

PUPIL PREMIUM 2020-21 REVIEW

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching Priorities

Measure	Activity	Outcomes
Priority 1 To diminish the gap in attainment between disadvantaged pupils and non-disadvantaged pupils	<ul style="list-style-type: none">• Baseline assessments to establish year groups key areas for development.• Termly monitoring of attainment levels within Writing, compared to PPG children's non-PPG peers.• PPM focus on disadvantaged pupils, including them within focus groups that will be given additional support within class.• CPD to be given to support staff to develop their understanding of marking and feedback, inclusive classrooms, and quality first teaching.• New teaching staff to receive subject specific support within initial month of starting. Teacher CPD sessions on approaches to Writing• Development of the feedback children are given including CPD for teachers to better understand how children can progress within their learning through the use of feedback.	<p>Attainment levels from baselines show that overall PPG children across the school increased their attainment levels by +17% in Reading, +14% in Writing and +21% in Maths. This shows that the work completed within the school has worked towards diminishing the gap between disadvantaged children and their non-disadvantaged peers.</p> <p>CPD was delivered to all staff on areas such as feedback, quality first teaching and the inclusive classroom. Work continued throughout the year on areas such as feedback and the frequency of feedback has now been extended into all subjects with evidence being recorded in the children's books. This will continue to be an area of development as the new academic year will include new teachers and approaches must remain consistent across the school.</p> <p>The development of subject leaders was a focus throughout the year; however, the January lockdown meant subject leaders had to change their approaches and the scheduled monitoring. Subject leader development will continue to be a focus next academic year.</p>

Priority 2
Address gaps in learning through in class support and the bridging curriculum

- Subject leaders provided with time to develop and implement their bridging curriculum within the school.
- Support given to teachers by subject leaders to plan and address any gaps within learning
- CPD to be given on the bridging curriculum and how teachers can support students in addressing gaps within learning, including pupil premium children.
- Focussed CPD to be given to support staff to improve support given to focus groups within class.
- Subject leader and SLT monitoring to review in class support and how it addresses gaps within learning.

Evidence shown from the increase in attainment levels from the September baseline shows that Subject Leaders in Reading, Writing and Maths have narrowed the gap in attainment since the start of the year.
The school implemented a bridging curriculum to address any gaps in foundation subjects and this has been reviewed as part of subject leaders end of year review of their curriculum development plan. Subject leaders to continue to monitor any gaps in learning as part of their ongoing monitoring within the new academic year.

Targeted Academic Support

Measure

Priority 1
Improve personal, social, and emotional skills for pupils eligible for PP through focussed interventions.

Activity

- Development of the PSHE curriculum to include weekly lessons that will support children in developing their personal, social, and emotional skills.
- CPD given to staff on the identification of children who have been adversely affected by lockdown and the support the school can give them.
- Workshops to be provided for parents/carers on the importance of mental health.
- To provide specific social and emotional interventions for PPG children who require additional support with this area. This would be led by the school's pastoral care worker.

Outcomes

PSHE curriculum has been implemented across the school and is now embedded within all classes.
CPD has been given to staff to address any support PPG children may need who have been adversely affected by the 2020/21 lockdown.
Workshops for parents were unable to take place; however the school provided additional mental health support through the weekly newsletter.
Essex and NSPCC guidance also distributed as received.

Priority 2
 Improve phonics outcomes for children eligible for PP through staff training and phonics precision sessions for children.

- CPD given focussed on Phonics to support all staff in establishing a consistent approach to lessons.
- Induction process for new staff includes support from the Reading lead in the teaching of Phonics.
- Assessment of the outcomes within phonics from Reception, which highlights children who would benefit from additional support.
- Phonics precision intervention given to PPG children who require additional support.
- CPD given to support staff on the use of interventions to support children's learning within phonics.
- Review of phonics-based interventions allows accurate support to be given based on the child's

Phonics screening results of 2021 showed 91% of children passing the phonics screening test.

Phonics provision and interventions to continue into the next academic year due to their success.

Wider Strategies

Measure
 Priority 1
 Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged (within 1.5%).

Activity

- Weekly attendance tracking, highlighting PPG children who have the lowest attendance.
- Individualised programme of attendance for PPG children with the lowest attendance
- Half termly coffee mornings for parents
- Direct contact to be made with parents/carers of PPG children whose attendance drops. This will provide parents with support and further develop relationships between staff and parents/carers
- Attendance to be celebrated on a half termly basis as part of celebration assembly
- Financial support to be given to PPG families to give them access items such as uniforms and pupil trips
- Financial support to be given to PPG children to give them access to after school clubs

Outcomes

The difference between attendance was within 1.5% up until 2021 Summer term, where the difference grew to 3%. This has led the school to prioritise attendance of PPG children within the next academic year, with focus children being identified based on data from the previous year. Overall attendance of PPG children ended the year on 94%

Priority 2
 Increase accessibility of out-of-school and extra-curriculum experi-

Financial support for PPG families continued with uniform support and clubs support within the Summer term. 11B411 and off site visits were unable to take place due to restrictions

