

### Review of Pupil Premium Strategy 2020 / 2021

<b>Quality Teaching for All</b>		
<b>Action</b>	<b>Impact Evaluation</b>	<b>Cost</b>
Pupils make the required progress to reach at least their previous expected outcomes for the end of the current year.	Despite further disruption during the academic year 2020 / 2021 a range of focussed interventions have been implemented from September 2020 focusing on phonics and early reading, mathematics and the development of reading comprehension skills. Following Lockdown 2 ongoing assessments were used to swiftly identify gaps in learning; this information was then used to plan small group in-school tutoring, led by teachers. Teaching Assistants in all classes enabled Quality First Teaching to be implemented and where necessary small groups interventions to be carried out. Ongoing monitoring continues to provide evidence that our approach maximises learning time for all.	£34000
EYFS pupils make a strong start; making good progress from baseline to gain a solid foundation for future learning.	A high quality EYFS provision has ensured that the children have made a strong start to their school career. Monitoring has found that learning has been maximised through our approach of continuous provision and enhanced provision, supported by effective adults, enabling good progress towards the early learning goals. Additional practitioner support has enabled the implementation of the Nuffield Early Language Intervention following Lockdown 2; this will be continued into Year 1.	£20000
Improved language skills for all pupils, improving outcomes. Learning opportunities more accessible particularly for EAL pupils and pupils with particular needs.	The implementation of the teaching and learning strategy has ensured that vocabulary development has continued to be a focus through all areas of the curriculum. Working walls have been used to continually embed new vocabulary and classrooms are becoming language rich environments where	£10000

	<p>children are beginning to explore, use and play with words and their meanings across the curriculum.</p> <p>In addition, structured intervention programmes have been delivered to support age appropriate language development such as Language Link. A number of professional development workshops have provided support for teachers in resourcing and implementing this element of our teaching and learning strategy.</p>	
<p>Pupils' learning is thoroughly embedded at each stage, with new learning building upon prior knowledge sequentially. Teachers are accountable and check learning effectively.</p>	<p>The WDAT leader of learning has delivered CPD sessions for teachers around the teaching and learning strategy, specifically how teachers can use regular 'check-ins' and other strategies to ensure that knowledge is embedded. Teachers are gaining confidence in trying new approaches to ensure learning time in class is not wasted and that pupils have plentiful opportunity to work independent of adults. Monitoring of children's work is beginning to show evidence that misconceptions are being addressed at the point of learning.</p>	£25000
<b>Targeted Support for improved outcomes for Pupil Premium pupils</b>		
<p>All targeted pupils make the required progress to meet their individual expected levels by the end of the year. This supports the potential learning loss due to COVID 19 lockdown.</p>	<p>1-1 and small group work has been used to address gaps in knowledge, skills and understanding to support children to access new learning being delivered in the classroom. In addition, a programme of small group after school provision with teachers has been provided to address lost learning due to lockdowns.</p>	£2000
<p>Pupils with SEMH needs are able to fully access the taught curriculum.</p>	<p>In collaboration with the school SENCo class teachers identified children with SEMH needs who were not emotionally ready for learning on return to school. Thrive and SEMH Champions provided a package of support based on the needs of individuals to build confidence and resilience in order to facilitate children's transition into full-time learning in class.</p>	£19000
<b>Other Approaches</b>		
<p>Continued learning in case of local/national lockdown Provision of electronic devices</p>	<p>A parental survey of electronic devices enabled staff to understand which children would be able to access online learning and which children would need hard copies. A number of new devices were purchased for school use then older devices were loaned to families in need .</p> <p>ICT tech supported to enable devices to be ready for online learning and digital services.</p>	

Ensure attendance remains high – Reduce the effect of COVID 19 lockdown with a firm but supportive approach to ensure good attendance.	School attendance team along with SEAS offered support and guidance to families in order to maximise school attendance and to address concerns where necessary.	£5000
Reduce lateness to ensure learning time is not lost at the beginning of the school day	The importance of good punctuality is published in newsletters etc. A number of individual meetings were carried out to address persistent lateness and to agree targets / actions to improve punctuality. Records of lateness and absence are maintained in order to identify trends.	£5000
Provision of Milk	Milk has been provided for all children across the school and during lunch / playtimes for children in EYFS.	£5000
Provide School uniform and shoes to ensure self-esteem is promoted	Identified pupils have been provided with uniform/shoes as required and in liaison with parents. All pupils now wear the correct uniform which supports their feeling of belonging.	£500
All children are able to attend trips and visits to enhance learning opportunities; improve real-life experiences and improve outcomes.	In order to support the development of cultural capital and to promote equality of opportunity for all children, access to trips has been supported financially for families who would find the financing of these experiences difficult. Monitoring of books and pupil voice indicates that all children are now able to access these interesting experiences which supports their learning.	£4000
Provide extra-curricular activities enabling pupils to access external competitions. Provide a comprehensive before and after school club provision	Pupils engagement in extra-curricular activities have strengthened relationships between children. Our sports provision has also supported access to extracurricular sports for children who may not otherwise have these opportunities.	£500