

Summary of impact from 2019-2020

- Improved engagement and emotional well-being for children, evidenced through assessments made through the ELSA and Thrive program, pupil questionnaires, lesson observations, case studies.
- Overall attainment of Pupil Premium children is lower than non-pupil premium children.
- There is a gap of 1.6% between the attendance of Pupil Premium children and the whole school attendance.

<p>Supply for teachers to facilitate AFA structured conversations with all pupil premium families. 4 days supply each term for Phase Leaders and Teachers to host meetings and for AFA lead to meet with AFA coach. Supply to facilitate meetings with RADY project lead.</p>	<p>£3,500</p>	<ul style="list-style-type: none"> • The Structured Conversations have been carried out by class teachers as an 'extended parent's evening meeting'. • Passing over the meeting to class teachers has had mixed success. In some classes, this has led to the class teacher taking greater ownership. • Pupil Premium children targeted attend sports/ after school clubs and are represented in all aspects of school life. • This approach will be altered in order to raise the profile of Pupil Premium Children in school and track support more closely in 2020/21. • Attainment of PP children is still below expected level for most children. However, given the small numbers of children data must be approached cautiously. • The RADY project, which focuses more specifically on data and target setting to improve attainment and progress for children. • Target setting meeting was delayed due to issues with Classroom Monitor Data and the outbreak of Coronavirus. <p><u>2019 KS2 SATs</u> Percentage of Pupil Premium children who achieved the expected standard or above: Reading - 64% of PP Writing - 55% of PP Maths - 55% of PP All children: Reading 69%, Writing 67% and Maths 56%</p> <p>KS1 SATs 2019 0% of PP children achieved expected standard or above (small sample of only 5 children) Non PP children achieving expected standard or above: Reading 70% Writing 60% Maths 80%</p> <p>Phonics Test 2 out of 5 40% of PP children passed the Phonics Screener Test in 2019 29/39 74 % non PP children passed the Phonics Screener Test in 2019 Based on March 2020 data from classroom monitor:</p>
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Emotional Literacy Support Assistant.	£13,000	<p>We strive to ensure that the PPG brings the achievements of those children on par with their peers. A key element to the success of these children is building their trust and supporting their emotional well-being. The employment of a full time Family Support Worker, trained in the ELSA and Thrive programmes, has ensured that the emotional well-being of these children has been supported and maintained at all times and has improved the attendance of the children and engagement of parents. An additional two part time ELSA TAs has also ensured that the emotional well-being of these children was supported and maintained at all times.</p> <p>The Family Support Worker also targeted any children with poor attendance, building strong relationships with families and where necessary supporting parents getting children into school through home visits/giving lifts. Phone calls have been made when children are not in school and messages had not been received by school regarding the reasons for absence.</p>
Employ Family support worker to support children and their families in order to reduce barriers to learning and support good attendance.	£15,000	
Emotional Literacy Support Assistant supervision from the Educational Psychology Service.	£300	<p>Attendance is still an issue.</p> <p>Last year Pupil Premium children had 91.6%, which was below whole school attendance, which is at 93.2%; (a gap of 1.6%).</p>
Emotional Literacy Support Assistant training from the Educational Psychology Service.	£600	<p>Attendance of Pupil Premium children is still below the average 96%</p> <p>Attendance data for PP children 01/09/2019 - 20/03/2020 - 91.8%</p> <p>Attendance data for whole school 01/09/2019 - 20/03/2020 - 93.7%</p> <p>A gap of 1.9%</p>
Thrive online training and subscription	£2300	<p>Further analysis is needed to assess the impact of absence linked to self-isolation/ shielding due to coronavirus in the two weeks before the school closure.</p>

Thrive Lead Practitioner	£1700	<p>Children who achieved 100% attendance in Autumn term were rewarded with pin badges and certificates. The system of bronze silver and gold badges has continued.</p> <p>Phone calls and lifts are offered and taken up by a number of children and this has had a big impact on their improve punctuality and attendance. Theraplay groups and emotional support groups take place.</p> <p>Attendance will continue to be an area to focus on in 2020-2021.</p> <p>Thrive has been used more successfully to support interventions with groups/ individual children. Individual case studies demonstrate a reduction in issues at lunch times and improved engagement in class. While class data was initially being collected, it was not found to be useful. Next year there will be focus solely on individual plans/ group plans.</p>
Additional TA hours (5 hours- Mrs Coyne) for Speech and Language input in KS1 and EYFS.	£2,200	<p>The employment of a TA to support KS1 and EYFS speech and language has made it easy for children to receive vital support in school, ensuring that they work on the objectives created by the Speech and Language Therapist. Children benefited from this skilled support between appointments ensuring that they made progress towards their objectives.</p> <p>ELKAN training has been completed and the Level 3 course passed.</p>
ELKAN Level 3 training Mrs Ormandy	£650	<p>The 2018 Ofsted Report commented: <i>"Your own evaluation found that for some pupils progress in reading was hampered because their early language skills were not well developed. You have made changes to strengthen the progress of all pupils. These changes include more help for younger pupils to enable them to gain a good understanding of phonics and to improve their reading comprehension skills. Staff training, additional adult support and new resources have also had a positive effect."</i></p>
Personalised provision of Breakfast Club or After School Club and Free School Meals decided during consultation at AFA structured conversation.	£10,000	<p>A number of families have taken up places at Breakfast Club and After School club.</p> <p>An average of 21 Pupil Premium children accessed this facility during the Autumn term.</p> <p>The places have been targeted according to need and the hoped for outcomes. For example, after school club places have been given allowing children to attend extra-curricular activities and Breakfast Club places have ensured that children are in school on time and have eaten a good breakfast.</p> <p>Teachers have reported improved concentration during lessons from specific children following attendance at Breakfast Club. Parents identified how important this support was for them in giving them respite and allowing them to work and therefore provide a more stable home environment.</p>
Subsidise extra-curricular activities for identified children.	£5,000	<p>Analysis of the attendance of children at extra-curricular clubs identified that disadvantaged children were able to participate in a range of activities.</p>

<p>Provision of holiday outings and activities for all PPG families/children at Level 3 and 4 of The Continuum of Need.</p> <p>Provision of holiday outings and activities to build confidence and raise aspirations of year 5/6 children, in preparation for transition to High School.</p>	<p>£5,000</p>	<p>These visits provided much needed respite for some families. Children benefited from new experiences such as climbing and golf, improving their confidence, independence and life skills as well as exposing them to aspirational opportunities. These visits also helped to build trust and relationships between children and adults in school. They helped to minimise difficulties with the transition back into school after holidays.</p> <p>During the Summer of 2019 we ran a Summer Holiday Club for disadvantaged children. Children were able to access 4 hours of holiday club, 4 days a week for 4 weeks of the summer. They received a healthy meal, carried out at least 60 minutes of physical activity and learnt about making healthy food choices.</p> <p>This gave parents an immediate benefit of childcare during the summer holidays allowing them to work and therefore provide a more stable home environment. It also helped to reduce the strain on family budgets brought about by children not being able to access a Free School Meal during the 6 week Summer Holiday.</p> <p>Teachers reported that for some children this helped transition for vulnerable into their new class as they had not been away from school for such an extended period of time.</p> <p>Long term benefits of a better understanding of the need for regular exercise and healthy eating.</p> <p>We are currently putting in a bid for another grant for this Summer. If this is able to go ahead under the current circumstances, all pupil premium children will be able to access free school meals for the whole summer, year 6 PP children will be able to access transition activities and it will include access to family cooking workshops.</p>
<p>Subsidise educational visits, music events and artistic opportunities.</p> <p>Offset 100% of trips and visits for PPG children.</p> <p>Offset 50% of residential visits for PPG children.</p>	<p>£10,000</p>	<p>All children could attend visits and events regardless of their financial situation. This has relieved the financial burden on parents and built a stronger relationship and feeling of trust between school and parents. It has meant that children did not miss out on vital learning experiences.</p>
<p>Hardship fund available through the Family Support Worker for families at times of crisis.</p>	<p>£2,000</p>	<p>Accessed by one family.</p>

The RADY project	£1150	Initial meetings have taken place and data has been compiled. The Vulnerable focus group has been identified and data collected from this group. Meeting to set targets cancelled due to school closures.
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