

Pupil Premium Report 2020 – 2021

Youlgrave, All Saints' C of E (VA) Primary School

Target/Priority	To use the Pupil Premium funding effectively in order to improve the outcomes for our free school meal pupils.
National barriers	National COVID-19 Lockdowns 2019 and 2021.
In-School barriers	<ol style="list-style-type: none"> 1. Catch-up/recovery curriculum from September 2020 – July 2021. 2. Specific learning difficulties, social and emotional needs.

Funding		£27, 115.00
Expenditure	Part time M6 teacher/Higher Level Teaching Assistant	£9,357.00
	Uniforms	£505.95
	Trips (i.e. Summer term - Mount Cook)	£400.00
	Grade 5 Teaching Assistant (30 hours per week); Class 1 support	£8, 2729.50
	Grade 7 Teaching Assistant (9 hours per week); Nurture interventions	£2, 425.25
	(Balance remaining for carry forward – September 2021)	(£2, 425.25)

Key Development priorities	Action and strategies	Intended impact and sustainable outcomes	Evidence	Review dates
To ensure all Pupil Premium children make 'good or better' progress from their starting point; and work towards achieving their Age - Related Expectation (ARE)	<ul style="list-style-type: none"> • Sustain small class sizes by increasing teacher and Teaching Assistant (TA) hours in school across core subjects. • Provide 1:1 support and small group tuition for pupils who are not making good progress with a teacher or TA for reading, writing, GAPS/Phonics and maths. 	<p>% of PP pupil making good or better progress in reading, writing, GAPS/phonics and maths will increase.</p> <p>% of PP pupil achieving Age Related Expectations in reading, writing,</p>	<ul style="list-style-type: none"> • Ratio of adults to children • Tracking grids • Standardised scores • Work scrutiny • Lesson monitoring • Pupil and parent 	Each half-term.

We CARE
Welcoming all Community Achievement Respect Encouragement

IMPACT		GAPS/phonics and maths will increase.	voice																					
<p>There is no National or local data comparison for this academic year due to the Covid-19 and 2020 pandemic school closures. Unfortunately, research from the Education Endowment Trust shows that whole school closure nationwide due to COVID-19 (2020) is likely to have widened the learning gap between disadvantaged pupils and their peers.</p> <p>Our data is based on summative and teacher assessments (i.e. school measured); completed throughout the year: to measure where the children are in terms of being on target towards Age Related Expectations at the end of each term and at the end of the academic year. We use Rising Stars <i>Puma</i>, <i>Pira</i> and <i>GAPS Trackers</i> to track the attainment and progress of all our pupils.</p> <p>There are 21 PP children detailed below (each 4.8%); which equates to 29% of whole school. We have a high cross-over between Pupil Premium and SEND (N.B: 7 PP children are also SEND which equates to 34% of total PP).</p> <p>Progress</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">% achieving expected progress or above in reading, writing and maths (school measured)</td> <td style="width: 20%;">53% (11 children)</td> </tr> <tr> <td>% achieving expected progress or above in reading (school measured)</td> <td>67% (14 children)</td> </tr> <tr> <td>% achieving expected progress or above in writing (school measured)</td> <td>58% (12 children)</td> </tr> <tr> <td>% achieving expected progress or above in GAPS/phonics (school measured)</td> <td>53% (11 children)</td> </tr> <tr> <td>% achieving expected progress or above in maths (school measured)</td> <td>67% (14 children)</td> </tr> </table> <p>Attainment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">% achieving expected standard or above in reading, writing and maths (school measured)</td> <td style="width: 20%;">53% (11 children)</td> </tr> <tr> <td>% achieving expected standard or above in reading (school measured)</td> <td>53% (11 children)</td> </tr> <tr> <td>% achieving expected standard or above in writing (school measured)</td> <td>53% (11 children)</td> </tr> <tr> <td>% achieving expected standard or above in GAPS/phonics (school measured)</td> <td>53% (11 children)</td> </tr> <tr> <td>% achieving expected standard or above in maths (school measured)</td> <td>53% (11 children)</td> </tr> </table>					% achieving expected progress or above in reading, writing and maths (school measured)	53% (11 children)	% achieving expected progress or above in reading (school measured)	67% (14 children)	% achieving expected progress or above in writing (school measured)	58% (12 children)	% achieving expected progress or above in GAPS/phonics (school measured)	53% (11 children)	% achieving expected progress or above in maths (school measured)	67% (14 children)	% achieving expected standard or above in reading, writing and maths (school measured)	53% (11 children)	% achieving expected standard or above in reading (school measured)	53% (11 children)	% achieving expected standard or above in writing (school measured)	53% (11 children)	% achieving expected standard or above in GAPS/phonics (school measured)	53% (11 children)	% achieving expected standard or above in maths (school measured)	53% (11 children)
% achieving expected progress or above in reading, writing and maths (school measured)	53% (11 children)																							
% achieving expected progress or above in reading (school measured)	67% (14 children)																							
% achieving expected progress or above in writing (school measured)	58% (12 children)																							
% achieving expected progress or above in GAPS/phonics (school measured)	53% (11 children)																							
% achieving expected progress or above in maths (school measured)	67% (14 children)																							
% achieving expected standard or above in reading, writing and maths (school measured)	53% (11 children)																							
% achieving expected standard or above in reading (school measured)	53% (11 children)																							
% achieving expected standard or above in writing (school measured)	53% (11 children)																							
% achieving expected standard or above in GAPS/phonics (school measured)	53% (11 children)																							
% achieving expected standard or above in maths (school measured)	53% (11 children)																							

We CARE
Welcoming all Community Achievement Respect Encouragement

Key Development priorities	Action and strategies	Intended impact and sustainable outcomes	Evidence	Review dates
To ensure all Year 2 (and those Year 3 children who did not meet the expected level in the phonics screening check October 2020) are supported	<ul style="list-style-type: none"> Continue to group children into 3 differentiated groups across the school for morning phonic sessions based on ability. Differentiate work accordingly. 	All children to pass the Year 1 Phonics Screening Check; and those re-sitting in Year 3 will also pass.	<ul style="list-style-type: none"> Phonic screening check scores Tracking grids Standardised scores Work scrutiny Lesson monitoring 	<p>Half-termly checks.</p> <p>End of year scoring.</p>
IMPACT	<p>Quality First Teaching supported by class teaching assistants; complimented by additional phonic interventions.</p> <p>100% pass rate across Year 2 and Year 3 re-sit (October 2020).</p>			
Key Development priorities	Action and strategies	Intended impact and sustainable outcomes	Evidence	Review dates
To ensure PP children (and others who need targeted support) engage with the appropriate resources/engagement; to develop independent learning skills	<ul style="list-style-type: none"> Gain advice from Educational Psychologist. Use resources aimed at those needing additional support. Interventions for dyslexia, dyscalculia and wellbeing/mental health. 	% of PP children making good or better progress in reading, writing and maths will increase.	<ul style="list-style-type: none"> SENDCo planning meeting with Educational Psychologist Telephone consultations to individual parents Tracking grids Standardised scores Work scrutiny Lesson 	<p>Half-termly checks.</p> <p>Evaluate at the end of the year (July 2021).</p>

We CARE
Welcoming all Community Achievement Respect Encouragement

			monitoring	
IMPACT	<p>All staff received training in how to provide a smooth transition for pupils returning to school in September 2020; post 2019 COVID-19 lockdown: provided by Local Authority Educational Psychologists.</p> <p>During the 2020 National lockdown; our families were able to tell us how they were doing and we were able to offer support in terms of technology (N.B: All PP children who didn't attend school were provided with home technology to support remote/home learning) or sending home paper copies of learning tasks and equipment to carry it out with: and we were able to offer families who needed support, for their children to attend school (N.B: 100% uptake on these places). In all, our families and community remained connected.</p>			
Key Development priorities	Action and strategies	Intended impact and sustainable outcomes	Evidence	Review dates
To improve self-esteem, emotional resilience and social skills of ALL children	<ul style="list-style-type: none"> • Additional circle time/PSHE lessons with follow-up nurture time later in the week. • Self-esteem intervention where needed. • Whole school focus on values and learning behaviours. • Strong links with parents through various communication networks. • Staff CPD – as needed. 	% of PP children making good or better progress in reading, writing and maths will increase.	<ul style="list-style-type: none"> • Individualised nurture programmes • Telephone consultations to individual parents • Face to face short-term counselling meetings by Family Support Worker to families/and individual children 	<p>Half-termly checks.</p> <p>Evaluate at the end of the year (July 2021).</p>

We CARE
Welcoming all Community Achievement Respect Encouragement

			<p>Monitoring</p> <ul style="list-style-type: none"> • Pupil and parent voice 	
<p>IMPACT</p>	<p>Lockdown was especially difficult for PP children with SEND needs; but their teachers and key adults kept in regular contact with them if they were not attending school: and they have made good progress with social skills over the year.</p> <p>Over the course of this lockdown year; all children have benefitted from additional support including extra sporting activities; and nurturing/emotional support from the staff team: enhanced by the enormously valuable work our Nurture Lead provided.</p> <p>All PP children:</p> <ul style="list-style-type: none"> • Received food hampers during the lockdown period • Went on a school funded end of year trip to Mount Cook (i.e. local outdoor adventure centre) • Received annual school uniform allowance • Accessed Nurture sessions <p>And one child has accessed peripatetic piano lessons.</p>			