

## REVIEW OF PUPIL PREMIUM STRATEGY 2019 - 2020

<b>Academic barriers</b>
Quality First teaching is not present in all classrooms
Attainment in reading writing and maths
Poor knowledge and understanding of the world / experiences beyond school (which affects vocabulary)
<b>Additional barriers</b>
Low attendance rates among PP children.
Parental engagement.

- Progress in addressing the identified barriers halted when the school closed on the 20<sup>th</sup> March 2020 due to the pandemic. During the period of closure, school focussed support on pastoral aspects and supporting vulnerable families with returning their children to school. When school reopened for Reception, Y1 and Y6 alongside Key Workers a programme of mindfulness has been introduced.
- Pupil Premium Champion left the school at the end of the spring term 2020.
- Number of pupils eligible for FSM is showing an increase because of the pandemic.
- No statutory assessment for EYFS, End of KS1 and KS2.
- Following analysis of the Autumn term 2019 PITA data, the Principal commissioned an external Review of Pupil Premium.

Prior the review the Principal and reviewer identified five lines of enquiry.

1. *How does Early Years, key stage 1 and key stage 2 provision, through the expenditure of Pupil Premium monies, impact on the outcomes for children eligible for Pupil Premium?*
2. *How are the school tackling the attendance issues identified for pupil premium children and for those children eligible for pupil premium who are persistent absentees?*
3. *How well does the school meet the needs of children eligible for Pupil Premium through enhanced quality first teaching?*
4. *How is feedback impacting on outcomes for children eligible for Pupil Premium?*
5. *How is the school engaging the parents of eligible pupils and what is the impact?*

### **1. How does Early Years, key stage 1 and key stage 2 provision, through the expenditure of Pupil Premium monies, impact on the outcomes for children eligible for Pupil Premium?**

- RWInc is leading to an increase in children achieving EXP in 2019.
- EYFS – disadvantaged children are making expected progress from low starting points.
- In school data indicates the attainment of pupils eligible for PPG is below pupils who are not eligible.
- Attainment for this group of pupils is well below National comparators.

**2. How are the school tackling the attendance issues identified for pupil premium children and for those children eligible for Pupil Premium who are persistent absentees?**

- Working closely using the half termly report produced by consultant to identify pupils with low attendance – follow the letter system as set out in the school policy for attendance.
- Providing funded places for eligible pupils at Breakfast club
- School Attendance Meetings with parents
- Write to all parents about the importance of regularly attending school
- Weekly Albie attendance award for 100%
- Weekly class attendance league shared with the staff
- Monthly attendance assembly & certificates for 100%
- Termly attendance assemblies for 100%

**3. How well does the school meet the needs of children eligible for Pupil Premium through enhanced quality first teaching?**

- Variation in the quality of teaching remains. Where teaching and learning is effective, outcomes and progress for disadvantaged children is stronger.
- Implementation of a range of 'catch up' programmes to ensure precision teaching, pitched at the appropriate level for all children.
- Reading cafes – engaging parents in reading outside school
- Focused CPD to develop QFT including Maths, Guided Reading, SEN is improving provision in classrooms.
- Where the quality of teaching remains variable, the school has targeted additional support through team teaching and coaching.

**4. How is feedback impacting on outcomes for children eligible for Pupil Premium?**

- This is variable and links to the quality of teaching. Teachers have been directed to focus on pupils eligible for PPG. This is not consistent.

**5. How is the school engaging the parents of eligible pupils and what is the impact?**

- Targeted key families for nurture group.
- School has future plans for further ways to support vulnerable families and engage parents.
- Regular newsletters and communication keeping parents informed.
- Attendance meetings for families where attendance is a concern.

## Pupil Premium Review Recommendations

From the information gathered as part of this Pupil Premium Review, the following actions are recommended:

REVIEW RECOMMENDATIONS	PROGRESS AND COMMENTS
<ul style="list-style-type: none"> <li>Governance – provide support for the Governors responsible for Pupil Premium to ensure they are able to articulate with confidence the rationale behind the strategy and impact of the specific aspects of the strategy.</li> </ul>	
<ul style="list-style-type: none"> <li>Pupil Premium Strategy – update the strategy involving all leaders in the development of the strategy.</li> </ul>	<p>Maths and English SL contributed to the development of the strategy in July 2020. They need to be involved in the termly reviews and adapt strategy based on data and other information.</p>
<ul style="list-style-type: none"> <li>Consider creating a document for Costessey that shows, through a combination of qualitative and quantitative data, where high impact interventions have been successful.</li> </ul>	
<ul style="list-style-type: none"> <li>Develop case studies for children where expenditure of Pupil Premium funds has had a positive impact on their outcomes – think in particular about higher attaining pupil premium children</li> </ul>	
<ul style="list-style-type: none"> <li>Continue developing home-school links and parental engagement – parents are supported but how is this documented?</li> </ul>	<p>Spreadsheet tracking the support from teachers and pastoral created and strategy includes updating this each term.</p>
<ul style="list-style-type: none"> <li>Have strategy plans in place for showing high impact vs. low cost/time for interventions that support pupil premium children.</li> </ul>	
<ul style="list-style-type: none"> <li>Further raise the profile of attendance with pupils and parents throughout the school with the introduction of               <ul style="list-style-type: none"> <li>an attendance league display,</li> <li>half termly attendance class awards,</li> <li>focussed fortnights/ months (identify the lowest attending fortnight/ month from previous year) with prizes and special assembly</li> <li>consider introducing RAG attendance report cards at parents evening</li> <li>invite attendance officer to talk to parents at induction meeting for new parents</li> <li>Data reporting – include progress data for Pupil Premium and non-pupil premium in data reports to capture accelerated progress that indicates how the gap is diminishing.</li> </ul> </li> </ul>	<p>Attendance included on the annual reports this year raising staff awareness.</p>

## 2020 – 2021 Identified Barriers

### Barriers to future attainment (for pupils eligible for PP) – these barriers have been further exacerbated due to COVID-19

#### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|---|
| <b>A.</b> | Children are not working at an age related standard as a result of 'loss of learning' and the existing difference in attainment and have conceptual gaps or misconceptions. |
| <b>B.</b> | Some pupils may have limited speech and language skills which can impact upon learning.   |
| <b>C.</b> | Pupils being 'ready to learn' in class, including mentally/emotionally.   |
| <b>D.</b> | Level of cultural capital may be variable (access to books, life experiences, knowledge and skills that can improve life chances).  |

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

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| <b>E.</b> | In some cases, inconsistent attendance, and punctuality.   |
| <b>F.</b> | Low aspirations about what can be achieved and how to be successful.   |
| <b>G.</b> | In some cases, parental engagement with school, perceptions of education and value placed upon learning and achievement. |