

Pupil premium grant expenditure: Review and Impact 2020/21



Overview of the school

| Number of pupils and pupil premium grant (PPG) 2020/21 received | |
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| Total number of pupils on roll | 420 |
| Total number of pupils eligible for PPG | 32 (PPG), 2 (Service) |
| Amount of PPG received per pupil | £1345 (PPG), £620 (per service) |
| Total amount of PPG | £43,660 |

| Barriers to learning (identified from the school's self - evaluation) |
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| <ol style="list-style-type: none"> 1. Lock down means that many of the children have missed out on adequate schooling and social interaction for approx. 6 months. 2. Some children appear to lack confidence in social situations and this can affect their relationships between peers and adults. 3. Some children do not receive the same level of support in terms of home schooling as others. 4. Some children do not have access to sporting activities. 5. Some children do not have good role models at home who model and understand the importance of lifelong learning. 6. COVID adversely affected the mental health of staff, pupils and their wider family. |

| Objectives to address the barriers to achievement of disadvantaged pupils (pupils eligible for free school meals within the last six years or in local authority care for at least six months) | Review Aut 21 (RAG) |
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| <ol style="list-style-type: none"> 1. Pupils will follow a recovery curriculum designed to fill any gaps as a result of lockdown. <i>This was disrupted somewhat due to the second national lockdown. However, please see the Summer Recovery Document 2021 that summarises all provision provided for all pupils during the Summer Term 2021. PPG pupils were given additional academic and social support from PPG teachers during the Autumn Term 2020 and Summer Term 2021 as well as additional support with Home Learning during the Spring Term 2021.</i> | |
| <ol style="list-style-type: none"> 2. Children to be more aware of how they are feeling and how they can deal with their emotions appropriately. | |

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| <p><i>We feel that we cannot rate this as green due to the challenges presented by the second lockdown. The introduction of the Zones of Regulation, across the school, has had a positive impact upon the majority of pupils (see PPG Pupils Voice from Summer Term 2021) however, so much disruption has meant that more time is needed to embed this system and its supportive tools.</i></p> | |
| <p>3. Children will have access to greater levels of support to help with home schooling. <i>During the second national lockdown, PPG pupils particularly were given high levels of support. Some were encouraged to attend school and thankfully parents agreed and some were provided with laptops and additional equipment to enable them to maximise the Home Learning potential. Others were visited at least weekly where hard copies of home learning, resources and a friendly/ helpful doorstep discussion could take place. Telephone and online support was available daily and some received online interventions from TAs or PPG teachers to support their learning whilst at home.</i></p> | |
| <p>4. Children will participate in a range of extra-curricular activities. <i>Due to the need for 'bubbles' at school and the inability to mix age groups/ year groups, we were not able to run as many extra-curricular clubs as we usually would. This was further impacted by staff needing to isolate which creating additional staffing issues. However, despite this, we managed to offer a small range of sports clubs in the Autumn and Summer Terms and also employed Rising Stars to offer additional sporting opportunities during Lunchtimes.</i></p> | |
| <p>5. Adults to build relationships with children and act as good role models. <i>Whilst working in 'bubbles' Teaching and Support staff would spend a great deal of the lunch break with the children. We felt that this support was vital under the current circumstances and very much needed. They would eat with the children, talk to the children and play with the children to model correct responses, behaviours and to provide reassurance and support.</i></p> | |
| <p>6. Staff will have a better understanding of the signs of poor mental health and feel better equipped to support pupils and their families. Staff will have attended mental health training. Children will feel safe and secure in their schooling environment. <i>We feel that we can only rate this as yellow as whilst some mental health training and support has been provided, whole school mental health training has been delayed due to COViD. This will be taking place in the Autumn Term. However, staff worked extremely hard to ensure that all children feel safe and</i></p> | |

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secure in school and our Pupil Voice (PPG and Curriculum Observation Pupil Voice Summer 2021) reflects this.

| Spending actions to be taken this year to address the barriers to achievement of disadvantaged pupils: | Expected Impact | Impact |
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| <p>1.0</p> <p>Reading/writing/maths/EAL, bespoke interventions for PPG to narrow the gaps and accelerate progress. This can be either as 1:1 with a Pupil Premium allocated teacher, small groups or classroom based. Specific targets are set for each child in conjunction with class teacher and reviewed on a regular basis.</p> | <p>Children will have met their appropriate age related targets as identified on Insight.</p> | <p>The vast majority of PP children made positive progress in reading, writing and maths with this additional support this academic year (evidence can found in school data reports). This was despite the disruption of another national lockdown. In the Summer Term, the success in reading was due to a huge amount of additional support with reading fluency and daily reading resulting in many children moving up several reading levels.</p> |
| <p>1.1</p> <p>Speech and Language trained TA support with devising and monitoring sessions in school weekly. 1:1/small group support to develop language skills so that children can communicate effectively and access learning.</p> | <p>Children will be more able to communicate effectively with peers and adults.</p> | <p>There has been some positive impact in places with speech and language support for PP children due to the regularity and uniformity of the support. However, county speech and language services have been over stretched since COVID and so we have received very little professional support. There would undoubtedly have been more impact were we to</p> |

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| | | have been able to access professional advice more readily. |
| <p>2.0</p> <p>All children to be introduced to, and taught the zones of regulation. Each classroom to have a display that the children can interact with daily to aid discussion. Developing the Zones of Regulation creates a learning environment in which pupils can learn more effectively.</p> | <p>Feelings will be identified using zones and appropriate tools identified and implemented.</p> | <p>Pupil voice and classroom observations tell us that the use of the Zones of Regulation across the school have had a strong impact on the children being able to come back to school and settle quickly. This has been particularly noticed with most of our PPG pupils. We will continue to embed and use this approach next academic year.</p> |
| <p>3.0</p> <p>Children are being taught at school how to access Google Classroom. Access to Google Classrooms will be given via additional laptops if necessary. Children will be given resource packs to use at home. Those children who struggle with internet access will be provided with appropriate alternatives.</p> | <p>Home schooling tasks to be completed on time to the best of the child's ability.</p> | <p>All pupils were taught to access and use Google Classroom in the Autumn Term and parents were contacted and encouraged to support their children with this for homework. Resource Packs were sourced, created and collated and then provided to all PPG pupils to ensure access to necessary resources and equipment whilst learning at home. We provide packs such as these for PPG pupils each year anyway, but additional resources were added this academic year due to home learning.</p> |
| <p>3.1</p> | <p>Parents receive useful information</p> | <p>Initially this was intended to be used to help parents to better</p> |

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| <p>Sharing strategies of how to support learning at home (to include resources). Such as:</p> <p>English (including phonics) and numeracy information power points for parents</p> <p>E-safety workshop for parents</p> | <p>and support to enable them to effectively help their children with their learning at home.</p> | <p>support their children with their homework. However, once a second national lockdown occurred this was tweaked. The support in this area ended up being much more personal and tailored to individual needs once school closure occurred again. E-safety documents were shared with all parents to support their children.</p> |
| <p>4.0</p> <p>Enrichment opportunities such as trips (when we are able) to enable full access to school life and a range of experiences which will develop their thinking and oral skills. Children will be encouraged to take part in additional sport where available.</p> | <p>All children will have opportunities to widen their experience at school.</p> | <p>Due to COVID "bubbles" and government rules this year, residential trips were not possible. However, funding was used to offer day trips in the Summer Term. Funding was also used to cover swimming lessons also in the Summer Term.</p> |
| <p>5.0</p> <p>The continued teaching of the Jigsaw PSHE RSE scheme will support children with their social skills, mental health and importance of life long learning. All children to be familiar with the Zones of Regulation to help with emotional regulation.</p> | <p>Through Insight tracking, Jigsaw will demonstrate progress made with social skills and resilience.</p> <p>Zones of Regulation will be used to identify and support methods of</p> | <p>Jigsaw subject leaders undertook a learning walk and observations and found that PPG children had not made good progress in PSHE RSE. As a result, additional CPD was delivered on Jigsaw to improve the teaching and delivery of PSHE particularly to improve our PPG children's PSHE skills.</p> |

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| | emotional regulation. | |
| <p>6.0</p> <p>Children's mental health continues to be high on the Government's agenda and with the increasing need for mental health support in school, we feel this needs to be a priority. This will be addressed by embedding learning from Jigsaw and the Zones of Regulation, applying the 5 R's, mindfulness, whole staff mental health training and peer teaching (where possible due to COVID).</p> | <p>Staff will have attended mental health training and feel confident in implementing it with a consistent whole school approach. Children will feel safe and secure in their school environment.</p> | <p>Due to COVID, the whole school training has been postponed to the Autumn Term. A whole school pupil survey was undertaken in the last week of the Summer Term and found that children did feel safe and secure in school on the whole. Those that didn't were supported on an individual basis with 1:1 play therapy being provided as well as Drawing & Talking sessions.</p> |
| <p>6.1</p> <p>Pastoral interventions including nurture group, protective behaviours, drawing and talking, sensory circuits and mindfulness. Achieved through small group/ 1:1 sessions to support children's emotional wellbeing and mental health so that they are more ready to learn.</p> | <p>Majority of children will be increasingly ready to learn and have visibly more confidence in school as well as being more able to self-regulate.</p> | <p>Most groups were unable to take place due to COVID, however, staff worked hard to ensure that the most vulnerable children were supported where possible and positive outcomes were seen in these cases (see pupil voice and TA Intervention Record Sheets). Drawing and Talking continued where necessary but within a bubble so Class TAs undertook this. This was hugely beneficial for those pupils (Confidential SDQs monitored the impact of this).</p> |

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| <p>6.2</p> <p>1:1 Nurture sessions on a term by term basis to provide targeted behaviour support and learning support to accelerate progress.</p> | <p>Children who had not previously made progress will make expected progress to 'narrow the gap'</p> | <p>Due to the second national lockdown, this did not happen as planned/ anticipated. In the Summer Term we had an external therapist that came to support particularly challenging PPG pupils. This showed a positive impact with behaviour at school and so we will continue this in the Autumn Term to support transition.</p> |
| <p>6.3</p> <p>1:1 Therapy as needed</p> | <p>An increased number of children with barriers are more ready to learn.</p> | <p>Art therapy was successfully undertaken in the Autumn Term but unfortunately had to be cancelled when "bubbles" were introduced. As mentioned above an external Play Therapist was funded and provided by school in the Summer Term.</p> |
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How will we know if we have been successful

By:

- Analysing our in school data
- Regular professional discussions about learning and barrier with appropriate members of staff.
- Monitoring the learning in children's books
- Asking the children about what has been successful, what have they learnt and what their next steps are.

This plan will be reviewed yearly.

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