



## **Pupil Premium Grant (PPG) Spending Impact Report (for 2020-21)**

During the academic year 2020-21 we received £40,350 in Pupil Premium Funding from the DfE, which supported 37 children throughout the year who had been identified as being disadvantaged.

### **Distribution of children:**

Reception - 6/31 children

Year 1 - 2/27 children

Year 2 - 3/17 children

Year 3 - 11/29 children

Year 4 - 2/28 children

Year 5 - 8/29 children

Year 6 - 5/30 children

(Total 37 children)

### **COVID-19:**

Another extremely unusual situation and academic year, as once again all schools in England were temporarily closed as they were forced into another Lockdown, due to the Coronavirus pandemic.

We remained open and offered places to a total of 52 children of key workers and vulnerable children - this included 15/37 of our PPG children.

What we have noticed is an increase of children with PPG since the start of this academic year, which we attribute to the effects of the pandemic. Our numbers have increased from 32 to 37.

### **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.

<b>Nature of Support 2020-21</b>	
Focus on learning in the curriculum - additional TA support, rewards, Interventions & resources	<b>£32,086</b>
Focus on social, emotional and behaviour - more emphasis required due to impact of COVID - ELSA	<b>£2,664</b>
Focus on enrichment beyond the curriculum (clubs) BC, TTC & Rock Steady	<b>£1,750</b>
Focus on families and community - training, resources	<b>£1,500</b>
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 an ELSA 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.

One of our existing teaching assistants has been trained in the ELSA program and supports up to 8 children at one time, on a 1:1 basis. This has ensured that children feel listened to and supported. This has been so successful considering the recent climate.

**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 (AL 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:**

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

**Attendance Monitoring:**

Attendance monitoring has been very different this year, with many children being asked to learn at home. Staff have engaged PPG children via Zoom and

weekly telephone calls during lockdown. Upon return to school attendance has been good, in fact slightly better than what we would normally expect.

**Impact:**

- Overall improvement in attendance for whole school
- Profile of importance of regular attendance and engagement 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

**Rewards and incentives :**

We celebrate children's achievement in our school by rewarding them using an individualised tiered system. 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

**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) - struggled to do this, this year.

**Data Analysis across the school:**

(based on teacher assessment, due to COVID)

	No of children	Below ARE	At ARE	Above ARE	End of year data RWM
Reception	6	4	2		
Year 1	2	2			
Year 2	3	3			
Year 3	11	7	3	1	
Year 4	2	2			
Year 5	8	3	5		
Year 6	5	4	1		

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.*

*Report written by Tony Chapman (headteacher) - June 2021*