

Review of Expenditure - Pupil Premium Strategy Statement – 2019-2020



Review of Expenditure:																				
Previous Academic Year	2019 - 2020																			
Quality of Teaching for all:																				
Desired Outcomes:	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.					Lessons Learned: (Will this approach continue?)														
<div>A. To improve pupils’ speech, language and communication skills across the EYFS.</div> <div>Characteristics of the cohort (F2)</div> <div>43% of pupils are classed as disadvantaged</div> <div>23% of pupils did not attend Priestsic Primary Foundation 1 and came from seven different nursery settings.</div> <div>23% of pupils are under Speech and Language Therapy</div> <div>18% of pupils are classed as SEND</div> <div>59% of pupils are boys</div> <div>63% of pupils fit into a category of disadvantaged, SEND, SALT or EAL</div>	<table><tr><td>Areas of learning:</td><td>% of pp pupils at ARE Autumn 2019</td><td>% of non-pp pupils at ARE Autumn 2019</td><td>Gap between PP and Non pp Autumn 2020</td><td>% of pp pupils at ARE Spring 2020</td><td>% of non-pp pupils at ARE Spring 2020</td><td>Gap between PP and Non pp Spring 2020</td></tr><tr><td>Communication and Language.</td><td>LA-17% U- 25% S-12%</td><td>LA-28% U-31% S-22%</td><td>LA -11% U-6% S-10%</td><td>LA-50% U-59% S-62%</td><td>LA-69% U-65% S-69%</td><td>LA-19% U-7% S-7%</td></tr></table>						Areas of learning:	% of pp pupils at ARE Autumn 2019	% of non-pp pupils at ARE Autumn 2019	Gap between PP and Non pp Autumn 2020	% of pp pupils at ARE Spring 2020	% of non-pp pupils at ARE Spring 2020	Gap between PP and Non pp Spring 2020	Communication and Language.	LA-17% U- 25% S-12%	LA-28% U-31% S-22%	LA -11% U-6% S-10%	LA-50% U-59% S-62%	LA-69% U-65% S-69%	LA-19% U-7% S-7%
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<div>Find below teacher assessment for the percentages of children on track to achieve GDL by the end of the year.</div> <div>March 2020 F2 – 29 % of Pupil Premium Pupils working at the expected level (53 % Non pp achieved GLD. (24 % School GAP)</div>																				
<div>Data analysis from the end of Spring 2 for FS2 shows that the gap between disadvantaged pupils and non has widened over the course of the year.</div> <div>Contributing factors: -The TA employed to deliver SALT intervention was signed off sick for the whole of Autumn 1. (See lessons learnt) - Impact of COVID-19 meant that the targeted intervention was unable to take place during the Summer term – this is historically the term where the PP children identified for intervention make the biggest gains in progress.</div> <div>Data from Summer 2019 shows that historically this intervention has been successful in closing the gap. July 2019 50% = Pupil Premium children achieved GLD 67.3% = Non pupil premium children achieved GLD 17.3% = In school Gap</div> <div>Identified areas for improvement: Greater tracking/monitoring of identified children needed -who? -when? -start points? -end points? -reports from TA? -report from LP?</div> <div>Moving Forward: It is vital that the time allocated for the TA who supports children identified as in need of SALT support has ring fenced time to ensure we have a firm foundation to build from.</div>																				

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		<p>A structured programme for Speech and Language needs to be researched and identified. EEF promising programmes.</p> <p>In order to mitigate against the risk of staff members being off ill, we need to ensure we build a team of support staff who have the expertise to deliver effective speech and language support.</p> <p>This approach will not continue in its current form. A new speech and language intervention will be identified and established for the next academic year.</p>																																																								
B. To improve progress and attainment in reading and writing for disadvantaged pupils in EYFS and Year 1.	<table><tr><th>FS2</th><th>% of pp pupils at ARE Autumn 2019</th><th>% of non-pp pupils at ARE Autumn 2019</th><th>Gap between PP and Non pp Autumn 2020</th><th>% of pp pupils at ARE Spring 2020</th><th>% of non-pp pupils at ARE Spring 2020</th><th>Gap between PP and Non pp Spring 2020</th></tr><tr><td>Literacy.</td><td>R- 4% W- 4%</td><td>R-19% W-19%</td><td>R-15% W-15%</td><td>R-41% W-37%</td><td>R-69% W-69%</td><td>R-28% W-32%</td></tr></table> <table><tr><th>Year 1:</th><th>Y1 Aut Reading % on track EXS+</th><th>Y1 Spring Reading % on track EXS+</th><th>Y1 Aut Writing % on track EXS+</th><th>Y1 Spring Writing % on track EXS+</th><th>Y1 Aut Maths % on track EXS+</th><th>Y1 Spring Maths % on track EXS+</th></tr><tr><td>All pupils</td><td>65%</td><td>67%</td><td>57%</td><td>58%</td><td>65%</td><td>68%</td></tr><tr><td>Disadvantaged pupils</td><td>45%</td><td>45%</td><td>45%</td><td>45%</td><td>45%</td><td>45%</td></tr><tr><td>Non-disadvantaged pupils</td><td>69%</td><td>71%</td><td>60%</td><td>59%</td><td>71%</td><td>73%</td></tr><tr><td>Gap btw DP and non-DP</td><td>-24%</td><td>-26%</td><td>-15%</td><td>-14%</td><td>-26%</td><td>-27%</td></tr><tr><td>% reading age and stage appropriate bookband</td><td>65%</td><td>75%</td><td colspan="4"></td></tr></table> <p>Bookbands:</p>	FS2	% of pp pupils at ARE Autumn 2019	% of non-pp pupils at ARE Autumn 2019	Gap between PP and Non pp Autumn 2020	% of pp pupils at ARE Spring 2020	% of non-pp pupils at ARE Spring 2020	Gap between PP and Non pp Spring 2020	Literacy.	R- 4% W- 4%	R-19% W-19%	R-15% W-15%	R-41% W-37%	R-69% W-69%	R-28% W-32%	Year 1:	Y1 Aut Reading % on track EXS+	Y1 Spring Reading % on track EXS+	Y1 Aut Writing % on track EXS+	Y1 Spring Writing % on track EXS+	Y1 Aut Maths % on track EXS+	Y1 Spring Maths % on track EXS+	All pupils	65%	67%	57%	58%	65%	68%	Disadvantaged pupils	45%	45%	45%	45%	45%	45%	Non-disadvantaged pupils	69%	71%	60%	59%	71%	73%	Gap btw DP and non-DP	-24%	-26%	-15%	-14%	-26%	-27%	% reading age and stage appropriate bookband	65%	75%					<p>The data shows the proportion of PP children achieving ARE in writing has increased over the course of the year in FS2 from 15% to 32% and increased from 15% to 28% in reading.</p> <p>The data shows the proportion of PP children achieving ARE in writing and reading has remained the same over the course of the year in Year 1 at 45%.</p> <p>Contributing factors:</p> <ul style="list-style-type: none">-The TA employed to deliver SALT intervention was signed off sick for the whole of Autumn 1.- Year 1 teacher signed off sick for the majority of the year impacted on the capacity to offer small group intervention for phonics/reading.-Phonics screening check did not take place due to COVID-19 –- Impact of COVID-19 meant that the targeted intervention was unable to take place during the Summer term – this is historically the term where the PP children identified for intervention make the biggest gains in progress. <p>Historically this has been a hugely successful intervention.</p>
FS2	% of pp pupils at ARE Autumn 2019	% of non-pp pupils at ARE Autumn 2019	Gap between PP and Non pp Autumn 2020	% of pp pupils at ARE Spring 2020	% of non-pp pupils at ARE Spring 2020	Gap between PP and Non pp Spring 2020																																																				
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	<p>40% of PP children made progress through their bookbands</p> <p>88% of Non – PP children made progress through their bookbands.</p> <p>Phonics – Year 1:</p> <ul style="list-style-type: none">• All disadvantaged pupils have received phonics support in the Autumn term, if appropriate (high % of SEND pupils with complex needs are also PP).• Teacher Assessment based on Spring 2 data shows that 45% of disadvantaged pupils were on track to pass the PSC. These pupils have received phonics intervention and are on track to reach the expected standard in the phonics screening check. They reached the March milestone for phonics and are on track to reach the expected standard in reading also.	<table><tr><td></td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>% of PP children passed phonics screening test.</td><td>33.3%</td><td>69%</td><td>90%</td></tr></table> <p>Identified areas for improvement: Disadvantaged children across Year 1 - % of children achieving ARE in all subjects has remained the same across the year.</p> <p>Reading and Writing within FS2 continues to be an area in need of further improvement.</p> <p>Moving Forward: -Protected time for the additional member of the Year 1 team to carry out phonics support and intervention. - Training for the Year 1 team in terms of phonics – Both staff members are new to the year 1 team. -In order to mitigate against the risk of staff members being off ill, we need to ensure we build a team of support staff who have the expertise to deliver effective speech and language support. Those children who missed their phonics intervention/support during Year 1 will be identified for focused intervention in Year 2.</p>		2017	2018	2019	% of PP children passed phonics screening test.	33.3%	69%	90%
	2017	2018	2019							
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<p>C. To increase self-esteem, confidence and resilience to learning experienced by children in challenging circumstances.</p>	<p>Forest school provision 1 x half day per week. Lead by Forest School leader and 1 x TA plus volunteer. Promoting independence, team work, resilience, risk taking and respect of nature and each other. Improved confidence and resilience in targeted children.</p> <p>Targeted lunchtime provision for identified children. Additional well-being TA to be outside on duty to provide emotional and social support. Reduced incidence of</p>	<ul style="list-style-type: none">• Impact report from Forest School lead and feedback from class teachers show the intervention had impacted positively on identified children’s independence, team work and resilience.• Analysis of CPOMS data and qualitative feedback from teachers show identified children’s ability to co-regulate their emotions is improving and their readiness to learn in the afternoon has been impacted positively.								

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behaviour recorded on CPOMS. Readiness to learn for identified children is improved for the afternoon session.

D. To improve the attainment and progress of disadvantaged pupils in KS2 in writing, reading and maths.

Year 6 2019 - 2020																
% of ch ARE	2017				2018				2019				Spring 2020			
PP Non PP	R	W	M	C	R	W	M	C	R	W	M	C	R	W	M	C
	57	67	67	48	50	60	55	45	43	48	26	22	54	50	62	33
	74	74	63	53	70	83	78	68	74	80	71	65	73	75	76	66
GAP:	23	7	4	5	20	23	23	23	31	32	45	43	19	25	14	33

% of ch' achieving ARE		Reading		Writing		Maths	
		Autumn 2019	Spring 2020	Autumn 2019	Spring 2020	Autumn 2019	Spring 2020
YR 3	PP	76%	72%	65%	56%	65%	61%
	NON	62%	62%	67%	64%	71%	74%
	GAP	+14%	+10%	-2%	-8%	-6%	-13%
YR 4	PP	50%	59%	45%	45%	50%	55%
	NON	74%	74%	71%	71%	76%	74%
	GAP	-24%	-15%	-26%	-26%	-26%	-19%
YR 5	PP	62%	65%	50%	50%	65%	65%
	NON	64%	72%	70%	72%	67%	77%
	GAP	-2%	-7%	-20%	-22%	-2%	-12%
YR 6	PP	39%	54%	36%	50%	43%	62%
	NON	65%	73%	57%	75%	62%	76%

Due to the partial school closures in March, the final assessments to take place where undertaken at the end of the Spring term. Year 6 classes used previous SATS papers to obtain a standardised score for each pupil – these were then used to inform teacher assessments.

In Years 3- 5, teacher assessments were used, alongside NFER tests to establish a standardised score and inform teacher judgements. Historically, Teacher Assessment was identified as an area for improvement. In order to ensure judgements were accurate, SLT undertook quality assurance activities to ensure the data set was accurate and judgements were consistent across the KS.

Outcomes at the end of KS2:

The gap between disadvantaged pupils and non in Year 6 in reading as reduced 12% on last year.

The gap in writing as reduced by 7% since last year and by 31% in maths. The combined % gap for disadvantaged pupils has reduced by 10% since last year.

Small group, targeted quality first teaching was applied in Year 6 this year – this approach has proven hugely successful and has improved outcomes at the end of KS2.

Maths – KS2:

- Third Space** - 89% those children who are accessing the Third Space Learning Programme have made accelerated progress and are now working at the expected standard. 2 children within the group have made exceptional progress and is now working at Greater Depth.

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	GAP	-26%	-19%	-21%	-25%	-21%	-14%
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THE THIRD SPACE LEARNING PROGRAMME HAS BEEN SUCCESSFUL AND WILL CONTINUE AND EXPAND NEXT YEAR TO INCORPORATE ALL CHILDREN ELIGIBLE FOR PP IN THE CURRENT YEAR 5 COHORT.

- **Maths Magic booster programme** - Intervention was not focused on specific children but was used as an after school club – 1st come 1st served.

THIS PROGRAMME WILL NOT CONTINUE NEXT YEAR.

- Small group, targeted maths intervention in year 4 have impacted positively on closing the gap in attainment between PP and NON PP pupils.

Reading – KS2

- All KS2 TA have received training on the reading inference intervention, children have been identified by teachers however due to COVID 19 the interventions have not begun.
- In Year 3 and 4 Classroom assistance to provide 1:1 reading support to increase reading fluency, decoding skills and comprehension skills. Data shows that in Year 4 the gap between PP and Non PP reduced from -24% to -15%. In Year 3, Pupil premium children outperform non pupil premium children in reading.

THE READING PROGRAMME HAS BEEN SUCCESSFUL IN YEAR 3 AND 4 AND WILL CONTINUE NEXT YEAR.

- **Year 6** - Literacy volunteer to provide targeted support for identified disadvantaged pupils in year 6. (full day per week)

Moving Forward: Literacy Volunteers – as of next year the focus for the literacy volunteers, in light of COVID-19, will be to increase engagement, resilience and reading miles for identified pupil premium children. Children in Year 5 who are working towards ARE in the Autumn term will be targeted to achieve working at ARE by the summer term. The impact will be

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		<p>measured using individual case studies as the impact will be qualitative rather than quantitative data.</p> <p>This intervention will continue next year but will be much more rigorous in terms of the focus and measurable outcomes.</p> <p>Writing – KS2</p> <p>Writing across KS2 is a cause for concern – the gap between PP and NON PP pupils is significant across all year groups.</p>																																																																																																																			
E. Sustain higher rates of combined progress across Key Stage 1 and Key Stage 2 for identified high attaining pupils eligible for PP.	<p>Key stage 1: Attainment: Percentage of children achieving higher standard in key stage 2:</p> <table><tr><th>% of ch GDP</th><th colspan="3">2018</th><th colspan="3">2019</th><th colspan="3">2020 TA</th></tr><tr><th>Key Stage 1</th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th></tr><tr><td>PP</td><td>11</td><td>0</td><td>11</td><td>13</td><td>0</td><td>6</td><td>29</td><td>19</td><td>14</td></tr><tr><td>Non PP</td><td>26</td><td>14</td><td>17</td><td>25</td><td>14</td><td>20</td><td>13</td><td>3</td><td>8</td></tr><tr><td>GAP:</td><td>15</td><td>14</td><td>6</td><td>12</td><td>14</td><td>14</td><td>+16</td><td>+16</td><td>+6</td></tr></table> <p>NOTE – 2020 DATA IS BASED ON TEACHER ASSESSMENT IN MARCH 2020 – NO SUMMER DATA DUE TO COVID-19.</p> <p>Key stage 2: Attainment: Percentage of children achieving higher standard in key stage 2:</p> <table><tr><th>% of ch GDP</th><th colspan="4">2018</th><th colspan="4">2019</th><th colspan="4">2020 TA</th></tr><tr><th>Key Stage 2</th><th>R</th><th>W</th><th>M</th><th>C</th><th>R</th><th>W</th><th>M</th><th>C</th><th>R</th><th>W</th><th>M</th><th>C</th></tr><tr><td>PP</td><td>10</td><td>10</td><td>10</td><td>0</td><td>9</td><td>0</td><td>9</td><td>0</td><td>8</td><td>0</td><td>21</td><td>0</td></tr><tr><td>Non PP</td><td>23</td><td>18</td><td>18</td><td>10</td><td>12</td><td>3</td><td>15</td><td>0</td><td>32</td><td>6</td><td>38</td><td>6</td></tr><tr><td>GAP:</td><td>13</td><td>8</td><td>8</td><td>10</td><td>3</td><td>3</td><td>6</td><td>0</td><td>24</td><td>6</td><td>17</td><td>6</td></tr></table> <p>NOTE – 2020 DATA IS BASED ON TEACHER ASSESSMENT IN MARCH 2020 – NO SUMMER DATA DUE TO COVID-19.</p>	% of ch GDP	2018			2019			2020 TA			Key Stage 1	R	W	M	R	W	M	R	W	M	PP	11	0	11	13	0	6	29	19	14	Non PP	26	14	17	25	14	20	13	3	8	GAP:	15	14	6	12	14	14	+16	+16	+6	% of ch GDP	2018				2019				2020 TA				Key Stage 2	R	W	M	C	R	W	M	C	R	W	M	C	PP	10	10	10	0	9	0	9	0	8	0	21	0	Non PP	23	18	18	10	12	3	15	0	32	6	38	6	GAP:	13	8	8	10	3	3	6	0	24	6	17	6	<p>Small group, quality first teaching targeted at higher prior attainers has proved successful in KS1, in all core subjects. Standards have raised and PP pupils outperform NON-PP pupils based on teacher assessment in the Spring term.</p> <p>Small group, quality first teaching has proven successful at increasing the percentages of children achieving the higher standard in reading and maths compared to 2019.</p> <p>In KS2 – 2 of the 14 children who achieved GDP in reading are pupil premium. (8%) Maths – 5 of the 24 children who achieved GDP in maths are pupil premium. (21%)</p> <p>Although no pp children achieved GDP in writing – this was, in part, due to the impact of COVID-19 as focused writing interventions historically take priority during the Summer term.</p> <p>Moving Forward: Year 5 teachers will engage with the LA package of support to improve Greater Depth Writing. Strategies identified as effective will be trialled in Year 5 and rolled out across KS2 to support disadvantaged pupils who are targeted to achieve GDP.</p> <p>Quality first targeted teaching will continue next year to address the attainment gap for higher prior attainers.</p>
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<p>F. To ensure curriculum coverage provides a range of experiences for all disadvantaged children in order to increase knowledge of the wider world and local community.</p>	<p>Learning is supported by trips that are carefully planned to enhance the school's curriculum.</p> <p>Learning is embedded and extended through real first hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.</p> <p>Pupils have experienced social and cultural events. Social skill, independence, perseverance and team work are developed through participation in group activities and over-night stays on residential visits.</p> <p>Raised aspiration and cultural capital.</p>	<p>Curriculum enrichment funding has now been amended. All PP children pay 50% costs for any curriculum enrichments activities such as trips. Funding allocation to be reviewed for next cycle.</p>
<p>G. To provide disadvantaged children with the social and emotional skills they require in order to self – regulate behaviour and manage emotions.</p>	<p>Casey counselling sessions 1 whole day per week = 5 sessions. Cost to include a CPD session for staff to provide an insight into the counselling strategies that maybe used. Support children to overcome barriers to learning caused by poor mental health and wellbeing.</p>	<ul style="list-style-type: none"> • Impact reports from the counselling service indicate that the sessions have impacted positively on all children albeit to varied degrees. <p>ALTHOUGH THIS INTERVENTION PROVED SUCCESSFUL IT WILL NOT CONTINUE NEXT YEAR.</p> <p>Moving Forward: Plant – A – Seed company will be contracted from the Autumn term 2020.</p> <ul style="list-style-type: none"> ✓ 25 referrals per academic year ✓ 1 x teacher training session- 3hrs (morning/afternoon) per academic year to raise either safeguarding awareness or behavioural management- choice at SLT discretion. ✓ Support in key areas of low school attendance, social emotional wellbeing, behavioural management and safeguarding.

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- Attendance office to be employed for 2 days per week to monitor persistent absence and late arrivals.
- Structured conversations to be used to engage parents.
- First day response by attendance officer.

A,B,C,D,E,F,G,H and I – attendance impacts heavily on all barriers to learning.

Success criteria:

Improved attendance and punctuality in targeted children to at least 95%.

Persistent absenteeism for PP pupils is reduced from the 2018 figure of 14.2% to at least below 10%

Attendance rates:	Autumn Term	Spring Term
Pupil Premium:	91.46%	91.54%
Non PP:	94.06%	93.34%
In school gap:	2.6%	1.8%

Persistent absence:	Autumn Term	Spring Term
Pupil Premium:	40	42
Non PP:	62	59
In school gap:	22	17

- Data from the spring term shows the gap in attendance between pp and non pp is closing.

This strategy for reducing persistent absence and improving attendance will continue.

Moving forward – points to note:

EEF – rapid evidence assessment of the impact of school closures states: *“There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.”* (June 2020)