



Part of Synergy Multi Academy Trust

Pupil Premium Grant Spending **Impact Report (for 2019-20)**

During the academic year 2019-20 we received £45,180 in Pupil Premium Funding from the DfE, which supported 31 children throughout the year who had been identified as being disadvantaged.

Distribution of children:

Reception - 2 children

Year 1 - 2 children

Year 2 - 6 children

Year 3 - 0 children

Year 4 - 4 children

Year 5 - 4 children

Year 6 - 13 children

COVID-19:

This is an extremely unusual situation, as from March this year all schools in England were temporarily closed as they were forced into Lockdown, due to the Coronavirus pandemic. However, we were soon able to offer a phased re-opening and as well as offering places to children of key workers, we also targeted vulnerable children - this included the PPG children.

Rationale:

We fully support the 'diminishing the difference' agenda which fuels the allocation for Pupil Premium Grant money. Every child deserves to achieve the best they can be.

We can support children in the provision we provide. Academic achievement is extremely important as this offers life chances. It can raise aspiration and open doors to potential future careers and a sustainable existence in our society. However we also believe in giving children experiences that may be outside their current remit. Both widen opportunities and enable children to be able to access further possibilities in their futures.

We aim to:

- Widen children's opportunities beyond their home experiences
- Support the whole child with both academic and pastoral support
- Support children with social, emotional and behavioural difficulties to be in the right 'mental pace' to be able to learn
- Offer equal opportunity to all in consideration of our school's contextual data

With these principles in mind we allocate our Pupil Premium Grant funding to a wide range of activities which we aim to have an impact on achievement and aspiration.

Some of the things that we do in school support the child to be in the right frame of mind for learning and nurture their needs. Others are directly linked to targeted interventions or quality additional (first) teaching to increase progress and thus aim to improve attainment.

| Nature of Support 2019-20 | | |
|---|--------|---------|
| Focus on learning in the curriculum | Approx | £9,180 |
| Focus on social, emotional and behaviour - more emphasis due to COVID | Approx | £30,000 |
| Focus on enrichment beyond the curriculum (clubs) | Approx | £2,000 |
| Focus on families and community | Approx | £4,000 |
| Curriculum Focus: <i>To close gaps in attainment and accelerate progress in reading, writing and maths for pupil premium grant children.</i> | | |

The **IMPACT** this spending has had on those PPG pupils is as follows:

Employment of part-time therapeutic worker:

Child mental health and welfare needs being met is essential if children are to succeed in their learning. Many of our PPG children have additional limiting factors and influences outside of school, which can impact on their learning. This may be that they are a young carer, mourning the loss of a parent or living with a parent or sibling with additional needs. Therefore to ensure that children's social and emotional needs have been directly addressed by trained staff.

We employed a part-time therapeutic worker (DL), who not only worked with the children but extends this work to involve the whole family. This has ensured that children feel listened to and supported. This has been so successful during the last few years that parents are beginning to refer their children via school at the early stages.

We also sought support for two of our children via external specialist support services, e.g. Nelson's Journey who have worked closely with two PPG families who suffered a close bereavement this last year.

Impact:

- Targeted pastoral support for individuals and groups with social, emotional or behavioural issues
- Support for the families of these children
- Increased engagement in learning in school, due to less anxiety and emotional distress

- The child being in the 'right mental state' to learn and access the curriculum

How was this measured?

- Children's voice - they state how this has had a positive impact on their feelings, self-esteem, confidence and ability to use and apply breathing strategies to help stay calm.
- Entry and exit assessments (DL records)

Specific Projects for individuals:

Throughout the year there have been a number of PPG children who have been supported by 'one-off' pieces of work.

Impact:

- Provision for vulnerable children in a tangible form
- Building self-esteem
- Inclusion for all
- Identification of a new talent and being able to pursue this
- Development of a new skill

How was this measured?

- Children's voice recognised the positive impact by providing new experiences and raising self-esteem
- Parental feedback positive that we are going above and beyond to allow these children to take part
- Difficult to measure in terms of the % of children having influence on their academic achievement but children who were supported certainly participated with enthusiasm and were more engaged in their academic studies.

Extra-Curricular Activities:

All children have had the opportunity to attend an after school club. We have a variety of clubs throughout the year available to pupils. These are usually in six weeks blocks. They have varied from sporting activities to creative activities. PPG monies has helped us fund children to attend Breakfast Club, Tea-Time Club, after school clubs and take part in Rock Steady music enrichment.

Impact:

- Provision for vulnerable children
- It built self esteem
- It developed team work and relationships with peers
- Explicit in inclusion for all
- Identification of a new talent

How was this measured?

- Children's voice indicated enjoyment and acknowledgement of the experiences
- The curriculum offered a range of clubs in school., with a heavy sport and health focus.

Attendance Monitoring:

Attendance has continued to improve for all PPG children. This data is analysed weekly on both a class and individual basis. We have a weekly incentive for the class with the highest attendance, as they have the privilege of sitting on a bench the next week in assembly. This added level of peer pressure has helped to encourage positive attendance patterns.

Impact:

- Overall improvement in attendance for whole school
- Improvement in attendance and punctuality for individuals
- Profile of importance of regular attendance raised with children and parents

How was this measured?

- Analysis of attendance data for whole school and individuals.
- Children are discussed in weekly DSL meetings
- Classes are rewarded in achievement assembly on a weekly basis

Rewards and incentives :

We celebrate children's achievement in our school by rewarding them through in a weekly achievement assembly. For some of our PPG children pencils, stickers and small prizes for recognition is a huge boost to their well-being and they take pride from this. Rewards are presented to children to encourage good behaviour and achievements in learning, linked to our tiered positive behaviour and reward system.

Impact:

- Motivation for learners
- Raising self-esteem and aspirations
- Inclusion for all

How was this measured?

- Children's voice states enjoyment of recognition
- Parental feedback
- Positive attitudes to learning
- Celebration Whole School Reward Display

Additional adult support for learning

We use a high proportion of PPG funding to help fund support staff salaries. This is mainly to support children with interventions, many of whom are PPG children.

Impact:

- All staff aware of the vulnerability of PPG children
- Increased confidence / self-esteem for all learners
- Targeted intervention programmes of support for individuals
- Improvement in attitudes to learning, particularly from children with SESB who are PPG
- 'Diminishing the difference' to become more in line with national average for targeted learners

How was this measured?

- Children's voice - individuals feel supported
- Tracking and record keeping of interventions
- Data analysis in all year groups. (PPT meetings)

Data Analysis across the school: (unable to complete due to COVID)

| | No of children | Below ARE | At ARE | Above ARE | End of year data RWM |
|-----------|----------------|-----------|--------|-----------|----------------------|
| Reception | 2 | | | | |
| Year 1 | 2 | | | | |
| Year 2 | 6 | | | | |
| Year 3 | 0 | | | | |
| Year 4 | 4 | | | | |
| Year 5 | 4 | | | | |
| Year 6 | 13 | | | | |

ARE = Age Related Expectations

Obviously due to COVID not all children returned to school or had formal assessments to enable us to have the data.