium 2020/2021: *Allocation, Spend and Impact***

**Pupils numbers used to calculate the Pupil Premium Grant (PPG)**

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| **Allocation** | **2020/2021 Funding** |
| ***Based on the October 2020 School Census*** |
| Pupils in year groups Reception to Year 6 recorded as Ever 6FSM | 73 | 1345.00 |  |
| Looked after children (LAC) | 2 |  |  |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | 0 |  |  |
| Service children | 0 |  |  |
| **Total** | 75 | 105,565 |  |

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|  | Reception  | Year 1  | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **PPG** | **5** | **12** | **16** | **9** | **7** | **9** | **12** |
| PPG and SEND | 0 | 6 | 4 | 4 | 2 | 4 | 1 |
| PPG and EAL | 1 | 1 | 3 | 1 | 2 | 1 | 0 |

**How are we spending the Pupil Premium?**

The school draws on research evidence (such as the Education Endowment Foundation) and evidence from our own experience to allocate funding activities that are most likely to maximise achievement. We recognise that good teaching is a major contributing factor to enabling disadvantaged pupils to achieve their potential and focus on supporting our disadvantaged pupils to achieve the highest levels. We never confuse Pupil Premium with low ability.

**What *are the challenges for the disadvantaged pupils at St Andrew’s?***

* *SEMH needs* ***-*** *Current pupil premium families access our pastoral team (Pastoral Lead , Pastoral Support Assistant and School Counsellor) – 121 support, small group support, family work , counselling, support with housing and finance*
* *Attendance*
	+ *PPG attendance is lower (93.63%) than whole cohort (95.67%) for 2018-19.*
	+ *Persistent Absenteeism is higher for PPG (28.5%) than whole cohort (9.48%) for 2018-19*
	+ *PPG lateness is higher (2.56%) than whole cohort (0.93%) for 2018-19*
* *Lower levels of parental engagement for events such as parent consultations, parent partnership meetings*
* *Reduced engagement with reading, homework and spelling*
* *Low baselines on entry to Reception*
	+ *Last year, 74% of 2019-2020 Reception cohort were assessed as below ARE or at risk of below ARE (30-50months)*
	+ *72% children were identified as below average in speech and language through language Link.*
	+ *This year, 9 additional children (on top of current SALT registered pupils) have been identified with below average speech and language (Language Link assessment)*
	+ *2020-2021 baseline identifies a 53.7% gap in physical development. No children are on track for mathematics and 20% on track for literacy*
* *PPG Boys tend to do less well than PPG Girls in reading and writing and maths*
	+ *Y1-Y6 reading whole cohort 2018-19 68% ARE in reading; PPG boys 44% ARE; PPG girls 70% ARE*
	+ *Y1- Y6 writing whole cohort 2018-19 61% ARE in writing; PPG boys 30% ARE; PPG girls 63% ARE*
	+ *Y1-Y6 maths whole cohort 2018-19 71% ARE in maths; PPG boys 48% ARE; PPG girls 63% ARE*
	+ *2020 - 2021 21/69 chn are PPG and SEND = just over 30% are multi-barrier*
	+ *PPG GD children do not attain as well non PPG GD children*
	+ *Progress is strong for PPG children but overall attainment is low compared to non PPG children*

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| **Overview of Priorities 2019-20 SUMMARY** |  |  |  |
| **TARGETS** | **KPIs** | **Autumn 1 2020 RAG review**  | **Spring 2 2021 RAG review** | **Summer 2 2021 RAG review**  |
| **Priority 1 Attainment and Progress**  |  |  |  |
| Increase PPG cohort attaining GLD at end of Reception  | 100% PPG attain GLD | Aut 2 data drop = 100% PPG chn on track to reach GLD |  | 57% 4/7 chn achieved GLD |
| Close the language gap between PPG and non PPG cohort  | 100% attain communication and language ELG |  |  | Lis – 100%Und – 6/7 86%Spk – 100% |
| Increase % PPG cohort who achieve ARE in early reading skills (in YR R and YR 2) compared to 2018-19 across the school, and against national benchmarks | - 100% attain reading in ELG- 64+% PPG pass YR 1 phonics- Year 2 phonics (Sep 2020) 40% by Dec 2020/80% by June 2021- Year 2 retakes (Y3) – 75%- 60% PPG attain ARE+ KS1 reading | **EYFS – 100% on track****Y1 RWI levels** – 7/11 on track **Y2 Missed Phonic Screening** – 7 not passed **KS1 Reading TA** – 64.7% Spring 2020 / 76.5% Autumn 2020 |  | **EYFS reading** – 71% **Y1 phonics checker** – passed 77% **Y1 reading levels**- 69% at ARE **Y2 reading** – 56%  |
| Increase % PPG cohort across the school who achieve ARE in reading, writing and maths, compared to 2018-19 KS2 PPG chn tracking who did not pass Y1 phonics | Year group targets and KS1 progress tracking.Highly structured interventions | **Aut 2 Data Drop:** **Reading****Term comparison:** **Spr2 20 / Aut2 20**Y1 – 75% Y2 - 64.7% / 76.5%Y3 – 83.3% / 62.5%Y4 – 50% / 33.3%Y5 - 55.6% / 55.6%Y6 – 75% / 83.3%**Writing****Term comparison:** **Spr2 20 / Aut2 20**Y1 – 41.7%Y2 - 47.1% / 76.5%Y3 - 66.7% / 75%Y4 - 33.3% / 33.3%Y5 - 44.4% / 33.3%Y6 – 75% / 83.3%**Maths****Term comparison:** **Spr2 20 / Aut2 20**Y1 - 41.7%Y2 - 70.6% / 88.2%Y3 – 100% / 62.5%Y4 - 33.3% / 50%Y5 - 66.7% / 88.9%Y6 - 66.7% / 91.7% |  | **2018-19 to 2020-21 comparison****Reading****2018-19 / 2020-21**Y1 – 64% / 69%Y2 – 25% / 56%Y3 – 63% / 71%Y4 – 83% / 50%Y5 – 55% / 50%Y6 – 67% / 75%**Writing****2018-19 / 2020-21**Y1 – 61% / 62%Y2 – 20% / 50%Y3 – 38% / 71%Y4 – 67% / 13%Y5 – 46% / 38%Y6 – 67% / 83%**Maths****2018-19 / 2020-21**Y1 – 75% / 62%Y2 – 20% / 69%Y3 – 50% / 71%Y4 – 67% / 13%Y5 – 46% / 38%Y6 – 78% / 67%**Combined****2018-19 / 2020-21**Y1 – 61% / 62%Y2 – 50% / 44%Y3 – 38% / 57%Y4 – 67% / 0%Y5 – 36% / 25%Y6 – 67% / 67% |
| **Priority 2 Equality of Access** |  |  |  |
| Increase opportunities to develop leadership, self esteem and independence skills | Every PPG child has Class Ambassadors (badges and training)Some Y6 roles of responsibility/Pupil Parliament | Every Class has an ambassador.Ambassador training completed. | 20 of 40 school priority places offered during Spring lockdown were declined by PPG families.  | Due to bubble restrictions, the school did not have any visitors which limited class ambassador interactions. To balance this, class ambassadors were introduced to other responsibilities such as pupil voice on marking and feedback and being consulted about the new school uniform. They were also encouraged to support ‘pride in school’ strategies by being given litter picker privileges at playtimes |
| Ensure equality of access to cultural capital activities | 100% attendance on school trips and residentialPPG attendance at clubs is proportionately greater than non PPG cohortCultural capital assemblies | Aut 1 – no clubs runningAut 2 – only 1 club offered PPG%/Non PPG%17 Y2 - 19% / 81%9 Y3 – 25% / 75%6 Y4 – 5% / 95%8 Y5 – 7% / 93%12 Y6 – 24% / 76%Overall 15% PPG attendance at club for Aut 2. Office and teachers worked to encourage children but not all wanted to be part of Dodge Ball club. |  | A small collection of clubs were run during summer term – 3 types available. All PPG pupils were offered one paid club for the term. School trips and payment plans were supported by PPG families who requested support. |
| **Priority 3 Attendance and Welfare**  |  |  |  |
| Increase PPG attendance and persistent absenteeism from 2019 /2020 | PPG attendance is at or above 96% PA is equal to 8% |  |  | Whole School - 95.7%**PPG – 92.08%**Whole school PA – 12.76%**PPG PA – 38.78%** |
| Increase parental engagement in school life | 100% attendance at parent consultations Increase number of children completing home reading and spelling with parents | Most parents attended parents evening or engaged in face to face (outside) or phone-call. LSAs prioritise catch up reading every week. Currently no volunteers can support or reading buddies from other year groups. |  | All PPG parents attended Summer parents consultation except 1.72% to 99% improvement from Aut to Summer term |

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| **Priority 1 Attainment and Progress**  |
| Objective | Why? | Action &Who | Cost | Research Link | SDP Link | Impact / Review  |
| **Increase PPG cohort attaining GLD at end of Reception**  | 2018-1973% of YrR cohort achieved GLD (above national benchmarks for 2018)55% of PPG achieved GLD (in line with national benchmarks)PPG Pupils attainment on entry is typically below national expectations, particularly in language development, and we need to work to reduce this difference | \*Support new EYFS team (AH/MD)\*Accurate base-lining (AH/MD)\*Quality First Teaching (QFT) (AH/OC/AMG)\* T4W strategy (AH/OC)\* Maths Meetings/Phonics (AH/AMG)\* PPM interventions (EYFS team/ SD/KJ)\* ECM and half termly school moderations | Subject leader release time | EEF Toolkit: Early Years Intervention (high impact, high cost); Oral Language Interventions (high impact, low cost) | QofE Priority 3Covid adjustment plan: Priority 1 | **57% (4/7) achieved GLD. This is higher than 2018/19.**  |
| **Close the language gap between PPG and non PPG attainment at GLD***Close the language gap for pupils in Reception* *Ensure QFT addresses deficit in vocabulary across the school*  | 55% PPG achieved GLD 2019, compared to whole cohort of 73%.Language Link assessment 2019 72% chn were below average | \* Language Link assessment and intervention (KJ)\* Vocabulary and language rich QFT (AH/OC/AMG)\* Parental engagement to support children's learning (AH/KJ/LW) - T4W- RWI- Maths Mastery and Maths Meetings | £425 Language Link purchase(**£275** for following years)LSA wave 2/3 intervention timePastoral LeadSubject leader release time | EEF: Nuffield early language intervention (high impact, low cost) | QofE Priority 3Covid adjustment plan: Priority 1 | GLD 2018/19PPG 55%All 73%GLD 2020/21PPG 57%All 77%Gap has remained the same but this shows that strategies have improved and had impact as this final data is after 2 lockdowns and some pupils missing up to 6 months of nursery time and spring term EYFS. |
| **Increase % PPG cohort who achieve ARE in early reading skills (in YR R and YR 2) compared to 2018-19 across the school , and against national benchmarks**  | 2018-19 Need to ensure PPG group achieve in line with national:87% of Y1 cohort passed phonics82% national pass rate for whole cohort57% PPG Y1 cohort passed phonics30% PPG Y1 cohort also had SEND  | \*High levels of training for all RWI staff, with regular monitoring and feedback YR - Y3+ (MJ/OC)\*1:1 additional phonics tuition in Years R-2 / Project X in Y3-4 / Fresh Start Y5 - 6 (Class teachers/KJ/SD/MJ/OC)\*Parent workshops (virtual) (AH/MJ)\*Home Reading Tracker (Teachers/LW/OC/MJ)\* Weekend Story Box initiative | LSA wave2/3 intervention timePastoral LeadSubject leader release time | EEF Toolkit : Phonics (moderate impact, low cost) | QofE Priority 3Covid adjustment plan: Priority 1 | 2018/19 – 2020/21

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|  | **2018/19****PPG** | **2020/21****PPG** | **National 2018/19****All** |
| **Reading EYFS** | 56% | 71% | 77% |
| **Y1****Phonic** | 73% | 75% | 82% |
| **KS1 Reading** | 25% | 56% | 75% |

 There has been an increase in all areas compared to 2018/19Particularly in EYFS and KS1 readingY1 Phonics has incrementally improved and 7% away from National 2018/19 |
| **Increase % PPG cohort across the school who achieve ARE in reading, writing and maths, compared to 2018-19** *Ensure that Quality First Teaching meets the needs of all PPG pupils**Increase accelerated progress of PPG cohort when compared to non PPG, in every year group, in reading, writing and maths**Ensure bottom 20% readers across the school make accelerated progress* *Ensure that results at end of KS2 are in line with national for PPG cohort**Close the gap between PPG boys and PPG girls in reading and writing*  | Staff need additional support to attain accelerated progress in order to close the gapSpr 2 data showed a further closure in attainment gap between PPG and non-PPG. Attainment is still overall lower.Y6 2018-19:Despite progress for PPG group being in line with the whole cohort for end of KS2 for reading, maths and combined, there is a 11% gap in writingReading, Writing and Maths attainment gap is diminishing from 2017-18 and 2018-19, but it still evidentDisengaged learners with below ARE reading and writing2018-19:Whole school reading cohort 68% ARE in readingPPG boys 44% AREPPG girls 70% ARE | Supporting teachers:\*Half termly reading, writing or maths moderations to build staff CPD (x2)\* Vocabulary enrichment and differentiation focus in writing\*PPMs focus on PPG as a target group\*LSA CPD to provide highly structured interventions for reading and spelling\*Releasing subject leads to work with teachers to support QFT\* Working with SLE on new whole school assessment structureSupporting Pupils:\*TLG coaches/mentoring (Church)\*Home Reading Tracker (Teachers/LW)\* Weekend Story Boxes\* Love of Reading promoted through GR, book corners and weekly library visitsSupporting parents:\*Direct communication with parents for pupils who do not complete reading/ spelling (Teachers/LW)\*Homework Club Priority\* Booster clubs\*Parent Workshops - phonic, homework support | LSA wave 2/3 intervention timeSubject lead release time£1500 | EEF Toolkit: Feedback (high impact, low cost); Reading Comprehension Strategies (high impact, low costMentoring EEF: “Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes”  | QofE Priority 3Covid adjustment plan: Priority 1and 2 |

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| **End of KS2 comparison**  |
|   | **Y6 2018/19** | **Y6 2020/21** | **National 18/19 for ALL** |
| **PPG Reading** | 67% | 75% | 73% |
| **PPG Writing** | 67% | 83% | 78% |
| **PPG Maths** | 78% | 68% | 79% |
| **PPG Combined** | 67% | 67% | PPG 51%All 65% |

An improvement in all areas at KS2 except for a dip in maths. Y6 above National in all areas except Maths.

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| **Y1 – Y6 PPG outcomes 2018/19 compared to 2020/21**  |
|   | **Boys 2018/19** | **Boys 2020/21** | **Girls 2018/19** | **Girls 2020/21** |
| **Reading** | 37% | 50% | 80% | 70% |
| **Writing** | 26% | 42% | 68% | 63% |
| **Maths** | 42% | 63% | 65% | 53% |
| **Combined** | 26%Nat ALL 60% | 38% | 67%Nat ALL 70% | 50% |

An improving picture for PPG boys in every area. A decrease in every area for girls across the school. |
| **END OF YEAR REVIEW** 1. **Increase PPG cohort attaining GLD at end of Reception**
2. **Close the language gap between PPG and non PPG cohort**
3. **Increase % PPG cohort who achieve ARE in early reading skills (in YR R and YR 1) compared to 2018-19 across the school, and against national benchmarks**
4. **Increase % PPG cohort across the school who achieve ARE in reading, writing and maths, compared to 2018-19:**

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| **PPG ARE%** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **20/21** | **18/19** | **20/21** | **18/19** | **20/21** | **18/19** | **20/21** | **18/19** | **20/21** | **18/19** | **20/21** | **18/19** |
| Reading | 69% | 64% | 56% | 25% | 71% | 63% | 50% | 83% | 50% | 55% | 75% | 67% |
| Writing | 62% | 61% | 50% | 20% | 71% | 38% | 13% | 67% | 38% | 46% | 83% | 67% |
| Maths | 62% | 75% | 69% | 20% | 71% | 50% | 13% | 67% | 38% | 46% | 67% | 78% |
| Combined  | 62% | 61% | 44% | 50% | 57% | 38% | 0% | 67% | 25% | 36% | 67% | 67% |

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| **Y1 – Y6 whole school attainment overview – 2020/21** |
|   | **Reading** | **Writing** | **Maths** | **Combined** |
| **All** | 72% | 64% | 70% | 59% |
| **Boys** | 66% | 54% | 71% | 52% |
| **Girls** | 77% | 72% | 69% | 64% |
| **PPG** | 63% | 55% | 56% | 45% |
| **Non PPG** | 75% | 66% | 74% | 63% |
| **SEND** | 42% | 30% | 47% | 27% |
| **EAL** | 67% | 64% | 71% | 60% |

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|  | **Priority 2: Equality of Access** |
| Objective | Why? | Action | Who? | Cost  | Research Link | SDP Link | Impact / Review  |
| **Increase opportunities to develop leadership, self esteem and independence skills** | Counter negative attitudes towards school, themselves and learning through a range of interventions and counsellingStaff to act as ambassadors for PP pupils and increase responsibilities and expectations for taking accountability of their learning | \*Select PPG pupils as Class Ambassadors\*Provide opportunities to lead and contribute to develop sense of self\*Pastoral lead and Pastoral support assistant to work with our vulnerable PP pupils – SEMH weekly timetable \*SENDCo involvement for PPG&SEND pupils\*Access to School Counsellor, PMHW / ELSA activities\* TLG coaches/mentors - Y5\*Additional assemblies to build cultural capital  | SD/Class teachersLW/CTKJ/CTHT/JH | Pastoral Support assistant Ambassador badges £10 | EEF Toolkit: Social and Emotional Learning (moderate impact, moderate cost) |  | TLG. Mentors have worked with 5 children and their families. Self-esteem and cultural capital opportunities were accessed across the year.Class Ambassadors – 2 parent feedback and several staff feedback –: pupils proud to be class ambassadors and often excited to be taking part in extra curricular activities.Class ambassadors were able to be part of pupil voice projects to make up for visitors not being allowed in school this year. |
|  Enable **equal access** for all pupils to attend **school trips** and residential visits | Cultural capital opportunities All children are able to have the opportunity to experience a wide range of trips the school offers | School trips subsidised by up to / dependent on needResidential visits subsidy | AE/SD | Available school trip subsides:Summer term trips – 54 x £20 = £1080 (not including Y6 due to Pensarn being so late)Pensarn Y6 – 12PPG = 12 x £250= £3000Pensarn Y5 – 9 PPG = 9 x £250 = £2250 |  EEF Toolkit: Sports participation (moderate impact, moderate cost); Social and emotional learning (moderate impact, moderate cost); Outdoor adventure learning (moderate impact, moderate cost | QofE priority 3 | All trips and residentials were cancelled until the summer term. Single day trips went ahead and also the year 6 Pensarn residential in September. |
| **Ensure equality of access to cultural capital activities***Enable fair access to all after school and enrichment activities**Ensure all pupils follow school uniform policy* | Every child deserves the opportunity to develop their whole self and experience a wide range of activities We believe all children should have a memory of their Primary SchoolSchool uniform provides a sense of identity and equability | Offer a subsidy per pupil per term, dependent on needConsider PPG first for extended opportunities i.e. Reeds Racket Cubed Programme, Reeds Olympiad programme Pupil Parliament positionsEnsure every child has a ‘Leavers’ Hoodie’Purchases from second hand uniform shopCovid adjustment- PPG baseline identifies chn who will need laptops for home learning\*Additional assemblies to build cultural capital Music lessons | Class teachers + office AEMD/SDAll teachers | 50-100% subsidy for hoodies dependent on need Y6 Hoodies £180£500 (second hand uniform)Full term of clubs (Summer only no YR included) £2,387Music lessons - £2000 | EEF Toolkit: Sports participation (moderate impact, moderate cost); Social and emotional learning (moderate impact, moderate cost); EEF toolkit: School uniform (low impact, low cost) |  | Fewer clubs were run and only in part of Aut and Summer term. School Uniform Support  18 cultural capital assemblies were delivered by staffPupil voice survey with Class Ambassadors revealed a high interest in KS2 to access music lessons. Music lessons delayed due to covid but will start in Sep 21 |
| COVID Recovery  | Writing and Reading has been impacted most by lockdown period with highest number of chn not moving in this area. | **1) NTP (National Tutoring Programme)** 10 groups of 3 – all receive 15 one hour lessons with a tutor. *NTP programme extended by government to continue into Sep 2021***2) Extra Teacher hours for summer 2 focusing on EYFS, Y1 and Y2 phonics.** **Y5 booster support in writing lessons** | Tutors | £2250Reserve - £2250 |  |  | **NTP allowed PPG pupils to access 15 hours of 1 to 3 tuition in the summer term. Impact on progress saw an average of 4.3 steps progress in one term.**

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| **Extra Teacher Timetable – Impact Measure** | **Total Hours across Sum 2** | **Attainment and Progress** |
| **Y5 Writing Booster in class** | 30 | Spring 2 2021 – no PPG pupils on track for writingSummer 2 2021 – 3 PPG pupils on track and 3 more pupils made and average progress score of 5.6 in writing Summer 2 |
| **Y5 Early Bird Maths Booster** | 9 |   |
| **Y1 & Y2 phonics** | 24 | 17 out of 23 chn passed their phonic screening (in Y1 or Y2) average improvement in sounds 8.3For those that did not pass, their average score increase was 5.5 sounds  |
| **EYFS ELG catch-up** | 18 | 5 PPG pupils: 2 achieved GLD and 3 passed in speaking and listening |

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| **END OF YEAR REVIEW**1. **Increase opportunities to develop leadership, self esteem and independence skills**
2. **Ensure equality of access to cultural capital activities**

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|  | **Attendance of clubs** | **Attendance of trips**  | **Attendance of residential trips** |
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|  | **Priority 3: Attendance and Welfare** |
| Objective | Why? | Action | Who? | Cost | Research Link | SDP Link | Impact / Review  |
| **Increase PPG attendance and persistent absenteeism from 2018-19 and 2019 - 2020 (Sp2)***Close the gap between whole cohort and PPG cohort attendance**Ensure that attendance for all pupils is at or above 96%* *PP pupils attend school in line with whole school expectations* | Despite improvements, PPG attendance is below whole cohort and we need to maximise time for learning2018-19 PPG = 93.63%PA PPG = 28.5%2017-18 PPG = 92.84%PA PPG = 52.01%Attendance has direct impact on children’s attainmentWhole school attendance target 2019-20 is 96.2% | Attendance officer spend 14 hours hrs a week Pastoral Lead works with families in order to improve attendance over timePastoral lead contact with parents of PP pupils who fall below 92%1 full day of office team co-ordinates attendance (Covid adjustment) | Lesley WrightJane Reed  | Pastoral Lead1 day office team per week | Pupils must be present in school to learn and access extra support.  | Covid adjustment Priority 2 |

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|  | **2018/19** | **2019/20** **(up until March lockdown)** | **2020/21** |
| **Overall** | 95.4% | 96% | 95.7% |
| **PPG** | 93.63% | 92.5% | 92.08% |
| **Overall PA** | 8.56% | 6.8% | 12.76% |
| **PPG PA** | 28.5% | 29.6% | 38.78% |

Covid adjustment measures resulted in Friday early closures. This significantly impacted PA and PPG PA. |
| **Increase parental engagement with school life***Increase in parental attendance at Parent Consultations / workshops**Introduction of Team around the Child meetings**Increase in completed and signed homework of PPG cohort* | PP families historically have struggled to engage with school so we want to work with more parents to meet the needs of their child | \* PPG baseline phone calls (MD/HS/SD/LW)\*Office to put in follow up calls/texts for parents eve to ensure attendance\*Staff to encourage and signpost families to support events e.g phonics workshops\*Pastoral Lead to attend meetings with parents. Support parents to engage with home learning\*Team Around the Child meetings  | Lesley Wright MD/ HSStina DaleAH/MJ | Pastoral LeadSLT timeOffice staff time slot | EEF: Parental engagement (moderate impact, moderate cost) |  | Golden Nugget Children saw a 75%+ improvement in attendance during summer 1 term.New letter procedure were put in place by attendance team to support families whose attendance dipped below 92%Parents evening attendance Autumn = 24 parents did not engage with a parents evening appointmentParents evening attendance Summer = 99% (70/71 families engaged)National Attendance 89.7% for 2020/202193% for state funded schools |
|  **END OF YEAR REVIEW**1. **Increase PPG attendance and persistent absenteeism from 2018-19.**

2018-19 PPG = 93.63% ; PA PPG = 28.5%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attendance %** | **Autumn 1** | **Autumn 2** | **Summer 1** | **Summer 2** |
| **All** | 96% | 95.8% | 95.8% | 95.7% |
| **PPG** | 92.23% | 92.17% | 91.72% | 92.08% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **% Persistent absenteeism <90%** | **Autumn 1** | **Autumn 2** | **Summer 1** | **Summer 2** |
| **All** | 12.8% | 11.94% | 11.46% | 12.76% |
| **PPG** | 33.33% | 33.33% | 43.18% | 38.78% |

1. **Increase parental engagement with school life.**

**Commentary:** |
|  | **Costs for staffing: 79,115****Deputy Head, release time for subject leads, Pastoral Lead, Pastoral Assistant, Office – Attendance team, Wave 2 and 3 LSA time** |
|  |  |  |  |  |  | **Total Costs** | **See budget breakdown below** |

|  |  |
| --- | --- |
| **Area of Spending** | **Amount** |
| **Total Funding: £105,565**  |
| **Staffing:**-Fulltime Pastoral Lead-Part-time Pastoral Assistant/ELSA-10 hours of Office Attendance team-LSA wave 1 (in class support) -PPG lead release time | £79,115.00  |
| Language Link | £275.00 |
| SLE Assessment CPD | £487.50 |
| Clubs, trips and enrichment | £1847.50 |
| Playground equipment top up | £299.95 |
| OPAL * Storage units
* Sand
* Welly wracks
* Starter resources
 | £1613.53 |
| Music Lessons | £1350.00 |
| National Tutoring programme | £2319.50 |
| Uniform Support | £165.97 |
| Cool Milk | £1000.00 |
| LSA hours* Wave 2 (boosters and interventions for covid catch-up)
* LSA hours during spring lockdown (1:1 reading and RWI sessions via phone or online face to face, plus delivering paper packs or calling parents to for wellbeing checks)
 | £17091.05 |
| **Total** | **£105565.00** |
|  |  |
| **Covid Recovery** |
| **Extra Teacher** - Covid Catch up hours* 30 hours Y5 small group teaching
* 9 hours Y5 boosters
* 21 hours Y1 phonic boosters
* 18 hours EYFS catch up

**TOTAL: 78 hours** | £ |