**Pupil premium strategy statement**

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year 2019/20** | |  | | |
| This review takes into account the school closure for all pupils other that vulnerable pupils or key worker children from March to June and the partial school opening for YR, Y1 and key groups from June – July. Clearly this had a significant impact on our ability to deliver our Pupil Premium Strategy and will have meant some redirection of funds ie the support of meals to identified families**.** | | | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost**  **Budget**  **Actual** |
| To reduce the gender gap of underperforming boys in English | Staff INSET was used to explore the work of Gary Wilson and Pie Corbett (PC). The English SL worked with PC in a series of INSETs and led staff INSET, all classes revisited Story Making and also have a ‘spine’ of core class reading books. GW presented at GTAT INSET and to parents. Identifying effective approaches and strategies to help boys succeed, in particular for literacy (reading)  The school has reviewed and revised its approach to teaching spelling  FFT recovery programme for English was provided to identified children | Using tracking data and in particular No More Marking outcomes the boys in all year groups out performed their peers nationally. This was also the case for PP children.  Clearly this is only ½ a year of data due t lockdown and we are now undertaking further formative assessment of need following a full return to school.  All planned INSET was delivered and staff awareness of the needs of the boys has been raised  A full assessment of the impact of FFT is not possible due to lockdown. However, the programme has a track record of success with the targeted pupil | Using Nationally bench marked assessment information has given us a more accurate understanding of the overall performance of the boys in writing. We had planned to run at least one more No More Marking assessment Window in the Summer term to track progress. This will be implemented in 2020/21  Following the partial return of schools in June with YR and Y1 we have identified that maintaining TA support in its designated Year groups in the afternoons has allowed teachers to react quickly to learning gaps and misunderstandings. Therefore in the Autumn term we will not be running FFT, despite its success, to allow us to react to a wider range of need.  We will review this in Jan | Nil  Cost £9825 of which £5142 (actual) was from PP funding  The remainder of this is met by the SEN income the school receives |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Pupils achieve an ARE in English with a specific focus on acquisition of good CLL in EYFS and Phonics in EYFS, Y1 and Y2  Ensuring that pupils in KS2 remain on track for an ARE at the end of KS2 identifying dips in progress from prior attainment, ensuring that support or intervention is in place. | YR had TA support all day to ensure that appropriate intervention groups could receive direct teaching. Additional TA support was placed in YR to reflect the needs of the cohort.  We also ensured that all classes had a TA for each morning. We teach English and maths as discrete lessons in the mornings across Ks1&2. This ensures that target groups can be identified and supported.  In addition a team of 4 TAs were timetabled across Ks1 and 2 to run directed intervention and supported learning. Including programmes such as FFT reading recovery and Every Child Counts or teacher identified and planned interventions. | The staffing provision ensured that classteachers had the capacity to provide teaching and learning support for some groups of children. This resource was limited and did not meet all of the identified need.  Due to the school closure it is not possible to fully assess the impact but in previous years pupil outcomes evidence indicated that this has been successful in helping the children to make good progress. | It was recognised that it was difficult to offer all the support that as a school we felt the range of children required. This led to a very ‘busy’ and at times micromanaged timetable. The experience of the YR and Y1 children who returned in June in small bubbles (15 children max) with a classteacher and TA highlighted that were provision can be matched quickly and with agility the impact can be significant.  We have therefore increased the level of TA support in school to specifically meet SEN and vulnerable children within the 2020/21 budget.  This will be further enhanced through the use of the Covid Cstch Up fund. | Within the FFT costs |
| Identified children with specific emotional and behavioural needs to be supported and provided with specific teaching to better manage their responses | We introduced ‘Trick Box’ and undertook facilitator training to share this with parents – funded through the Sports Premium. Using a designated TA we delivered a specific programme of additional support based on Trick Box for identified children across 3 afternoons. As a school we have adopted some principles from Paul Dix *When the Adults Change Everything Changes* | It was disappointing that lockdown curtailed this work and that identifying its impact is not possible. The children identified still exhibit significant need in their new class.  We had hoped at the time of writing to have made an additional TA appointment to facilitate this again, we will do so asap. | 2 members of staff are beginning Trauma Informed Schools to develop this area of support  We will continue with this as the EB needs of identified children are significant and require intervention to secure their ability to manage middle school transition and allow their peers to access the learning | £3300(3 TA pms per week)  Actual £2571 |
| Support children with home reading/learning tasks | An additional member of staff was funded for afterschool club – Monday – Thursday up to 5pm. Targeted children were invited to afterschool club where they were able to engage in play and social activities (in place of play dates etc) and undertake reading/home learning tasks | This was working well up to lockdown | Post lockdown to support our management of DfE guidance we have reduced the hours of our provision. This will be reviewed. | **Cost** £2420 **(over 1 yr)**  Actual £2285 |
| Support for PP parents with wrap around care. School will pay for elements of care to enable parents to work the hours needed | Places were offered at a discounted rate for parents as required over the academic year | All PP and service children had provision offered either at a discounted rate of free of charge | This will continue | £1000  Actual £1032 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Support children with emotional needs, well being and through transition | The school has well established routines for transition and pastoral care that meets the needs for most children. Where additional needs are identified the school has a trained ELSA TA who works 1 afternoon a week with identified children in addition to a Nurture trained TA – 1 pm a week | Whilst all this is in place Covid-19 meant that many of the established transition arrangements were not able to take place.  YR and Y1 when they returned in June did have an effective transition, Y1 in particular were able to spend their return to school either in their new classroom setting and their new TA or in their old room with their new teacher.  To ensure that Y4 were supported in transition beyond the provision from the Middle School all Y4 pupils returned to Puddletown First in September for a day before moving on.  DH attended some INSET from Trauma Informed Schools before children returned – this was shared with all staff.  Our new YR cohort were unable to spend any time in their new setting prior to Sept. Video messages and virtual school tours were provided. In September a staggered start of ½ the YR class was introduced for morning of afternoon sessions.  Despite the difficulties of Covid-19 these measures ensured that transition was a effective as possible | The staggered YR start has been very effective, children who were identified as vulnerable in their EY settings have made a secure start in YR. This is something that we are considering for future years to run alongside previously effective routines | **Cost £4678**  Actual £4571 |
| Ensure that all children have an equal opportunity to participate in school life | £1100 is set aside to pay for trips, uniform, afterschool clubs and music lessons for those in receipt of PP  All afterschool sports clubs are funded through Sports Premium and free to all. | All children were able to attend activities and visits with cost not being a barrier | This will be even more important next year due to the financial strain some families are now under due to Covid-19 | £1100  Actual £286.50 |
| To support the children’s broader range of experiences (cultural capital). Targeted group of children identified as disadvantaged, which may include PP | The SEND/Inclusion lead will work with the HT to identify children who are at risk of limited cultural experiences.  They will plan a set of events and ‘days out’ such as museum visits, theatre trips offered at zero cost | Due to the Covid-19 lockdown no trips or visits were undertaken | We will revisit this in 2020-21 | £1000  Actual £0 |
|  |  |  |  | £23323  Actual £18459 |

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| 1. **Additional detail** |
| The schools lockdown due to Covid 19 has meant elements of the fund was unspent, this has been identified and will be used to fund the 2020/21 plan, however before committing this fund we are awaiting the final costs for providing food vouchers for all our PP families during this time as we were not able to join the Gov scheme for a considerable period of time due to IT and capacity issues on the behalf of the Gov provider. Instead we used a local DASP scheme and the LA scheme |