

**Pupil Premium Report- July 2020 – covering up to March 2020 due to Coronavirus pandemic.**

The academic year 2019-2020 presented the school with unprecedented challenges due to the Coronavirus pandemic. The children were in school for roughly half of the year and were supported by on-line home learning and remote teacher support for parents. We were mindful of our Pupil Premium children and provided extra support via our vulnerable children support staff, class teachers and leadership team. All Pupil Premium families were provided with FSM vouchers throughout the lockdown and the summer break. This report only tracks the performance of the children and the impact of interventions for the time the children were attending school. At the present time we do not know the impact that the lockdown will have on these children.

**Pupil Premium 2019 to 2020 Aims**

**Aim 1:** To improve the quality of teaching and learning and raise attainment and progress to support in closing of the gap for all vulnerable children.

**Aim 2:** To monitor the cost effectiveness of interventions in place.

**Aim 3:** To increase accountability and subject knowledge of staff in relation to tracking pupil progress and attainment, identifying and removal of barriers and smart targeting to support closing of the gap.

**Autumn Term Costing**

Year Group	No Ch	Income £1,320 per child In budget	FSM Meal Payment	Interventions	Trips	Clubs	Other	Total Spend – Autumn Term
Reception	8	£10,568	£862	11 weeks £1,482	£0	N/A	£0	£2,344
Year 1	8	£10,568	£ 1, 058	13 wks £1,443	£67.20	£ 116	£329.32	£3,013.52
Year 2	9	£11,880	£1,235.10	13 wks £663	£178.65	£118	£329.32	£2,524.07
		£33,016	£3,155	£3,588	£245.85	£ 234	£658.64	£7881.59

**Spring Term Costing plus Autumn.**

Year Group	No Ch	Income £1,320 per child In budget	FSM Meal Payment	Interventions	Trips	Clubs	Other	Total Spend Autumn Term	Total Spend Spring Term	Total spend Autumn and spring Term.
Reception	8	£10,568	£770.50	11 wks £1183	£0	£27.00	£0	£2,344	£1,980.50	£4,324.50
Year 1	8	£10,568	£ 978.10	11 wks £1753	£112.00	£69.00	£0	£3,013.52	£2,912.10	£5,925.62
Year 2	9	£11,880	£887.80	11 wks £730	£0	£120.00	£0	£2,524.07	£1,737.80	£4,261.87
		£33,016	£2,636.40	£ 3,666.00	£112.00	£216.00	£0	£7881.59	£6,630.40	£14,511.99

**Although interventions were not in place for the Summer Term due to coronavirus the staff cost still needed to be met therefore we have looked at the interventions planned and calculated the cost in the final Pupil Premium Report August 2020.**

**Impact- pupil progress and outcomes**

**Reception Spring 2020**

8 children	Attainment Met	Attainment GDS	Total Met	Cohort Attainment	Progress 3 points	Progress 4 points
Reading	63% 5ch	0	87% 7ch	93%	63% 5 ch	63% 5 ch
Writing	50% 4ch	0	87% 7ch	93%	34% 3ch	34% 3ch
Maths	50%-4ch	0	62%-5ch	89%	75% 6ch	75% 6ch
L & A	75% 6ch	0	75% 6 ch		100%-8ch	87% 7ch
MFB	62%-5ch	0	62%-5ch		100% 8 ch	62%-5ch
MH	75%-6ch	0	75%-6ch		87% 7ch	75% 6 ch

## **Summary**

Attainment: A significant drop in the number of children reaching 'met'; reading 63% compared to 88% in December, writing 50% compared to 88% and maths 50% compared to 75%. This was reflected in an increase in children 'working towards', particularly in writing.

Progress: Progress overall needs to improve reading 63%, writing 34% and maths 75%. Writing progress is particularly low and is a matter for concern.

### **Children with complex needs**

2 children are PP and SEND Support

1 child PP and EAL

### **Impact of interventions: Spring 2020**

<b>Intervention</b>	<b>Success Met</b>	<b>Partially met</b>	<b>Cost</b>
1-1 Reading: (at least 3 x 15 a week)	2/5	3/5	£324
Writing 1:1 5x5	0/2	2/2	£143
Phase 2 Phonics: 1:1 ( 2 x 15)	0/2	2/2	£143
Maths 1:1 correspondence 2x15	0/2	2/2	£143
Jump Ahead Fine motor skills intervention group: (30 mins x 2)	1/1	0/1	£143
1:1 nurturing 5x5	0/1	1/1	£72
Green go - completing a writing task 2 x 15	0/2	2/2	£143
Green go -social development build new friendships 2x15	0/1	1/1	£72
Total Cost			£1183

Intervention success criteria has vastly improved and this needs to continue to ensure that we are challenging the children. This does result in a lot of interventions not quite making 3 which needs investigating.

### **Year 1 Spring 2020**

8 children	Attainment Met	Attainment GDS	Total Met	Cohort Attainment	Progress 2 point (expected)	Progress 3 points (accelerated)
Reading	50% 4ch	0	50% 4ch	62%	88% 7ch	50%-4ch
Writing	38% 3ch	0	38% 3ch	59%	75% 6ch	50% 4ch
Maths	63%-5ch	0	63%-5ch	75%	88% 7ch	12% 1ch

## **Summary**

Disadvantaged

Attainment: There has been a significant improvement in reading attainment from 25% to 50% for disadvantaged children. Attainment in Maths has stayed the same. Although writing still remains below expected it has improved from 25% to 38%.

Progress: Reading progress was 88% of children making expected in reading and maths with writing slightly lower at 75%. Reading and maths also showed a higher proportion of children making better than expected progress at 88% with writing only 75%. Once again the gap for a high percentage of children was closing. More children making accelerated progress in reading and writing than in December which is closing the gap when compared to 'all children'. Short nurturing sessions do seem to be having an impact on lowering anxiety and enabling children to focus.

### **Children with complex needs**

3 children are PP and SEND Support

2 children on vulnerable child list

### Impact of interventions: Spring 2020

Intervention	Success Met	Partially met	Cost
1:1 Maths Catch up 2 x 15mins	3/4	1/4	£286
Phonics 3 x 15mins	2/4	2/4	£108
Attention Bucket 2x30	0/1	1/1	£143
Writing 1:1 2 x 15	7/8	1/8	£572
Reading 2x 15 1:1	3/4	1/4	£286
Nurturing 1:1 5 x 5 mins	4/4	0/4	£286
Speaking and understanding 2 x 15	1/2	1/2	£72
Total Cost			£1753

The 1:1 interventions seem to be more effective than other interventions. Success criteria for the interventions appear to be tighter but this still needs to be a focus so that impact is more easily monitored and we are challenging the children. More effective record keeping is essential to monitor these children.

### Year 2 Spring 2020

9 children	Attainment Met	Attainment GDS	Total Met	Cohort Attainment	Progress 2 points	Progress 3 points
Reading	33% 3ch	0	33% 3ch	53%	22% 2ch	11% 1ch
Writing	33% 3ch	0	33% 3ch	57%	33% 3ch	11% 2ch
Maths	33%-3ch	0	33%-3ch	60%	55% 5ch	11% 1ch

### Summary

One more child achieved met in reading and maths and 2 more in writing than in December. The achievement of this group of children is still very low. The number of children making good or better progress is poor in reading and writing and slightly improved in maths but the gap is not closing quickly enough. More of this group are now showing more complex needs and have been added to the SEND register. Some interventions were making an impact in particular 1:1 work and success criteria was tighter but more work needs to be done in this area. Closer monitoring and more support needs to be given.

### Children with complex needs

5 children are PP and SEND Support  
 1 child PP, SEND and vulnerable child list  
 1 child PP and EAL

### Impact of interventions: Spring 2020

Intervention	Success Met	Partially met	Cost
Specialist phase 3 sounds 1x30	1/5	1/5	£72
Precision Teaching writing - spelling 2 x 10	0/1	0/1	£48
Phase 3 phonics writing intervention 3x10mins	1/3	2/3	£72
Maths/Partition and subtract 2 digit numbers - 3 x 15 mins	3/6	1/6	£108
Maths Catch up 1:1 2x15	2/2	0/2	£143
1:1 Writing 1x15	1/1	0/1	£36
1:1 reading 1x15	2/3	0/3	£108
Catch up phonics 1:1 2x15	2/2	0/2	£143
Total Cost			£730

### Phonics Check February 2020 results

#### Year 2 – December Data

7 out of the 9 PP children failed the Year 1 phonic check in the June 2019. More than half of the children reached the pass mark in December 2019: Passed 57% (4ch), Nearly 15% (1ch), 22-26 15% (1ch), 14-18 15% (1ch). Of those not achieving the pass mark only 1 child had not made progress and she is having significant learning difficulties.

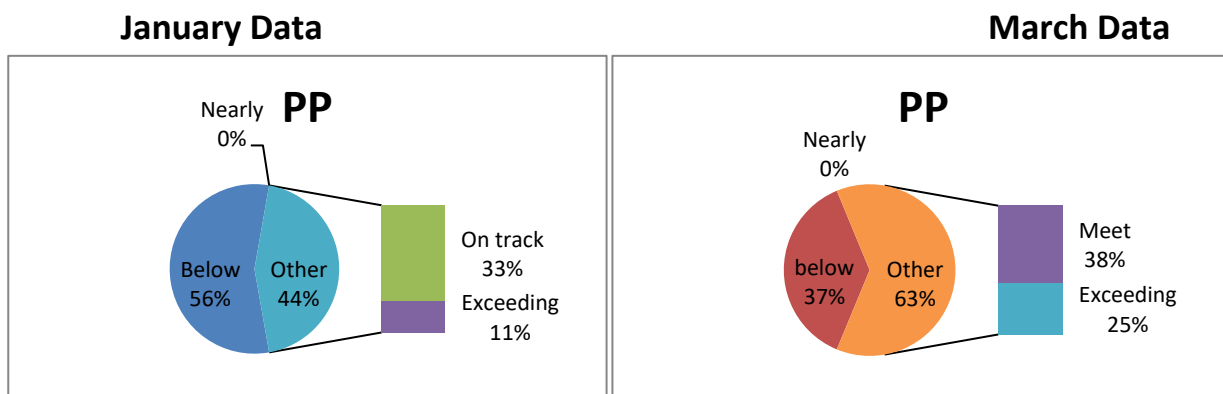
**Action**

- Setting for phonic across Year 2 which means that children who are not securely achieving above 32 will receive extra phonics.
- Booster sessions 3 times a week for 15 mins.
- Extra reading 1:1 where identified.
- Specialist phonic session 1x30mins for identified children.

**Year 1 – Spring 2020**

Summary

**Pupil Premium**



- Just under two thirds of disadvantage children read 20 or more words.
- Just over one third were not able to read 20 words. These children will need additional support in order to pass the phonics test. Daily reading and interventions 3 times a week, as well as small group phonics, have been timetabled using the new RWI phonic scheme.
- These figures are an improvement on January data.