**Pupil Premium Spending 2019/20** 

**Impact Statement**

Aim: to show impact of spending of Pupil Premium Grant on pupils’ learning, enjoyment and engagement.

Total Number of pupils on roll: 425

Total number of pupils eligible for Pupil Premium Grant: 121

Total amount of Pupil Premium Grant received: £171,050.00

Pupil premium funding was focussed on the following areas:

* Closing the gap in attainment
* CPD
* Attendance
* Curriculum enrichment
* Parental Involvement

**Impact of spending on Closing the gap in attainment**

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| **Project/item** | **Impact** |
| WellComm Intervention – to support with speech and language delay | On entry to school 56% of pp children were at the expected standard for communication and language acquisition. By the end of March this figure was 90%. |
| Early Reading | On entry 11% of pp children were at the expected standard in reading – this figure was 60% at the end of March. |
| Improve rate of accelerated progress for pp children. | All pp children made accelerated progress with at least 10% of children making accelerated progress.  Gap narrowed between children entitled to pupil premium and their peers in all years groups – especially within reading. |
| Improved attainment in phonics. | EYFS data – on entry to Reception 46% of children were significantly below the expected level with 75% working below. By the end of March 67.3% of children were working at the expected level with 6% exceeding.  Year 1 data at the end of March reflected 67% of children were on target to achieve the expected standard with a further 25% working just below the standard |
| Significantly improve levels within reading – developing comprehension strategies and fluency. | The purchase of Reading Plus for children in Years 3-6 has had a significant impact on those children who accessed this resource at least 3 times per week.  Gains in reading age are clearly evident for a high majority of children across all year groups but especially within year 6. |

**Impact of spending on CPD**

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| **Project/item** | **Impact** |
| Teachers to develop subject leadership skills and pedagogy within subjects. | A strategically planned curriculum is in place; leaders and teachers are confident with teaching and learning strategies. A whole school approach to helping children know and remember more is in place. |
| Develop understanding of strategies to support mental health and well-being across the school. | Staff are confident with identifying signs of wellbeing amongst children and staff. A whole school approach to the support of health (including mental health) and well-being is in place – the ROAR programme has been introduced within school. |

**Impact of spending on curriculum**

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| **Item/project** | **Impact** |
| Curriculum enhancements planned to provide memorable opportunities and life skills | Pupil voice reflects the increased enjoyment of all curriculum enhancements. Subject-specific opportunities helped children know and remember more. |
| Improve children’s aspirations for the future. | Pupil voice reflected high aspirations for all pupils – with increasing numbers of children having aspirations to attend university. |
| Subsidising cost of school visits and educational support groups. | Enhanced learning opportunities provided wide range of experiences to enrich learning. |
| Specialist PE teacher to provide after school sports clubs | Children show increased confidence and developed social and team work skills. At least 80% of pupil premium children attend one or more clubs. |
| Specialist music teacher to provide after school music clubs | Children show increased enjoyment and high attendance shows engagement. |
| Improve pupil’s life skills including self-esteem, - Good to be Great, Barnados Life Skills | Exit questionnaires – reflect children’s understanding of how to make the right choices, build resilience and raised self-esteems. In addition, children were able to speak positively about strategies to help them stay calm, avoid conflict and talk about their emotions. |

**Impact of pupil premium spending on attendance, including Breakfast Club and parental involvement**

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| **Item/ Project** | **Impact** |
| Headteacher discretion – to support where need arises. | Developed closer links with families.  PA figures reduced. |
| Purchase of school mini bus – part fund | PA figures reduced.  Increased participation in after school events and competitions enriched children’s development. |
| Breakfast Club initiative | Improved punctuality and attendance. |
| Provide opportunities for parental involvement | Partnerships developed through pupils support and adult learning opportunities.  Positive feedback and enjoyment. |

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| **Additional Support During Lockdown –**  **Desired outcome** | **Chosen action/approach** |  |
| To support our most disadvantaged families during lockdown and school closure | A range of measures were introduced with the aim of supporting families and minimising the potential widening of the attainment gap. These included:   * Regular phone calls to all children/families * Regular letters/texts to families * Website continuously updated with information and support available * Weekly phone calls to individual families * Daily/alternate day phone calls to vulnerable children/families * Work-packs/stationary/ipads provided for those in need * Purchase of a range of on-line platforms to support teaching and learning * Email contact between class teacher and parents to support with learning * Weekly food parcels delivered to families in need * Arrangement and distribution of free school meal vouchers * Videos/twitter * Attendance via zoom at EHAT meetings * School mobile phone number available to families outside school hours | A positive engagement with families –many commented on the helpful support available throughout the lockdown and provided emails/messages of support and thanks for staff.  The children were happy within their learning – and the majority were able to access and enjoy learning.  Children and families felt supported especially with the quick responses from school. |

**Attendance**

The school continues to promote a positive attitude towards school attendance. Parents are informed about their child’s attendance through the ‘traffic light’ system. Positive patterns of attendance are rewarded with certificates, medals, class rewards etc. A new class raffle system has been put in place providing opportunity for family prizes. The EWO officer works closely with school to monitor and support families with increased attendance. Warning letters, fines have also been issued which has impacted on improved attendance.

School provides a pickup service for children with punctuality/ attendance issues. (100% PP children).

Breakfast Club supports families, many Pupil Premium children attended this, contributing to increased attendance and punctuality.

**Music Therapy**

Music Therapy was first introduced four years ago in school. These short interventions target pupils who struggle to engage in full music sessions with their class. Some pupils with ASD have sensory difficulties and often struggle to cope with the noise and movement in each music lesson. The music therapy sessions are 1-1 and give these pupils the chance to work in an easier environment and can work at their own pace and pupils are able to work towards the same objectives as their peers in class.

. Some pupils no longer need this intervention and have become able to access the lessons with their own class. Pupils who have attended this intervention consider their session one of their highlights of their week and always seem to look forward Music therapy lesson.

**Trumpets**

We have invested in ten trumpets and have piloted music lessons in school. We have targeted one year group so far and currently have 7 pupils accessing this club. These pupils have been attending this club for two years and are currently working towards grade one. Two of these pupils are pupil premium children and may not have afforded instrumental lessons outside of school. These two pupils both have applied for music places in their chosen high schools and have interviewed and trialled on their trumpets.

**Samba and Cultural Drumming**

Samba club has been running for the past five years. The school has invested in Samba drumming equipment and a full class set of Djembe drums. We currently have 21 pupils in our band and can cater up 30 in total. This club runs weekly and has enabled pupils to build confidence, self-esteem team-work, drumming skills and develop general musicality and musical awareness, whilst gaining experience performing in concerts in school and in the community

**Choir**

The school choir has remained the best attended and most successful of all the music clubs. We currently have 52 members of the choir who are currently supported by two staff members. The choir has maintained this number of pupils for the last five years and even has a waiting list. Attendance for this club was over 98% last year and this consistency has given us the chance to build a high-quality choir that performs regularly in the immediate community and around the city. Recent performances have included many prestigious concerts and venues.

Their singing ability and general musical awareness is developing consistently raising children’s attainment in music. Pupils have shown commitment and perseverance with such high levels of their attendance in choir. The choir continues to champion our fantastic school throughout the city and wider North West.

**After school clubs**

School offers a range of clubs. 85% of Pupil Premium children participated in an after school club.

45% of Pupil Premium children enjoyed more than one club, with some attending up to four clubs**.**

**Learning Points**

* The impact of early intervention with speech and language programmes has had a significant impact – this will continue next year.
* Reading intervention programmes – where this is employed effectively, pupils make rapid gains – next year – this will be timetabled across the school to ensure that gains are made consistently across the year groups. The purchase of Lexia will support children in younger year groups (again timetabled)
* CPD – quality CPD has provided a significant impact on teaching and learning – teaching is at least good and often better in all key stages.
* Curricular enhancements and extra-curricular support – has provided enrichment for all pupils – despite availability only up until March, 2020 (due to Covid 19 impact) Attendance in extra-curricular activities is high in all year groups – this will continue for the next academic year
* Strategies to support health and wellbeing have been introduced and staff recognise both the importance and impact they can have – next year we will embed the ROAR programme and continue to pursue further opportunities to promote positive mental, health and wellbeing across the school.
* Attendance was impacted by news of Covid 19 as many families were apprehensive about their child being in school – risk assessments/videos/letters/phone calls have provided reassurance to our families – this will continue for the next academic year.

**Summary**

Our projects this year have covered a range of areas: learning, enriching the curriculum and supporting families. Our aim is to support and nurture the whole child so that they can achieve their potential through an enriched curriculum. Most pupil premium children made at least expected progress with a significant number achieving accelerated progress (see Progress and Standards data)

We continue to focus on attendance for a small number of families.

**Future spending Focus**:

* Address gaps in attainment due to implications of COVID19
* Continue with Reading Intervention Programs – timetabled
* Prioritise closing the word gap that exists between disadvantaged children and their peers
* Continue to support with wellbeing – mental and physical of the whole school community
* Ensure high quality CPD is effective and strategically planned for.
* Continue to provide an enhanced curriculum to help foster a love of learning, improve life-chances and aspirations and foster good citizenship.