

Pupil Premium Grant 2019-20

Allocation=£189,620.00

126 Pupil Premium children/54% of roll

Strategy	Delivery Method	Cost	Resource	Outcomes:																																																																																						
1. Secure accountability for the performance of Pupil Premium children	Strategic leadership to drive personalised learning through data analysis and staff development	0.1 x SLT	Leadership 0.1 non-contact: Cost includes 'on costs' to school	<p>Attainment demonstrates ARE and progress of pupils in receipt of PPG compared to all. Data reflective of March 20 capture and subsequent partial closure of school.</p> <table border="1"> <thead> <tr> <th rowspan="3">Year</th> <th colspan="6">Attainment</th> <th colspan="2">Average Progress</th> </tr> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th rowspan="2">ALL</th> <th rowspan="2">PPG</th> </tr> <tr> <th>ALL</th> <th>PPG</th> <th>ALL</th> <th>PPG</th> <th>ALL</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>66%</td> <td>55%</td> <td>57%</td> <td>40%</td> <td>60%</td> <td>55%</td> <td>2.3</td> <td>2.3</td> </tr> <tr> <td>Y1</td> <td>54%</td> <td>43%</td> <td>59%</td> <td>43%</td> <td>72%</td> <td>61%</td> <td>1.3</td> <td>1.2</td> </tr> <tr> <td>Y2</td> <td>72%</td> <td>50%</td> <td>68%</td> <td>44%</td> <td>72%</td> <td>50%</td> <td>1.8</td> <td>1.8</td> </tr> <tr> <td>Y3</td> <td>47%</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>62%</td> <td>50%</td> <td>1.4</td> <td>1.4</td> </tr> <tr> <td>Y4</td> <td>65%</td> <td>62%</td> <td>57%</td> <td>46%</td> <td>65%</td> <td>54%</td> <td>1.5</td> <td>1.3</td> </tr> <tr> <td>Y5</td> <td>90%</td> <td>86%</td> <td>80%</td> <td>82%</td> <td>80%</td> <td>77%</td> <td>2.2</td> <td>2.1</td> </tr> <tr> <td>Y6</td> <td>92%</td> <td>88%</td> <td>81%</td> <td>76%</td> <td>92%</td> <td>94%</td> <td>2.9</td> <td>2.9</td> </tr> </tbody> </table> <p>PPG pupils a focus of pupil progress meetings in order to ensure clarity and familiarity of identified pupils with all teachers. Inconsistency of progress across the school reflective of significant staff absence in early spring term. Staffing deployment reviewed to support ambition for accelerated progress from spring 2 and in place prior to partial closure.</p>	Year	Attainment						Average Progress		Reading		Writing		Maths		ALL	PPG	ALL	PPG	ALL	PPG	ALL	PPG	Rec	66%	55%	57%	40%	60%	55%	2.3	2.3	Y1	54%	43%	59%	43%	72%	61%	1.3	1.2	Y2	72%	50%	68%	44%	72%	50%	1.8	1.8	Y3	47%	50%	50%	50%	62%	50%	1.4	1.4	Y4	65%	62%	57%	46%	65%	54%	1.5	1.3	Y5	90%	86%	80%	82%	80%	77%	2.2	2.1	Y6	92%	88%	81%	76%	92%	94%	2.9	2.9
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2. Personalised Learning	One additional class per phase in school facilitating smaller classes and a higher pupil to Teacher/ TA ratio Support in alternative Education for PP children	3 x M4 2 x L3 TAs	3 experienced full-time teachers 2 L3 TAs Cost includes 'on costs' to school	<p>Smaller class sizes have allowed for personalised learning, identification of vulnerable pupils and the implementation of targeted and tailored support for both academic and pastoral needs. The impact of staff absence was managed through secondment opportunities, with SLT providing support for continuity of expectations. PPG funding was used successfully to secure bespoke support for identified pupils. Teacher: pupil ratio, additional support and intervention was impacted on during turbulent staffing period for specific year</p>																																																																																						

				groups. Consistency and sustainability of offer a planned focus for summer term and moving forward.
3.Support SEMH to remove barriers to learning	Provide bespoke pupil support to those individuals at risk of disaffected behaviour or poor attitudes to learning; support children with social, emotional and mental health needs. Additional member of staff on KS1 and KS2 playgrounds at lunchtime to engage children in positive outdoor behaviours; CATS therapist to support children and families through outreach with emotional needs; ELSA trained TA to support individual pupils with SEMH needs in addition to classroom provision. Support Y6 Transition process with vulnerable PP pupils	10 hrs x TA 0.2 x ELSA TA CATS Therapist 0.01 SLT 0.1 x PSA	Lunchtime TA on KS1 and KS2 playgrounds ELSA trained TA 2 afternoons per week CATS Therapist supporting pupils and their families 1 day per week Leadership 0.01 non-contact: Cost includes 'on costs' to school	Additional playtime staffing capacity enabled to support social relationships and behaviour outside. This impacted positively on vulnerable individuals, but also on the behaviour for learning of wide cohort. ELSA support continued until Lockdown with targeted children. Significant progress in developing better social skills evident with specific children, improving curriculum access and academic progress, Full reports on work completed were received and available in school. Contact with pupils maintained during partial closure period. CATs therapy was targeted in the majority at pupils receiving PPG. Support continued on a weekly basis throughout lockdown and identified pupils were provided with direct access to telephone counselling, while families were supported and 'kept in touch' through regular check-ins. This has enabled many vulnerable families to access direct work with school and 86% of vulnerable pupils attended school in Summer 2. SLT (AHT) time to discuss transition with designated secondary schools re transition for vulnerable pupils and share ongoing work. Liaison with CATs therapist re early transitional/ counselling arrangements made. PSA weekly telephone calls to all families in school and more regular 'check-ins' with vulnerable families. DHT weekly conversations with PPG families during lockdown; triangulated meetings and information sharing between school, family and Children's services/ Virtual School. All PPG pupils but one in school (cohort not in school) by the end of Summer 2 and arrangements for in-school transition discussed with receiving teachers for September.
4.Early support for writing	Improve auditory and physical skills in order to impact on early learning, particularly in writing		'YogaBugs' Project Weekly Literacy, PSED & Physical learning programme for Reception children.	The YogaBugs Programme develops children's auditory and physical skills as the children assume increasingly complex postures and develop balance, strength and focus. This is particularly impactful on those children who did not benefit from a richness of nurture in earlier years, for instance tummy time, reflex control and crossing the medial line. Individual Impact:

<p>5.Enrich social and cultural experiences</p>	<p>i) Subsidised educational visits and curriculum ‘Engage’ experiences</p> <p>ii) Residential visit and associated transport costs</p> <p>iii) Develop individual confidence and promote creative excellence through singing and performing skills lessons, Forest School experiences and Big Foot Arts experience</p>	<p>54% whole school allocation</p>	<p>Support towards transport costs</p> <p>Robinwood (PP pupils’ subsidy) & Transport costs (54%)</p> <p>(54% of school allocation) E. Sheraton & A.Gibson 1 x morning weekly teaching singing to whole school; preparation/ support for public performances</p> <p>Forest Schools experience in each Phase throughout school</p> <p>Big Foot Arts develop children’s confidence in performing & expression; contributes to better self-esteem</p>	<p>Limited transport and educational visits, due to Lockdown.</p> <p>Pupils at Robinwood experienced physical, emotional and personal challenges, leading to personal development and a growth mindset. Previously shy pupils showed new confidence and benefitted from a different setting, curriculum and staff relationship. 8 families accessed PPG funding for the residential, which enabled their children to participate. Staff reported astonishing positive transformations in confidence, self-esteem and resilience in PP pupils.</p> <p>Evidence in performance of KS1, Nursery and Reception Pupil Premium pupils in Nativity performances, Y6 PPG pupils performing solo in Christmas concert and weekly incidences of children able to sing solo in front of their peers, including some children who find communication difficult on a day-to-day basis,</p> <p>Outdoor learning teaches self-reliance and resilience. Supports children in developing independence and curiosity. Whilst bad weather and Lockdown impacted on the ability to work across school, Y3-4 engaged very well (68% of this cohort receives PPG). During Priority Provision throughout Lockdown, Forest Schools was a cornerstone of our provision and this enabled a range of pupils to grow in resilience and self-reliance with tasks such as lighting fires, working with wood and toasting marshmallows</p> <p>Engagement and impact have been particularly strong this academic year from Y1 – Y4. Improved confidence in expressing and verbalising ideas; social skills and eye contact improved in peer relationships within and outside of the classroom. Self-confidence enabled better communication skills, especially in talking through challenging situations; this particularly complements school’s Restorative Practice.</p>
	<p>Total</p>	<p>£189, 620</p>		