

# Pupil Premium Review 2020/21

## Overview of the school - Summer 2021

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	410
Total number of pupils eligible for PPG	As of Census for 20/21 funding:  Funding for 67 children: 55 FSM/Ever6 funded  5 Post adopted funded  7 Service funded
Amount of PPG received per pupil	£1,345 - FSM, Ever 6 £2,345 - post adoption CFC - £1,200 Services - £310
<b>Total amount of PPG received</b>	<b>2020/21 = £87,870</b>

### Current pupils entitled to Pupil Premium Funding in school:

R	Y1	Y2	Y3	Y4	Y5	Y6	Total
10	8	10	8	12	9	13	70/17%

## Pupil Premium Strategy

### **Pupil Premium Grant**

The use of 2020/21 Pupil Premium Grant funding has been reviewed each term to identify strengths, areas for development and subsequent actions.

The use of the Pupil Premium Grant is outlined in the Whitby Heath Pupil Premium policy. A breakdown of the identified activities and interventions which are funded through the grant within our school are outlined in our annual expenditure document outlines for 2020/21 and plans for 2021/22.

### **Identifying Barriers**

One of the main barriers identified for the majority of our current eligible pupils is fluency, confidence and accuracy in basic skills within reading/phonics, writing and maths. Many of our eligible children have gaps in these key skills so are unable to use and apply these in a wider context.

Many of our eligible children enter school with a language deficit which limits their access to key knowledge and skills across the curriculum. Narrowing the language gap has been a key priority in 2020/21 and will

continue to be in 2021/22.

As well the importance of ensuring all eligible children have full access to a range of opportunities to develop, engage and inspire them as learners; the development of their learning behaviours to become resilient, confident and independent learners by being able to take increasing responsibility for their own learning, health and wellbeing is a further key driver for our work.

### **Intervention**

The work of our Learning Mentors and trained ELSAs, is part funded through the grant. Through these roles, support for our more vulnerable children is given and has proved to have a significant impact in helping children to improve self esteem and confidence and become positive learners.

As a school we have identified groups of children, which include those in receipt of pupil premium, who benefit from targeted additional academic support specifically in reading, writing and maths. These include children who benefit from additional opportunities be stretched further in their learning. These groups are identified through pupil progress and health check meetings each half term and appropriate programmes/support is identified and reviewed at these meetings. Support may be through quality first teaching intervention with Teachers or Teaching Assistants who have been trained for the specific interventions led. These may include ELSA, Pathways to Progress, Step Up Maths, Third Space, IDL, 1:1 tuition in Phonics, as well as bespoke programmes of work.

### **Additional Opportunities**

In addition we believe that the children also gain from a wide range of opportunities that prepare and inspire the children to be learners as well as take responsibility for their own wellbeing. As such a range of programmes have are supported through this grant including an annual programme of a range of Health and Well Being workshops, musical instrument tuition, as well as residential events and a variety of educational visits throughout the year.

## **Summary of Pupil Premium 2020/21**

At Whitby Heath Primary School we strive to meet the individual needs of each pupil. We recognise that some pupils need additional support to achieve their full potential, others need challenge and extension.

Funding has been used to:

- Deliver high quality intervention and support to raise pupil achievement and narrow the gap between the achievement of vulnerable pupils and their peers; including whole staff training on Recovery Curriculum linked to the global pandemic and trauma informed practice, Curriculum Development, Mastery in Maths and Mental Health and Well-being. We have also been able to offer high quality training on specific programmes such as Read, Write Inc, Pathways to Write, Pathways to Read and No Nonsense spelling to ensure the introduction of daily Target Time has become embedded and used effectively to maximise progress for vulnerable children.
- We have provided teacher led targeted sessions to provide additional support in reading, writing and maths.
- We have provided Teaching Assistant led phonics, maths, spelling, reading and writing for targeted children in all year groups.
- Targeted interventions including the use of IDL and Read Write Inc programmes have supported progress in reading whilst bespoke targeted interventions have provided one to one and small group support for children identified as not on track in writing, spelling and maths.
- We have provided a programme of targeted Forest Schools support to children across school led by a

Forest Schools trained teacher to enhance their curriculum experience and explore their surroundings whilst building upon team building and resilience.

- We have continued to invest in myHappyMind across the school, providing children wellbeing curriculum opportunities to develop upon their emotional literacy, resilience and building upon healthy strategies to self regulate their behaviours.
- Social and emotional support for our disadvantaged children has been provided through our Learning Mentors as well as our two ELSA trained staff and through Art Therapy to complete programmes of work focused on building targeted children's self-esteem and anger management.
- Funding has also been used to subsidise residential visits and trips for disadvantaged children together with music lessons to ensure they are able to access these key learning opportunities beyond the classroom.

**Details of Actions Taken and Impact:** We strive to meet the individual needs of each pupil in school. We recognise that some pupils need additional support to achieve their full potential, others need challenge and extension.

Some children are making strong progress without the need for additional support / opportunities. We therefore use our disadvantaged pupil's funding to enable us to increase our provision, to ensure that each child's needs are fully met.

Each half term, Health Check/Pupil Progress meetings are held to track and monitor individual progress of all children. Some of these children are making good or outstanding progress compared to their peers. Some children receiving Disadvantaged Funding are making less progress than their peers. In these cases we look at how we can use additional funding to meet their needs and agree actions.

The attached Expenditure Document for 2020/21 shows the breakdown of spending, total expenditure for academic interventions, social and emotional interventions and additional curricular support totalled £92,830.

**Impact of Pupil Premium Funding**

There were 70 children eligible for this funding during the academic year 2020/21. Ten of these children were on our SEND register and had Pupil Profiles and individual short term outcomes to meet their needs.

**SUMMARY OF PROGRESS FOR PUPIL PREMIUM CHILDREN**

**Whole School PP Expected/More than expected Progress = 73% in Reading, 83% in Writing and 91% in Maths**

**Whole School Non PP Expected/More than expected Progress = 94% in Reading, 92% in Writing and 93% in Maths**

**Whole School Comparisons for Disadvantaged Children**

Gaps in progress	Reading	Writing	Maths
	End of Year	End of Year	End of Year
Whole School (non PP group)	3.9	3.9	4.0
Pupil Premium	4.0	4.0	3.9
Gap	+0.1	+0.1	-0.1

The overall gap between all PP and all non-PP children is slightly above in reading and writing and slightly below Maths.

When analysed by individual year groups, it is clear that in some year groups the gap between PP and non-PP children is larger (PP children not making as much progress as non-PP) whilst in other year groups, the gap has narrowed.

PP progress will, therefore be a key target group for next year as the progress made between PP and non-PP children is not consistent across all year groups.

Those children who made slower progress this year, will be targeted children in Autumn term 2021.

**Learning Behaviours**

91% (64/70) of PP children were assessed at level 3 or 4 for their learning behaviours by the end of the academic year.

67% (47/70) of the children improved in their learning behaviours from their baseline assessments.

A termly summary report (below) outlines strengths, areas for development and actions.

Term	Strengths	Areas for Development	Actions
Autumn	<p>Quality of workbooks from September 2021 show consistent high expectations for PP children across school.</p> <p>Targeted use of interventions for PP children in phonics and reading evidence increased rates of progress and engagement levels for previously reluctant readers.</p> <p>Targeted use of Third Space for Maths in UKS2 evidences increased confidence and fluency.</p> <p>Introduction of revised times tables challenges evidences increased rates of engagement.</p>	<p>Foundations for writing are not secure in lower ability writers, particularly Y1 and Y4.</p> <p>Gaps in phonics and application of phonics in KS1 and LKS2.</p> <p>Spelling gaps in knowledge in KS2</p>	<p>Trial of Pathways to Progress for Year 1/Year 4</p> <p>Training for 1:1 tuition in RWInc in EYFS/KS1 and LKS2</p> <p>Introduction of Pathways to Read Y2 - Y6</p> <p>Introduction of No Nonsense spelling Y2-Y6</p> <p>Further monitoring for impact across Spring term</p> <p>Reading, Writing &amp; Maths additional teacher led booster programmes for targeted pupils through Target Time priority for Spring term.</p>
Spring	<p>Regular safe and well check calls for families.</p> <p>Effective use of Seesaw for remote learning provision (see remote learning evaluation document).</p> <p>FSM provision provided via Edenred scheme</p> <p>RWI and phonics high profile in home learning for EYFS - Y2 via Seesaw.</p> <p>Pathways to Read Y2- Y6 high profile in home learning for EYFS - Y2 via Seesaw.</p> <p>Use of IDL, Mathletics and TT Rockstars used to support home learning remotely.</p> <p>My Happy Mind used for children through remote home learning.</p>	<p>Impact of partial school closure on PP learning.</p> <p>Impact measures limited due to partial school closure re tracking.</p> <p>Limited opportunity for differentiation being set on home learning.</p>	<p>Due to partial school closure the above actions were moved to April 2021 and focus on response to Covid booster sessions through Rainbow Curriculum and daily Target Time on return to school in March 2021.</p>

<p>Summer</p>	<p>Book scrutiny, pupil voice and learning walk monitoring evidences significant improvement in expectations for PP T&amp;L.</p> <p>Lost Words of Whitby Heath project reconnecting children to our school grounds and community on return to school.</p> <p>Use of adjusted timetables and additional staffing to provide consistent intervention/boosters.</p> <p>Transition support work as part of Summer 2 learning.</p>	<p>Progress of PP/SEND/boy learners - inconsistent in some year groups, these groups are focus groups for Autumn 2021.</p>	<p>Further revised use of timetables to ensure staffing and interventions are implemented consistently whilst following COVID safe RAs.</p> <p>Use of Educater to re baseline all children for September 2021.</p>
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## Plans for September 2021 - July 2022

Funding anticipated to be for 59 children:

48 FSM/Ever 6 at £1,345 per child

4 Post adopted at £2,345 per child

7 Service at £310 per child

Total funding = £87, 870

(N.B this figure does not include FSM children take up FSMs after October 2020 or new eligible children to Reception or other classes in September 2021 - current PP eligible children in school are 77)

As part of our ongoing response to COVID19, we will continue to prioritise our focus on bespoke interventions and support for all our children including our disadvantaged pupils in 2021/22.

Our post COVID19 plans build on the successes of our work in 2020/21 and focus on a tiered approach to Pupil Premium spending Teaching, Targeted Support and Wider Strategies to make maximum impact for all eligible learners in our school.

To target this we will:

Deploy additional teachers to provide catch up learning, boosters and interventions

Track and monitor the communication needs of children in EYFS and Key Stage 1 to ensure gaps and difficulties are addressed early and any additional support or interventions are implemented.

Further embed the use of Third Space targeted maths support for targeted children in Y5 and Y6 through the use of online tutor support.

Ensure home learning, including home learning and any remote learning required in response to any closing of classes due to COVID19, includes feedback and online video T&L sessions via Seesaw technology.

Complete whole school training on Recovery Curriculum, Power Maths, Safeguarding, Metacognition and Mental Health Wellbeing (as part of the myHappyMind programme). We will also develop staff CPD opportunities through the National College.

Continue to deliver resilience building through Forest Schools, ELSA, Learning Mentors, the use of Mental Health practitioners, myHappyMind and interventions for targeted children.

Further develop key skills of reading, spelling, number, handwriting and phonics through timetabling daily Target Time.

Continue to subsidise residential visits, trips, music and after school clubs to ensure disadvantaged pupils access these learning opportunities beyond the classroom.