

Review of Pupil Premium Strategy Statement 2020/21
Main School Priorities to enhance previous provision

Barriers to future attainment (for pupils eligible for PP)	
In school barriers	Success Criteria
1. Take barrier from latest assessments	JC to deliver DC reading catch up scheme. Additional support will be delivered through targeted interventions such as Rapid Reading, Tracks, individualised phonics programmes. Programme delivered with full pupil engagement, progress made by each individual child, internal data still shows small number not making sufficient progress.
2. Pupil premium engagement for children who access and attend breakfast and afterschool club provision where appropriate.	PP children accessing a high quality wrap around care. For example targeted support by skilled teaching assistants (daily reading, homework etc). Accessed by children. Pre teaching implement by high level TAs in wrap around provision. Those children not able attend were given support within normal school provision.
3. Whole school attendance. Parental holidays in term time.	96+% attendance for the academic year. School systems embedded across school as a daily process to improve attendance. PP children's attendance reviewed half termly and fed into pupil progress meetings and learning review days.
4. Core skills in low attainment on entry.	Quality first teaching to specifically raise attainment in reading, writing and Mathematics (see year group analysis document). Highly trained TAs to deliver specific in house intervention across the school. New installation of a library area, further developments of school grounds to support learning needs. Intervention groups. Teaching good across school, further development of phonics programme needed. CPD created/new scheme purchase for 2021/2022.

Record of Pupil Premium spending by item/project 2020-21

Item/project- September 2020	Cost	Strategic Level Objective	Strategic Outcome – Summer 2021
Y5/6 Group reading, writing and maths tuition over a 2 term period (September to June)	£5,581	To achieve consistent performance at Age Related Expectations.	Raised attainment and progress. Impact Started in term 1 then paused for the pandemic with school closures.
Whole school after school club and breakfast club provision	£2,324	To allow disadvantaged families the opportunity for children to be safe and settled into school and ready to learn. 1:1 tuition for PP children with highly skilled TA.	TA provision was included in Breakfast Club for the Summer Term. PP children received interventions outside of the learning day- see SEN Provision Map for specific impact. Impact TAs delivered 1:1 tuition to pupil. Not all PP chn attended. This will be carried forward for Sept 2021 onwards.
Whole school off site visits funding for disadvantaged pupils (FSM)	Paused for pandemic	To allow disadvantaged families the opportunity for children to engage in a broad and enriched curriculum	All children attended all off site visits for curriculum enrichment. Impact No visits due to pandemic.
Whole school 1:1 Reading, Writing and Maths interventions	£13,785	To increase the performance from below Age Related Expectations to Age Related Expectations across the school (see latest assessment data)	Raised attainment and progress. Increased number of reads per child. Pupil and parental voice outcomes. Impact

			Data shows good progress made with those identified.
Specific nurture support TA 0.5 to enable LAC and PP children with specific SEMH needs to feel safe and secure with a trusted adult	£800	To allow children with SEMH needs to access the curriculum and narrow the gap in their learning/make national expectations.	All children with SEMH needs accessed all curriculum learning with no exclusions or alternative provision required. Impact Children identified accessed the curriculum with no exclusions.
Whole staff CPD programme of work focussing on narrowing the gap for all children based on work scrutiny reports by SLT.	N/A	To increase all teaching and learning in school to at least good with majority outstanding.	Please see SLT file/ CPD log. Impact All teaching judged to be good or better. Limited impact due to pandemic. Carried forward to next year.
Highly trained TA to deliver specific in house intervention across the school.	£9,786 Paused for pandemic – targeted for Y6	To raise progress and attainment of reading from 3-11 years.	Promoting a love and thirst for reading across the school. Impact Paused for the pandemic
Targeted phonics support for nursery, foundation and KS1 children	£8,070	New resources purchased (decodable and non-decodable books to support the various phonics stages.	Raised reading and speaking attainment across areas of school. Increased GLD in foundation. Impact New books purchased. Phonics data more children need to be at ARE at the end of Foundation.

As a result of the pandemic, our pupil premium numbers have increased from 24 to 30. The additional 6 children have been incorporated into the above strategy with school funds.

Due to Covid-19 and schools closing on the 5th January 2021, the data analysed has not been taken from end of year SATs results due to them not being taken. Therefore, the data is taken from Scholar based on internal assessments taken in the summer term, after a period of children being absent from school and being taught remotely. Writing results were based on teacher assessments and were moderated to ensure judgements were accurate. The data shows that the majority of disadvantaged pupils were on track to achieve the expected standard at KS1 continued to make expected progress and achieved the expected standard or above at year 6. Due to the very small numbers of disadvantaged children in each year group, each disadvantaged child represents a high percentage number and therefore comparisons with non pp are not purposeful.