

Pupil premium strategy review of expenditure 2020-2021

1. Summary information					
School	Templefield Lower School				
Academic Year	2020-2021	Total expected PP budget	£48,695	Date of most recent PP Review	Sept 2020
Total number of pupils	248	Number of pupils eligible for PP	37 (15%)	Date for next internal review of this strategy	July 2021

2. Current attainment		
	2019 School Pupils eligible for PP	2019 School All pupils
% achieving a GLD at the end of the EYFS	67	79
% achieving the expected standard in the Phonics Screening Check at the end of Year 1	75	91
% achieving the expected standard in the Phonics Screening Check at the end of Year 2	100	93
% achieving the expected standard or above in reading, writing and maths at the end of KS1	100	83
% achieving the expected standard or above in reading at the end of KS1	100	91
% achieving the expected standard or above in writing at the end of KS1	100	83
% achieving the expected standard or above in maths at the end of KS1	100	89
% achieving the expected standard in science at the end of KS1	100	87
% achieving the expected standard or above in reading, writing and maths at the end of Year 4	100	81
% achieving the expected standard or above in reading at the end of Year 4	100	94
% achieving the expected standard or above in writing at the end of Year 4	100	83
% achieving the expected standard or above in maths at the end of Year 4	100	90

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low starting points on-entry for PP children in the current Reception cohort, particularly in CL, PSED, Literacy and Mathematics.
B.	Significant attainment gaps between PP and non-PP children in the current Year 1, 2 and 3 cohorts in reading, writing and maths.

C.	Social, emotional and behavioural difficulties of some PP children (54%) which impacts on their learning and progress.	
D.	A small minority of pupils eligible for PP (29%) also have SEND. This impacts significantly on their learning and progress.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Impact of the partial school closure due to coronavirus (COVID-19) and lack of engagement with home learning.	
F.	Many pupils eligible for PP have poor attendance and punctuality which adds up to lost learning time (including pupils in priority year groups not attending school from 1 st June)	
G.	Limited life experiences and opportunities to access extra-curricular activities.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved language, literacy, numeracy and social skills in the EYFS, measured through baseline assessments and the EYFSP.	PP children make accelerated progress in CL, PSED, Literacy and Maths. PP children achieve at least as well as all pupils nationally in CL, PSED, Literacy and Maths.
B.	Improved phonics attainment for PP children in the EYFS and KS1, measured through phonics tracking.	PP children achieve at least as well as all pupils nationally in the PSC. PP children make at least the same rate of progress in phonics as non-PP children.
C.	Diminished difference in the attainment of PP and non-PP children in the current Year 1, 2 and 3 cohorts, measured through end of year data.	Targeted interventions and support lead to improved outcomes in reading, writing and maths. PP children achieve at least as well as all pupils nationally in reading, writing and maths at the end of KS1. Improved rates of progress for PP children, particularly in year groups with significant attainment gaps.
D.	Improved progress for PP children identified as SEND, measured through pupil tracking.	Increased knowledge of strategies to support pupils with SEND. Support plans identify appropriate short term outcomes to enable progression in learning. PP children with SEND make as much progress as their peers.
E.	Improved attendance for all pupils, including PP children, measured through attendance data.	Attendance of PP children is in line with all pupils. Persistent absence continues to decrease and is below 4.5%.
F.	Increased parental engagement and raised aspirations, measured through pupil engagement in home learning and end of year data.	Majority of PP families engage with homework activities and remote learning tasks. Improved attainment and progress of PP children.
G.	All children experience a broad range of learning experiences and enrichment activities to enhance their ability to engage with the curriculum.	Financial support is provided to enable all PP children to engage in enrichment opportunities.

5. Review of expenditure																														
Previous Academic Year		2020-2021																												
i. 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																										
Improved oral language and early reading and writing skills in the EYFS.	Training for all EYFS practitioners on early language development, communication friendly environments, adult-child interactions, speech sounds and EAL. Continue to develop language rich learning environments that provide opportunities for talk.	Early Years Foundation Stage 6 PP CHILDREN <table><tr><td rowspan="2">Learning Goals</td><td colspan="2">Expected or above</td></tr><tr><td>PP</td><td>All Pupils</td></tr><tr><td>Comm & Language</td><td>83%</td><td>79%</td></tr><tr><td>Listening & Attention</td><td>100%</td><td>79%</td></tr><tr><td>Understanding</td><td>100%</td><td>83%</td></tr><tr><td>Speaking</td><td>100%</td><td>83%</td></tr><tr><td>Literacy</td><td>83%</td><td>75%</td></tr><tr><td>Reading</td><td>83%</td><td>79%</td></tr><tr><td>Writing</td><td>83%</td><td>75%</td></tr></table> By the end of July, PP children were slightly above all pupils in Communication and Language and also in Literacy. One child will need additional support in reading and writing to help them 'catch-up' with their peers.	Learning Goals	Expected or above		PP	All Pupils	Comm & Language	83%	79%	Listening & Attention	100%	79%	Understanding	100%	83%	Speaking	100%	83%	Literacy	83%	75%	Reading	83%	79%	Writing	83%	75%	Working closely with our pre-school setting and tracking focused interventions have narrowed the gap so PP children are achieving well and in line with their peers. In order to continue to keep this attainment. Coaching and team training with focus has ensured all staff are equipped to effectively deliver and assess EYFS skills. children need to be sustaining this progress in reading and writing in Year 1, with additional support for any children who have not achieved ELG. Next year, new staff will need to be trained to ensure this trend continues and is built upon.	£3395
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High quality phonics teaching across the EYFS and KS1.	CPD and coaching for teachers to ensure high quality teaching of phonics. Effective formative and summative assessment. Rigorous tracking of progress to identify children who are not working at age-related expectations. Twice daily phonics sessions, where needed.	Phonics Screening Check <table><tr><td></td><td colspan="2">Working at the expected standard</td></tr><tr><td></td><td>PP</td><td>All Pupils</td></tr><tr><td>Year EYFS</td><td>67%</td><td>75%</td></tr><tr><td>Year 1</td><td>71%</td><td>81%</td></tr><tr><td>Year 2</td><td>80%</td><td>94%</td></tr></table> In Year 2 by end of autumn term, 80% PP children passed the phonics screening test. In Year 1 by the end of July 71% PP children passed the mock screening test. Those children who didn't pass will need additional support to improve their decoding skills and ensure they are able to read fluently by the end of KS1.		Working at the expected standard			PP	All Pupils	Year EYFS	67%	75%	Year 1	71%	81%	Year 2	80%	94%	CPD and coaching was implemented at start of the year to ensure all staff were confident with delivering high quality phonics sessions. Rigorous tracking and intervention were implemented which allowed certain children who were not achieving to be identified and targeted interventions wither in class, before school or within school time to be implemented. Precision teaching, before / after school clubs and twice daily phonics has made significant difference, using setting where necessary.	£3689											
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High quality feedback to learners.	CPD on high quality feedback and effective AfL. Class teachers to provide specific feedback to help children achieve well. Review marking and feedback policy.	Overall, effective AFL in class and specific feedback has ensured progress for children from Baseline in September, but limited impact due to COVID lockdown. Detailed feedback was given every day to all year groups by teacher during period of lockdown on work submitted by email. Evidence shows that children acted and responded to this	Some training was delivered through INSET / staff meetings but due to COVID classrooms observations, work scrutiny and discussions with children to monitor implementation of training were not as rigorous as we would want them to be over the last academic year. We were unable to conduct observations of colleagues to disseminate good practice and this needs to be implemented in the next academic year. Marking and feedback policy needs to still be reviewed.	£2970
Improved knowledge of SEND for all staff.	CPD on strategies to support pupils with SEND. Use of PIVATS to support assessment, planning for learning and tracking progress.	Use of PIVATS has shown children making good progress albeit small steps, but tracking is more rigorous for these children.	Training was delivered through INSET days / staff meetings but due to COVID restrictions, the monitoring of QFT and differentiation to meet individual needs was not as rigorous as we would have like it to have been. Use of provision mapping tool will improve this next year.	£2730
ii. 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
	Targeted in class support and interventions e.g. SALT interventions, Dough Disco, Purr-fect Skills programme, small group maths sessions.	A range of interventions have been implemented, and tracked carefully so effectiveness can be quickly evaluated. Largely those delivered regularly have been successful, although due to COVID lockdown Jan – March and staff absence/redeployment due to COVID some were not able to be as regularly delivered as others.	Training for staff delivering interventions means that the staff were higher skilled. By comparing pupil scores before and after the intervention, evaluation and impact was able to be shared and Next year we will continue with this and also further monitor the delivery of interventions, using staff with specific skills to deliver specific interventions.	£2375
Improved outcomes for PP children in phonics in the EYFS and KS1.	Focused small-group or one-to-one support to address gaps in phonic knowledge and provide additional time for children to practise and apply their skills.	Overall these interventions have had a positive impact in KS1 and EYFS. Those who attended generally made accelerated progress, although need to quickly identify those that have made little or no progress to determine further barriers. Overall precision teaching and before / after school catch up interventions have had a positive impact. Those children not working at the expected standard will require targeted interventions next year. Daily phonics still were implemented during lockdown in class for those who attended and online for those working at home. Interventions also took place virtually and in school. Participation of PP children in EYFS = 100% and Year 1 = 86%	We will continue to use these approaches, with interventions monitored and impact measured. Closer monitoring of children who attend interventions and not making the expected progress will be needed to be able to make speedier referrals to SENDCo.	£3790

Diminished difference between PP and non-PP children in reading, writing and maths.	Targeted in class support and interventions e.g. Precision Teaching, Inference Training, small group phonic/maths support.	In KS1, there are still significant gaps between PP and non-PP children in all areas. In Year 3, gaps remain in reading and maths. Those children not working at the expected standard will require targeted interventions next year.	We will continue to use these approaches as they have impact but need consistency and regularity of delivery.	£3327
Improved progress for PP children identified as SEND.	Targeted interventions to address individual needs. Use of Boxall Profile to assess and review social, emotional and behavioural difficulties. Prompt referrals to outside agencies for specialist advice and support eg. Educational Psychologist, SALT, CDC. CHUMS.	Targeted interventions have shown small steps of progress and the use of PIVATS has been useful for tracking these children. Prompt referrals have been made, and those where strategies/ support have been offered have had impact. This has enabled reduced incidents, and better emotional regulation	Continued prompt referrals and the use of the new provision mapping tool and PIVATS will ensure that these children are tracked effectively and appropriate strategies are in place.	£8352
iii. 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
Improved attendance rates of all pupils (including PP children).	Close monitoring of attendance by the Attendance Officer. First day response. Free breakfast club. Incentives for good attendance.	Summer term attendance – 70% of PP has 95% or above compare to 89% of whole school Whole year attendance – 64% PP children compared to 77% whole school had attendance of 95% or more	More immediate follow up of PP children with attendance falling below 95%	£1265
Ensure equal opportunities for PP children.	Subsidise school trips. Provide funding for PP children to participate in enrichment activities e.g. music tuition,	Due to COVID lockdown, the offers of enrichment and visits were not able to be implemented. During the summer term, 25% of take-up for extracurricular activities Low self-esteem and confidence are sometimes barriers to pupils wanting to access these activities. Some pupils also need to develop their resilience to sustain	We will continue to provide these opportunities next year to ensure that PP pupils have equality of access to both curricular and extra-curricular activities, and make direct contact with parents to encourage participation.	£96

Increased parental engagement and raised aspirations.	Class teachers to support parents, where needed, to access online learning platforms e.g. Tapestry, Google Classroom, Purple Mash, Times Table Rock Stars, Phonics Play, Active Learn. Class teachers to monitor engagement with home learning and provide additional support as necessary. Senior leaders to contacts parents who do not engage with home learning to discuss barriers and provide further support. Workshops to help parents support their child's learning at home.	Engagement with parents via home learning and support with devices and technology during lockdown. Places offered to all PP children during lockdown, lead to overall engagement of 88% of PP children (49% in school) Compared to 93% overall whole school engagement (34% in school) 12% (4 children) who didn't engage with learning, teachers to further forge relationships with parents.	Direct parental contact with teachers/parents to build relationships and discover what would support parents and their children to be forged more next year. This seems to be more effective way of engaging and discovering barriers.	£3480.78
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

For PP children who are entitled to Free School Meals, we must budget for this provision. This includes those children in Reception, Year 1 and Year 2 for whom we must also fund their meals, despite the Universal Infant Free School Meals.

Cost = £11,376.00

Total expenditure = £46,989