Impact Report

Pupil Premium Strategy 2020- 2021



**Quality of teaching for all**

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| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Achieve the best outcomes for PP eligible pupils in  **Reception Class** to ensure  the attainment gap closes and their complex needs supported. | Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching Additional staff will ensure quality first teaching across the Phase and provide targeted  intervention  Adaptation of the provision to match pupil need & purchasing of resources to support the needs of the SEND pupils.  Purchasing of an increased range of reading books and reading packs made for home support.  Promote additional outdoor learning opps to improve engagement and language/communication skills  Stoke speaks Out provide CPD for staff, small group work, 1- 1 support for identified EYFS children including KS1 children.  EYFS parent communication to support the early years development  Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support  AEN funding applications made where appropriate | Attainment data indicates the DA reception chn are achieving below that of the NDA- but DA children are targeted and  tracked for additional support.  Miss Snape has been successful in leading on the Stoke Speaks Out project – This is now combined with Wellcomme to provide effective Speech and Language support  15 DA Reception children with significant speech & language delay are targeted for support from Seech and Language team  All pupils targeted are EHCP or vulnerable in addition to being DA.  Colourful semantics is supporting oral sentence making.  1 successful EHCP applications resulting in a newly appointed 1-1 SEN TA – to start Spring 1. |
| Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more  disadvantaged pupils achieving **above the age** related expectation | High quality CPD based on quality first teaching.  Introduction of new higher level text based reading.  .  Purchasing of more on-line learning resources for home usage Feedback provided to promote next steps.  Reasoning promotes understanding and children are challenged up more swiftly. | Rising Stars and Mymaths on-line learning platforms have been purchased and additional reading resources bought.  DA children are targeted for boostering where intervention will both target gaps and reinforce classroom teaching. |
| Ensure that in **Y1-6 the attainment gap** between pupils eligible for the grant and other pupils closes in reading, writing and maths | Improve the opportunities for phonic CPD.  Development of reading opportunities through the school, supported through the SDP.  Increase the opportunities for application of writing and across the curriculum and for pleasure. Access and CPD to LAP toolkits to enhance progress – for phonics, writing and maths.  Focussed additional support from TAs working with small groups to secure the basic skills are built on progressively through QFT | Learning walks & data indicate phonic teaching is effective and strengthening.  Newly appointed KS2 EHCP 1-1 TA supports the learning of the SEN, 3 DA pupils gain from this appointment. This appointment also allows the 2 TAs for focus on the needs on the LAP.  Newly appointed KS2 TA’s per class support the learning of the LAP. |

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|  | Additional TA support for target need (small group/1-1) – focus to begin in KS1 then HAP  .  Broad range of learning opportunities to promote engagement eg visits, visitors, outdoor learning. | Re-deployment of TA is focussed on targeted intervention for the lower attaining DA pupils in KS1. |
| **Total budgeted cost** | | **£74,041** |

**Targeted support**

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| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more  disadvantaged pupils achieving **above**  **the age** related expectation | Provide additional small group work/intervention for highest ability PP eligible pupils.  On line learning resources promote further learning opportunities. | 1 pupil working above in Y3 in Reading  In Y5 a good proportion of the DA working above:- R – 5 W – 2, M - 3 |
| Ensure that in **Y1-6 the attainment gap** between pupils eligible for the grant and other pupils closes in reading, writing and maths | Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures ‘quality first’ teaching.  TA small groups – secure basic skills are embedded together with new learning. Implement some formal/non-formal interventions to support specific need.  Apply the strategies from the toolkits and make the reasonable adjustments | DA children targeted for additional support in KS1 by intervention from TA’s  Colourful semantics training rolled out into KS1 & - this has unlocked learning for some SEN/LAP DA pupils in writing. |
| Access to the wide range of SEHM interventions both internally and externally, thus improving pupil’s  mental health well-being and this being indicate on the Triple A audit tool. | New Pastoral Lead to overhaul the provision for SEMH children and line manage the work of the in school counsellor.  In school counsellor to support children with mental health needs  Mental health team to support families with availability online  Forest school to support mental health wellbeing | Children are identified and signposted to the relevant support.  Remote are assemblies are targeted to support the PSHRE curriculum and SEHM strategies – classroom strategies also support with a culture of community and shared responsibility.  All pupils with child protection concerns have core group and conferences remotely to ensure consistent levels of communication. |
| **Total budgeted cost** | | **£6,000** |

**Other Approaches**

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| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Significantly close the attendance gap between PP and NPP pupils | Daily contact/monitoring Support clinics  Accessibility to support online, face to face and paper based Target focus families for intense support | The attendance for DA is currently 95.2% below the national at 96%  DA Persistent Absenteeism figure is below national by 4% (School 4.2% and National 8.2%) |

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|  | Provide breakfast club  Provide for basic needs- clothes /equipment Support from Learning Support mentor  Selected strategies to promote good attendance in school – eg – Pupil Leadership attendance officer role, rewarding & reporting good attendance, attendance assemblies |  |
| Improve both parental and **pupil**  **engagement** and support for the parents of pupils eligible for PP | To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.  When able and covid safe ensure a range of clubs are offered throughout the school day and many without a cost attached  Increase the impact of the leadership roles for DA children to provide a sense of responsibility and raise self-esteem  Become more involved with community events, when safe to do so. | Pupil leadership roles are in place and their voices are being heard through minutes and assemblies. DA children will fulfil a role to deepen pupil engagement. |
| Improve both **parental** and pupil **engagement** and support for the parents of pupils eligible for PP | Ensure all PP parents have access to written and verbal communication- in a variety of forms which best suits their needs.  Select parents for trip helps – don’t ask for volunteers. New email for parents to contact teachers  Parent engagement days – when safe to do so Refer to agencies for help –eg Home Start. | With parents evening now transferred to telephone calls - all DA parents were contacted and engaged with this communication.  When school locked down – tablets or work packs were produced is they were unable to access TEAMS – this ensured learning continued with minimal disruption.  Following the Jan 21 lockdown, school and parental engagement was stronger than ever, with Teams, phone calls, paper pack collection and key worker engagement. Learning engagement is monitored weekly. 99% of children engaged online |
| **Total budgeted cost** | | **£2,680** |