

PUPIL PREMIUM GRANT STRATEGY 2020-2021 Review Targeted Support for Academic Achievements

In Summer 2, children were identified based on the need to reinforce their understanding of basic arithmetic skills and the application of numbers. Another group was identified to significantly increase not just their reading fluency to help them read at pace without spending their working memory decoding, but also their reading comprehension. Catch-up education for this pupil premium group was provided by HLTAs and experienced teachers for 3 weeks in a single block across a longer period over the summer holidays. Parents were supportive of this provision and understanding in the identification process.

The evaluation showed that it increased pupils' confidence and self-esteem. Autumn data 2020 showed the Summer School had positively impacted our greater depth pupils, especially the boys in reading and maths. It meant that fewer Greater Depth pupils needed a catch-up session or boosters than the Expected group.

Breakfast boosters and after school boosters were also led by HLTAs to secure learning domains that will enable identified groups to catch up and meet age-related expectations or work at greater depth during Autumn 2. Y6 Reading data for PPG shows an increase of +20% between Spring and Summer actual outcomes for EXP+ and an increase of 7% for greater depth. Year 6 Maths data for PPG shows an increase of +23% between Spring and Summer actual outcomes for EXP+ and an increase of +17% for greater depth for the same period.

This forensic approach to intervention will remain in place, but more emphasis will be placed on KS2 greater depth writing, KS1, Writing and Maths with a particular focus on writing, as current Y6 pupils had poor engagement during Covid.

Morning boosters for Phonics focus for all pupils in Year 1 and 2 were provided by staff trained in Read Write Inc. during Spring and Summer 2021. Breakfast was also provided during the week of phonics screening for all pupils. Our morning interventions and morning breakfast had a significant impact on our results alongside additional after school and during school 1:1 interventions.

Phonics outcomes improved significantly for PP pupils in both Year 1 and 2 based on their end of year targets. This means that our Year 1 PP outcomes have exceeded

the national PP outcomes with Year 1 PP outcomes at 94% compared to 84% of national PP outcomes. Year 2 Phonics outcomes also exceeded the national average, at 89% compared to the 82% achieved by PP children.

During Spring 2021 lockdown, some PP parents informed teachers about difficulties they had with their children completing homework or attending online lessons, for example not having the relevant technology or knowledge to support them or being unable to challenge their behaviour towards schoolwork at home.

37 PP children had requested and were given laptops during the lockdown and 7 PP were given Dongles. Daily phone calls were made in the first week and then weekly calls home to maintain our strong teacher-parent relationships. We had put measures into place prior to online learning to ensure pupils were engaged in learning through closure times. We used Google Classroom to teach daily lessons online from 9.00 to 2.00 PM, and home learning packs were also produced prior to laptops arrival or if the parents/pupils were struggling with technology, which focused on consolidating learning through scaffolding, modelling and worked examples if they were overwhelmed with the lessons daily. Books were also provided to support reading and class texts at home. Tutoring was provided for pupils during the afternoons in small group sessions to support focus target pupils, especially in Reading and Maths. We also ran two homework clubs for Year 4 and Year 6 for pupils who did not have laptops at home during Autumn 1 and 2. Our summer actual outcome for Year 1 Reading Expected + shows the closing the gap between PPG (78%) and non-PPG (80%) with only a difference of 2%. The summer attainment gap between PPG and non-PPG in Reading for Expected + has been closed in Year 4. There is also accelerated progress in Year 2 for Expected + Reading and Greater depth for disadvantaged children.

Our focus is now to help pupils develop strong mental maths skills and to put support strategies into place. The Maths Lead continues to provide ongoing support when needed for all staff. We accessed mastery training to introduce it to all staff which will continue into the next academic year.

Now Press Play was purchased as an effective resource to support learning across the curriculum throughout the school. These “real-life” experiences have brought them a depth of understanding of key concepts and ideas, which otherwise our PPG would not have had, building cultural capital. Children have been able to access and engage in Tier 3 subject-specific vocabulary through experiences that are relevant to their topic, for example, the “Evolution” topic introduced them to new scientific

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vocabulary and as a result, children could use the words confidently and have a secure understanding of it.

Pupil Premium Scholarship Programme was announced for our more able PP pupils which was aimed to help raise the attainment of highly able pupils from disadvantaged groups to incentivise them to achieve or maintain greater depth in Reading, Writing and Maths. Pupil names were identified after data drop meetings during Autumn 2. Communication with parents was established and there was a strong parental engagement. Various schemes like online music lessons including keyboard lessons (the keyboard having been provided by the school), extra lesson materials and online IXL subscriptions were offered to pupils from Years 1 to Year 6. Instrument lessons were regularly attended by two pupils in years 2 and 3. There was positive feedback from the music teachers and parents of the pupils who were offered music lessons, and they asserted that one pupil progressed hugely in terms of his ability and could now read notes on his own as well as recall pieces by memory that he had learnt. Data shows that all PP achieved or maintained GDS across Reading, Writing and Maths except Year 2 where GDS was achieved in only one subject.

The next steps are to liaise with external agencies for rewards which should be less time-consuming.

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