

## Pupil Premium Expenditure Review and Impact Statement

### Review of expenditure from previous academic year 2019-2020 £263,508

#### **i. Quality of teaching for all**

Intended outcome and action	Impact	Lessons learned and will the approach continue	Cost £95,800
<p>Provide staff training for all staff to ensure a consistent approach to online learning. Develop Teams platform as a tool for learning and train staff to ensure that T&amp;L methodology is not lost through the move to online learning thereby ensuring that all teaching is effective quickly. Teams, Sway, pre-recorded video embedding, voiceover, questioning online, feedback online etc</p>	<p>We have no statutory assessment information to measure impact of these strategies. Lesson drop-ins during lockdown showed that staff were teaching with confidence and planning with rigour. Pupils were engaged. The curriculum was rewritten in parts to ensure catch up and coverage of skills in non-core subjects.</p>	<p>The hopes are that there will be no academic lockdown this year however, staff will look to see how the school day can be extended through the use of technology and move homework online.</p>	<p>Training cost including support from sister school, includes in class time support and daily support throughout lockdown to ensure high quality lessons delivered. Additional planning and preparing time to ensure that videos and live lessons were accessible and lesson support and feedback.</p>
<p>All pupils received training from year 2-6 to ensure that they were able to access online learning independently. Each class had 3 hours of direct instruction to develop the skills and knowledge needed to participate as the country went into lockdown.</p>	<p>Pupil registers from lockdown show that participation and engagement is high. Baseline testing in the Autumn term shows that reading is of a higher level than expected but that writing and maths attainment has fallen.</p>	<p>Continue to ensure that pupils having to isolate will have access to online learning (much smaller numbers as no lockdown).</p>	<p>Time cost, including support from sister school.</p>
<p>Rosenshine's Principles in Action was a focus in Autumn to raise teaching standards and ensure consistency across the school as we returned from lockdown one. CPD, coaching, co-planning and team teaching was supported by HoS, DHT and AHT throughout the term.</p>	<p>Autumn 2020 feedback from staff showed a rise in confidence. Learning walks and book scrutinies showed pupil levels of engagement and knowledge were higher than predicted, although still below expectations for a non-lockdown year.</p>	<p>Refresh of Rosenshine's principles and embed coaching model.</p>	<p>Time in CPD, preparation and working in trios to disseminate best practice</p>

Appoint a phonics lead and provide all relevant training to staff across the school to ensure pupils learn to read in a systematic way. Ensure all pupils needing phonics have access to lessons regardless of their year of study.	In-school assessment showed end of year one 78% of pupils passed the phonics check.	Continue with RWInc ensuring all staff have regular coaching and all pupils have access to the programme as necessary.	Lead time and training time Resources CPD time
Middle Leader training provided by Gill Weston to develop leadership across the school. Focus days on T&L and the role of the middle leader in raising standards.	Feedback from focus days was positive with middle leaders becoming more confident in tackling underperformance in their phase and therefore holding staff and pupils to account.	Look at the phase lead/ subject lead model to ensure it has maximum effectiveness.	Cost of external provider and internal time
Overstaff where possible to raise standards for all. Extra staff in classrooms helped to ensure that all pupils were supported to approach their work whether in person or online.	We have no statutory assessment information to measure impact of these strategies. Additional staffing meant that all staff knew pupils and their families and were able to offer extensive support to whole families during lockdown and were able to devote extra time to them.	Relook at the staffing model to ensure support for all pupils.	Additional supply for tutoring.
Buy CGP books for all so that during lockdown, all pupils have access to paper-based work that is age appropriate. Focus on this during online reading lessons.	Pupils completed books and parents (where possible) were able to support. Reading baselines show that reading is now stronger than maths and writing in most year groups.	Use CGP as part of the catch-up intervention resource.	Cost of books
Prioritise vocabulary and reading for all pupils through the use of passport readers (approx. 20 books per class).	Pupils had passports which were stamped. We know that pupils were reading more widely from class records and reading diaries and that pupils were using a wider range of vocabulary both in their speech and in written work.	Look at RfP across the school and ensure that approaches are sustainable.	Cost of books
Development of pedagogy document for during lockdown to look at how all aspects of T&L in school can be adapted	Engagement of pupils during lockdown was high.	Continue to develop pedagogy in the wake of lockdowns.	Cost of training and time

for online learning. (Training for TY and JG to develop this.)			
Creation of the essentials curriculum in collaboration with Create Trust and Gill Weston. Non-negotiables that all pupils must know in every year group from N-6 for RWM	All pupils have the necessary foundations to build on to continue learning at an age appropriate level.	Continue to identify and close gaps in skills and knowledge.	Time cost and resources
<b>ii. Targeted Support</b>			
Intended outcome and action	Impact	Lessons learned	Cost: £61, 100
HoS, DHT, and AHT taught specific intervention groups across the school as identified by need to ensure that gaps were closed.	Pupils were able to return to full lessons as they had pre-requisite knowledge needed to access the in-class work.	SLT must teach to support vulnerable groups.	Time cost
Additional teacher employed to teach groups each afternoon to ensure catch-up in the Autumn and Spring terms.	Pupils closed gaps in essential learning as shown in Autumn assessments.	Catch-up curriculum is a necessity.	As above
Additional (outside the school day) interventions for Year Six pupils to enable them to achieve the expected standard and to ensure that they are ready for the transition to secondary school.	We have no statutory assessment information to measure impact of these strategies but pupil voice and teacher assessment supported the fact that pupils were secondary ready.	Where possible support Y6 to be taught in smaller groups to prepare for secondary learning.	Additional time for learning cost
Flash Academy bought to support both pupils with EAL and those needing extra support or pre-tutoring.	Pupils were able to access in-class lessons due to the programme.	Continue.	Subscription
Beacon school support used to look at support with behaviour needs both during and following lockdown.	Pupils were supported to manage the return to school.	Continue.	Subscription
Providing breakfast club to most vulnerable pupils to ensure they start the day having been fed.	Pupils were targeted who are known to be in a family where cost of food is a struggle.	Continue.	Cost of staffing
<b>iii. Other approaches</b>			
Intended outcome and action	Impact	Lessons learned	Cost: £106, 608
INSPIRE workshops, curriculum meetings, parents evenings, community days and coffee mornings are planned to support parents to engage with their child's learning at home.	Parental engagement was high with 88% of parents attending parents evening. Attendance at coffee mornings increased from an average of ten	Parents are keen to engage with the school but those who don't engage need to be targeted as well as specific families where the	Resources

	to twenty parents via zoom. INSPIRE workshops were well attended particularly lower in the school and for Y6.	school has concerns. Continue through online media and in person where possible.	
Train SLT member as MHFA to support families and pupils across the school and to train other staff to recognise poor mental health and be able to signpost support.	Acting DHT was trained and disseminated information across the inclusion team who supported families. All staff completed Three Houses with pupils and raised concerns as necessary.	DHT has moved to sister school so SLT member needs training.	Training cost
Use the pastoral team to provide mental health and well-being support through formalised programmes to support them within school and beyond. Monitored through parent classes, coffee morning attendance, after-school clubs that are PP targeted and additional enrichment opportunities.	Formal training did not happen due to lockdown but the school was able to do mental health activities with all pupils that returned in the summer term and this enabled the school to plan ahead for full reopening and consider how to best support the pupils and their families.	The school has strengthened the pastoral team to enable more help to be offered. Mental health training will take place and there will be three MHFA in the school. The school will also look to appoint an external agency to support the most vulnerable families.	Cost of delivering sessions
Use the pastoral team to support families to overcome socio-economic factors.	The pastoral team provided Early Help to a number of families. During lockdown the pastoral team continued to make regular phone calls to our vulnerable families and support them to access local help. The school also provided food to numerous families to ensure that they were fed during this difficult time.	Parents continue to need support and the school will continue to support parents.	Included in above cost
PSA hours were allocated to supporting the most vulnerable families to ensure that they had access to food and support and could also support pupils with their online learning.	Families reported feeling supported by the school which in turn helped them to support the pupils.	A lockdown measure.	Dedicated timing cost
Water bottles bought for every child to ensure access to fresh drinking water throughout the day to avoid dehydration and ensure COVID safe measures in place.	Pupils were hydrated, no transmission of COVID through home to school items.	Each child to continue having an in-school provided water bottle.	Cost of bottles

Virtual pantomimes in-school to support with oracy and well-being.	Pupils had 'normal' school activities and time to enjoy with friends.	Traditional pantomime booked.	Cost of pantomime
Marvellous Me purchased as a way to communicate with parents instantly on a group level.	Parents were reassured due to the clarity of information and hearing news 'first-hand'.	Continue to use MM to communicate instantly with parents.	Subscription and training cost
Buying of mobile phones to communicate with families.	Families had regular contact and support.	No longer in use.	Cost of phones and top ups
Every child was bought a resource pack to ensure that sanitary conditions within school prevented the spread of COVID.	COVID cases were low.	Used in higher year groups.	Cost of resources
			Total Cost: £263,508