

# Pupil Premium Strategy and Impact Statement

1. Summary information					
School	The Leys, Stevenage				
Financial Year	2020 - 21	Total PP budget (2020-2021)	£164,090	Date of most recent PP Review	July 2020
Total number of pupils	(Y1-6)	Number of pupils eligible for PP	132(YR1-6)	Date for next internal review of this strategy	September 2021

2. Current Whole School Attainment		
Summer 2020-2021	Pupils eligible for PP (This school)	Pupils not eligible for PP (This school)
% achieving EXS reading	33%	39%
% achieving EXS+ reading	42%	69%
% achieving GDs reading	9%	30%
% achieving EXS writing	28%	44%
% achieving EXS+ writing	33%	61%
% achieving GDs writing	5%	18%
% achieving EXS maths	28%	46%
% achieving EXS+ maths	35%	64%
% achieving GDs maths	7%	19%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Self perception/self esteem
B.	Resilience
C.	Lack of life experiences
D.	Difficulty in concentration
E.	Mobility
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	

D.	Attendance	
E.	Parental support to consolidate work in school	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure all PPG pupils are fully supported in pass the Phonics Screening Test in Year 1 and Year 2 (Autumn term)	All PPG pupils are provided with high quality daily phonic sessions to increase the likelihood of passing in Autumn 2. 70-80% PPG children pass the phonics screening in Year 1 & Year 2
B.	To increase the proportion of PPG pupils securing expected standards in Writing across KS1 and KS2. To ensure that SEND PPG pupils make good progress in writing across KS1 and 2.	To diminish the difference between PPG children and Non- PPG children working at expected standards in writing across the school.
C.	To narrow the gap between PPG and non- PPG at each end point within the school. To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths combined across KS1/2.	To see a significant difference in PPG children making good or better progress in RWM across the school in comparison to 2018-2019.
D.	To increase the rate of attendance for those eligible for PPG	To increase the rate of attendance for PPG pupils by 1% in comparison to 2018-2019.
E.	To give targeted social and emotional support to those eligible for the PPG and their families.	The aspirations, confidence and self-esteem of eligible pupils and their families will increase. This will be evidenced through pupil and parental voice.
F.	To provide additional extra-curricular opportunities for PPG children.	Figures of PP children attending out of school clubs is in line with that of non PP children. Where identified children have had opportunities to widen their experiences and this is reflected in the progress made in the classroom

## 5. Planned expenditure

Academic Year 2020-2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

To narrow the attainment gap between disadvantaged and non-disadvantaged children. As a school we aim high in ensuring that pupils make good progress. However, historically levels of attainment are lower for FSM pupils (those eligible for free school meals) and Ever 6 pupils - this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

Rational: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:

- Early intervention - children make +5 months progress.
- Feedback and marking - children make +8 months progress.
- Metacognition and self-regulation - children make +8 months progress
- 1:1 tuition - children make +5 months progress
- Phonics - children make +4 months progress
- Reducing class sizes - children make +3 months progress
- Extending school time - children make +2 months progress
- Mastery learning - children make +5 months

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure all PPG pupils are fully supported in pass the Phonics Screening Test in Year 1 and Year 2 (Autumn term)	<p>Last year we worked with the Literacy Hub and used a new approach to teaching phonics.</p> <p>Setting</p> <p>Small Focused grouping</p> <p>Quality first teaching</p> <p>Booster groups</p> <p>Staff training</p> <p>Early morning intervention</p> <p>This year we are taking a whole school approach and focus on metacognition; to build pupil's</p>	<p>The phonics sessions will be directly linked to guided reading using a new scheme of books. The books use less tricky words enabling pupils to gain fluency and pace. The sound/ objectives in the phonics sessions will then be reinforced in a guided reading group.</p> <p>Setting and focused grouping will allow highly targeted quality first teaching with a strong emphasis on differentiation and addressing areas of misconception.</p> <p>Small group teaching and early intervention for identified children will allow for highly targeted support to address and support areas of misconception and allow</p>	<p>The new system will be managed and monitored by the reading lead- they will carry out an audit, training for staff and an evaluation.</p> <p>Half-termly screening of phonics progress. Provision closely monitored. Reading and KS1 Leader will meet with Year 1 Staff regarding groupings and planning for phonics.</p> <p>Observations of phonics teaching.</p>	DK SL MD	Termly at pupil progress meetings

	ability to self regulate their own learning.	the children the opportunity to consolidate their learning. For phonic teaching; teachers will encourage pupils to review their previous learning, deliver phonics sessions in small steps to build up the long term- working memory.	Phonics data will be discussed at Pupil Progress Meetings, termly.		
<p>To increase the proportion of PPG pupils securing expected standards in Writing across KS1 and KS2.</p> <p>To ensure that SEND PPG pupils make good progress in writing across KS1 and 2.</p>	<p>Coaching sessions with staff will be implemented this year with a writing focus with PP.</p> <p>All Middle attainers and those who are not on track will work with PP learning mentors. This group of pupils will be a focus in all progress meetings.</p> <p>Focused grouping Quality first teaching Writing conferencing</p> <p>Staff training- delivered by Herts County.</p> <p>Whole School Writing Project</p> <p>Immediate feedback and next step marking</p> <p>Focused GPS and Handwriting sessions</p> <p>This year we are taking a whole school approach and focus on metacognition; to build pupil's ability to self regulate their own learning.</p>	<p>Data analysis shows that increasing the number of children making expected standards in writing is a whole school target. Focusing on children eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers.</p> <p>Creating focused/ target groups will allow highly targeted quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.</p> <p>Writing conferencing will allow children to explore writing in even greater depth and address any areas of misconception rapidly. Immediate feedback and marking allows children to make accelerated progress.</p> <p>Handwriting practise will allow the children to become confident and fluid writers which will enable them to produce more substantial outcomes comfortably.</p> <p>GPS will boost grammar knowledge and spelling ability leading to higher quality outcomes within the pupils' writing. Moderation across year groups, key stages and with colleagues from other settings ensures that teacher judgements are rigorous and robust.</p> <p>Self regulation and metacognition is the heart of progress in writing; pupils need to become independent to review and improve their writing. Teachers will teach pupils these skills of metacognition as part of their feedback on a daily basis.</p>	<p>Books will be monitored by the Writing and PP lead.</p> <p>In the autumn both Reading and Writing training will be delivered by Hfl and subject leaders. The Writer leader will launch a whole school writing project in the autumn term.</p> <p>Coaching sessions will allow opportunities for teachers to discuss current progress and pupil's work.</p> <p>On-going training for all staff</p> <p>Pupil Progress Meetings</p> <p>Teacher and TA observations</p> <p>Planning monitoring</p> <p>Book scrutiny</p> <p>Intervention groups data monitored half-termly</p>	DK Team leaders	Termly at pupil progress meetings
To narrow the	Coaching sessions with staff will be implemented this year with an	Through targeted interventions we are working to eliminate barriers to learning and progress. The diminishing the	Books will be monitored by the Writing and PP lead.	DK	Termly at pupil progress meetings

<p>gap between PPG and non- PPG at each end point within the school.</p> <p>To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths combined across KS1/2 .</p>	<p>approach will be implemented this year with a RWN focus with PP.</p> <p>Books and attainment will be viewed regularly to track progress.</p> <p>Target and focused small group teaching.</p> <p>Quality first teaching</p> <p>Great expectation project</p> <p>Immediate feedback and next step marking</p> <p>This year we are taking a whole school approach and focus on metacognition; to build pupil's ability to self regulate their own learning.</p>	<p>difference project will allow teachers to identify and remove barriers to learning and further progress.</p> <p>Carefully targeted children will attend interventions to fill gaps in their knowledge and allow them to make rapid progress.</p> <p>Data analysis shows that increasing the number of children making expected standards in Reading, Writing and Maths is a whole school target. Focusing on children eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers.</p> <p>The use of self-regulation techniques are a way to actively engage otherwise passive pupils in their academic instruction. Pupils need to view learning as an activity that they do for themselves in a proactive manner, rather than viewing learning as a covert event that happens to them as a result of instruction (Zimmerman, 2001). Allowing pupils to take a more active role in their education puts pupils in the driver's seat and in charge.</p>	<p>In the autumn both Reading Writing training will be delivered by Hfl and subject leaders</p> <p>Coaching sessions will allow opportunities for teachers to discuss current progress and pupil's work.</p> <p>The Great Expectations project is a year-long education programme, delivered by Herts for Learning, looking at the features of great schools and strategies that have impact in closing attainment gaps and raising aspirations</p> <p>In progress meetings we will assess which pupils are not track - further interventions will be put in place.</p> <p>On-going training for all staff</p> <p>Small groups data monitored half-termly</p> <p>Pupil Progress Meetings</p> <p>Teacher and TA observations</p> <p>Planning monitoring</p> <p>Book scrutiny</p> <p>Intervention groups data monitored half-termly</p>	<p>Team leaders</p>	
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## ii. Targeted support

We have employed 3 pupil premium mentors who will work with children across the school on a 1:1 basis or in small groups to support their next steps, addressing their feedback and marking effectively, developing metacognitive skills and addressing gaps within children's knowledge for core skills.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To increase the rate of attendance for those eligible for PPG</p>	<p>To work with vulnerable families and focus on reducing persistent absenteeism and secure overall attendance which remains at least in line with National Average.</p> <p>Regular monitoring Attendance letters Meetings with parents Liaison with Attendance Officer Rewards and praise - attendance celebrated weekly and termly in school through assembly and attendance board and with parents via website and social media</p> <p>Breakfast club</p> <p>KS1 mentor to support Punctuality &amp; Attendance</p> <p>LKS2 mentor to support Punctuality &amp; Attendance</p> <p>UKS2 mentor to support Punctuality &amp; Attendance</p> <p>End of term attendance and punctuality reward</p>	<p>Attendance rates for pupils eligible for PPG are currently (Oct) 95.3% which is lower than 97.5% rate for pupils not eligible for the PPG. This reduces their school hours and affects their progress and attainment.</p> <p><b>Rational:</b> DfE 'Improving attendance at school states that "The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school." Also the following: "There is a clear link between poor attendance at school and lower academic achievement."</p> <p>Historically the attendance of PPG pupils is not as strong as their peers.</p> <p>Embracing a range of strategies will allow us to target the variety of issues that can impact on attendance.</p> <p>Regular monitoring will allow us to identify children quickly and begin to work with parents by opening up communication between school and home.</p> <p>Working closely with our Attendance Officer will ensure that we are following all possible avenues to develop and support the good or better attendance of all children.</p> <p>Using our attendance policy rewards</p>	<p>Attendance is closely monitored by the Head and Deputy Head. The attendance team meet each half term to discuss the attendance of PPG pupils and whether any special measures need to be put into place to support children or their families.</p> <p>1) 3 pupil premium mentors are employed who as part of their role monitors and encourages the attendance of children whose attendance is below the schools expected %. Pupil voice is gathered regarding children's attitudes towards attending school and this is monitored termly. 2) Pupils' attendance is continuously monitored and the pupil wellbeing team meets twice every half term to monitor the attendance and punctuality of individuals and plan for further actions required. 3) The Pupil Premium coordinator works closely with families of children who persistently have below expected % of attendance to provide support and monitor the attendance closely.</p>	<p>Attendance team</p> <p>LH</p> <p>DK</p>	<p>In half termly Attendance meetings with the Attendance School team</p>

		encourages the children to take responsibility for their own attendance and timekeeping. This allows the children to begin to develop good habits for life.			
KS1	<p>The KS1 Learning Mentor will target pupils who are not on track in regards to their predicted attainment levels or are not making sufficient progress each term. These pupils are selected and further discussed in progress meetings.</p> <p>In KS1 the learning mentor supports Year 2 for one hour each morning. She also delivers focused guided reading Number fluency sessions and Writing conferencing workshops. For one afternoon, the learning mentor reads with each PP to further accelerate progress.</p>	Setting and focused grouping will allow highly targeted quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.	Each mentor will have a structured timetable for the session to deliver. They will also analyse progress using the provision maps. Each mentor will have selected pupils noted in their appraisal- which will be discussed in reference to progress and attainment at 2 points in the year.	PP Lead Team Leader	Termly at pupil progress meetings
LKS2 PPG Mentor	<p>In Year 3/4, the learning mentor is supporting the learning of target pupils in class for writing, she delivered a small group maths session daily and focused guided reading groups</p> <p>In the afternoon the learning mentor delivers writing conferencing, maths- pre teaching and guided reading sessions</p>	Through previous data we have found that Pupil Premium mentor have raised children's attainment through whole class, small group and 1:1 support	Each mentor will have a structured timetable for the session to deliver. They will also analyse progress using the provision maps. Each mentor will have selected pupils noted in their appraisal- which will be discussed in reference to progress and attainment at 2 points in the year.	PP Lead Team Leader	Termly at pupil progress meetings
UKS2 PPG Mentor	The learning mentor supports progress in PPG in reading, writing and maths in both Year 5 and 6. She is running a range of interventions throughout the day to boost progress in reading, writing and maths.	Through previous data we have found that Pupil Premium mentor have raised children's attainment through whole class, small group and 1:1 support	Each mentor will have a structured timetable for the session to deliver. They will also analyse progress using the provision maps. Each mentor will have selected pupils noted in their appraisal- which will be discussed in reference to progress and attainment at 2 points in the year.	PP Lead Team Leader	Termly at pupil progress meetings

### iii. Other approaches

The school employs a full time Family Worker, who supports vulnerable families and children in school. The Family worker is part of the safeguarding team.

We recognise that many of our vulnerable and pupil premium children require counselling during their primary years. We buy into this specialist service from Herts For Learning.

We want to hear about the children's feelings regarding their school experience and their self-esteem. All KS1 and KS2 children take part in an online survey called PASS (pupils attitudes to self and school) at the beginning and end of the academic year to see if their attitudes towards school and themselves have improved. Interventions are available to support children if required.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To give targeted social and emotional support to those eligible for the PPG and their families</p>	<p>Family Liaison Worker to provide targeted and bespoke support to children and families.</p> <p>Counselling in Schools Service (outside agency)</p> <p>Shining Stars- Nurture Group</p>	<p>The School Family Liaison Worker has an integral role within the home/school relationship. She is well placed to reach out to the families of vulnerable children to offer targeted support and can create bespoke support packages for the family with a holistic approach.</p> <p>Developing the role of the School Family Advisor will offer a greater range of expertise to her repertoire for the benefit of the pupils and their families.</p> <p>Developing the School Family Advisor's understanding of outside agencies will enable her to make referrals more rapidly which will increase the impact of intervention for children and families.</p> <p><b>Rational:</b>  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit</a>            Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:            Parental Involvement - children make +3 months progress            Social and emotional learning - children make +4 months progress            Behaviour Interventions - children make +4 months progress</p> <p>Research evidence shows that education and health are closely linked. So promoting the</p>	<p>The School Liaison Family Advisor is line- managed by the Deputy Head.</p> <p>Targets will reflect the need within her work to support the families of the most vulnerable children.</p> <p>The PPG lead will meet regularly with the School Family Advisor to develop packages of support for vulnerable families and ensure joined up thinking across all school staff.</p> <p>Pupil and Parent Voice will be collected to demonstrate impact.</p> <p>Our Nurture group is run by two support staff, this intervention focuses on supporting the social, emotional and behavioural difficulties of pupils.</p>	<p>PP Lead</p>	<p>Weekly Wellbeing meetings</p> <p>Termly at pupil progress meetings</p>

		health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes.			
To provide additional extra-curricular opportunities for PPG children.	<p>PE team and Learning Mentors to have contracted club time within their working day.</p> <p>Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities.</p> <p>Subsidising cost of residential trip -Manor Adventure Y6 -Wymondley Wood Y4 -Weekly swimming fees Y4</p> <p>Subsidising voluntary contribution for school trips YR- 6</p>	<p>We are aware of the difference in extra-curricular opportunities between our PPG pupils and their peers and the effect that this can have on their future opportunities. To help facilitate a range of opportunities to be available for our vulnerable pupils we feel it is important to motivate staff to develop a wide range of activities that can be offered to all age groups. Adding extra-curricular activities into our staffing budget demonstrates the high importance that we place on the delivery of high quality opportunities.</p> <p>Contributing to the cost of the Year 6 residential trip so that all disadvantaged pupils have the opportunity to attend.</p> <p>Contributing to the cost of the Year 4 overnight trip to Wymondley Wood so that all disadvantaged pupils have the opportunity to attend.</p> <p>Contributing to the cost of the Year 4 weekly swimming lessons so that all disadvantaged pupils have the opportunity to attend.</p> <p>All pupil premium children have the opportunity to attend an after school KAT club.</p> <p><b>Rational:</b> When OFSTED make a judgement whether a school is good or outstanding they are looking to see if " Enrichment activities are varied and have a high take up across most groups of pupils." "It provides 'memorable experiences'. Ofsted's survey evidence indicates that when pupils remember 'exciting events', they recall the learning deeply as well. "</p>	The provision of clubs to PPG children and their attendance will be closely monitored by the PPG lead and learning mentors. PPG Pupil and Parent Voice will be collated and feedback followed up on by the PPG Lead.	PP Lead	Pupil voice and Attendance at clubs and trips



6. Review of expenditure			
Academic Year		2019- 2020	
		Autumn	Spring Summer
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To ensure most PPG pupils pass the Phonics Screening Test in Year 1 & 2.	<p>Focused grouping</p> <p>Quality first teaching</p> <p>Booster groups</p> <p>Staff training</p> <p>Early morning intervention with PPG</p>	<p>Daily Phonics sessions have been taught in further smaller and targeted groups this term with a view to catch up with missing phonics sessions from last term. However only 39% are predicted to pass in Year 1 and 56% for Year 2.</p> <p>Daily phonics sessions were pre-recorded and posted on both google classroom for parents to access during lockdown. All Key Worker groups included daily teaching of phonics.</p> <p>Post Spring lockdown- Year 1 will be starting the Neli projects in the summer term, assessments have taken place this term. Year 1 &amp; 2 continue to deliver phonic sessions with differentiated groups with support from The English Hub. There is more focus on those who did not pass in the Autumn Term</p> <p>The KS1 Learning mentor takes a daily phonics/guided reading group with 6 PP children (3 boys and 3 girls) in Year 1. This is within a group of 17 children, currently they have started phase 5 week 2. A phonics assessment shows that 3 of the 6 children had secured up to phase 4 and the remaining up to phase 3. However, all 6 pupils have made progress, however attendance of these pupils is an issue.</p>	<p>Further targeted phonics session to continue with additional support for those who did not pass</p> <p>In Year 1 to further support attendance strategies.</p>
To increase the proportion of PPG pupils securing expected standards in Writing across KS1 and KS2.	<p>Using Same Day Intervention</p> <p>Focused grouping</p> <p>Quality first teaching</p> <p>Booster groups</p> <p>Staff Inset training</p> <p>Coaching Circle</p> <p>Whole School Writing Project</p>	<p>The baseline data for all year groups shows that attainment for disadvantaged pupils is below those who are non-disadvantaged. Further gaps in writing have developed since covid and now have widened both groups.</p> <p>Progress based on Middle Prior Attainment shows that pupils from Year 4 to Year 6 are making good and even better progress compared to non-d disadvantaged pupils. The same day intervention has allowed teachers the time to identify gaps in writing and then address these gaps. Following staff inset, training and coaching sessions have all in turn equipped class teachers with strategies to employ to identify gaps and then address them. Teachers are expecting to see more progress post November.</p> <p>During the Spring Lockdown class teachers focused on both grammar, spelling and punctuation, along with encouraging pupils to write at length when teaching online. The Spring gap analysis for writing shows that handwriting, structuring a text and stamina for writing are key areas to address in summer. We will also be participating in a whole school Writing project 'The Journey' this summer term to increase levels of attainment but also engagement in writing. To further develop pupils' writing - all teachers have RAG rated each writing objective in order to create a Recovery Curriculum.</p>	<p>To continue with planned strategies and further evaluate after the second checkpoint of data and those with low levels of engagement during the Spring lockdown.</p>

		<p>Endpoint data shows a slight increase in the number of pupils now working at expected standards compared to data collected in the Autumn term, 25% to 28%, with a slight increase of 3%. There was also a slight increase in pupils working at greater depth 4% to 5%. The greater progress was evident in Year 4, 5 and 6 where the gap for non PP and PP is slight for EXS. There are larger gaps for GDs for all years and EXS for KS1 and Year 3.</p>	
<p>To narrow the gap between PPG and non- PPG at each end point within the school.</p> <p>To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths combined across KS1/2 .</p> <p>To ensure that SEND PPG pupils make good progress in Reading, Maths and Writing across KS1 and 2.</p>	<p>Books and attainment will be viewed regularly to track progress.</p> <p>Target and focused small group teaching.</p> <p>Quality first teaching</p> <p>Staff training</p> <p>Immediate feedback and next step marking</p>	<p>Autumn end-point predictions show there are gaps between PP and non PP, most significant gaps are in phonics. In Year 1, 78% non PP are predicted, whereas only 39% PP are predicted. A similar story in Year 2, 56% PP are predicted to pass phonics compared to 80%. EYFS are predicting low for GLD compared to other years, but COVID closures in the spring term have had a significant impact on our Pupil premium with only 15% predicted compared to 42% of non PP. Both end point data in KS1 and KS2 are again predicting lower expected standards in Reading, Writing and Maths. The gap is approximately 20% in KS1. A similar story in KS2 with approximately 20% gap. However there is positive progress for PPG pupils in the Junior, when calculating progress from prior attainment. In Year 4 and 5 the progress gap is closed in Reading and Writing. In year 6 the progress of PPG is better than non PP. There is still a gap in progress in Maths across KS2.</p> <p>To ensure all our PP were not further disadvantaged due to another lockdown, we ensured that all year groups had access to high quality teaching while at home. In EYFS, class teachers delivered pre-recorded daily sessions using tapestry, and all families were contacted weekly to ensure they were supported. In KS1 &amp; KS2, all class teachers along with teaching assistants delivered daily online live lessons from 9am to 3pm, these lessons followed a normal school timetable. PP had further access to more support in small groups and 1:1 SEND google meets. All pupils followed their usual timetables of Registration time, Guided Reading, Maths, English, Story time, Circle &amp; Celebration time, a range of foundation subjects with timed play &amp; lunch breaks. Moreover the school opened up Key worker groups in all year groups, with a high level of PP attendance of 87%. All PP families working remotely at home were offered a chromebook for access to Google classroom.</p> <p>During the Spring lockdown 87% of PP pupils attended the Key worker provision, the attendance for SEND PP was 84%. For SEND pupils-1:1 individual sessions or small daily online sessions were delivered for those who were working remotely. 53% of PP pupils who were allocated a chrome book during lockdown. The levels of engagement for SEND pupils working remote or Key Workers in school during lockdown was consistently above 80%. We did open two more Key worker groups to further improve engagement for PP &amp; SEND, when weekly levels decreased to 70%.</p> <p>To further increase levels of both attainment and progress - all teachers have RAG rated each objective for all objectives in order to create a Recovery Curriculum. Therefore each class teacher will know what to teach and areas to further focus on in order to narrow the gap.</p>	<p>The writing inset gave teachers a more in depth understanding of how to address gaps confidently. We launched our Whole school Writing project in December, which was successful all year but Year 5 due to Covid Closure.</p> <p>We hope to see more progress in Maths in the spring term, once Maths Rose has been fully implemented in the whole school.</p>

		The summer endpoint data shows there are a range of gaps for PP compared to non PP, consistently for EXS+ for Reading, Writing and Maths, that have been further widened due to the second national lockdown.	
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
To increase the rate of attendance for those eligible for PPG	<p>KS1 mentor to support Punctuality &amp; Attendance</p> <p>LKS2 mentor to support Punctuality &amp; Attendance</p> <p>UKS2 mentor to support Punctuality &amp; Attendance</p> <p>End of term attendance and punctuality reward</p> <p>Breakfast club</p>	<p>Our current attendance for all pupils is 96.8%, slightly lower than our target of 97%. Current PP attendance is 95.1% with non PP at 98.1%. The groups with the highest persistent absence are: Pupil premium 12.1%, SEND 12.8%, Ever 6 FSM, 12.5% Disadvantaged 12.4%. Please note that the majority of this absence is related to Covid 19. We have a pupil who has only attended 4 days this term. Professional agencies are involved.</p> <p>Our current attendance for all pupils is 96.6%, slightly lower than our target of 97%. Current PP attendance is 94.3% with non PP at 95.1%. The groups with the highest persistent absence are: Pupil premium 15.6%, SEND 11.9%, Ever 6 FSM, 14.4% Disadvantaged 14.3%. Please note that the majority of this absence is related to Covid 19. We have a pupil who has only attended 4 days this term. Professional agencies are involved.</p> <p>We measured levels of engagement for pupils working remotely or attending Key worker groups was above 70% for most year groups, the increase in numbers of Key Worker groups further increased levels of engagements to almost to 80% in KS2 and KS1.</p>	Attendance team to meet and discuss persistent absences and plan of action to be set in Summer term.

<p>KS1 PPG Mentor &amp; Teaching Assistants to raise attainment and progress in target year groups.</p>	<p>The KS1 Learning Mentor &amp; Teaching Assistants will target pupils who are not on track in regards to their predicted attainment levels or are not making sufficient progress each term. These pupils are selected and further discussed in progress meetings.</p>	<p>The baseline data shows that current attainment is very low for the PP in year 1.</p> <p>Reading - 6 out of 18 are able to read competently and many do not read at home. 3 children in one class now keep their reading records at school and we read with them daily. The main barriers for progress is recognising their phonics full-stop or not being able to blend to read. This is addressed daily during phonics teaching and guided reading sessions, but extra sessions would be beneficial.</p> <p>Writing - fine motor skills is the main barrier along with inconsistency of non-negotiables: capital letters, finger spaces and full-stops. Other issues are letter reversal and letter formation.</p> <p>Maths - all PP have been involved in Maths interventions and progress is already evident along with confidence. Pupils have improved their basic number sense (one more, one less, understanding of symbols and number bonds to 10). A target for next term would be to carry on with supporting the same children, to reinforce their confidence, before moving on to a different group of children. Other areas to develop are number reversal, incorrect number formation, not retaining information taught in previous lessons and a general lack of number sense amongst the lowest pp children. This can be improved by continuing small groups or 1:1 provisions again next term. On the whole, the PP children have an improved attitude to learning since September, possess positive mindsets and are happy to be at school despite the difficult year they've had.</p> <p>During the Spring lockdown all the KS 1 Learning Mentor was attached to Year 1, to support in both Key worker provision at school and remote learning from home. The Learning mentors regularly made contact with all PP families to ensure they had the correct equipment to access Google classrooms and supported each family with any difficulties or issues if they were at home. The levels of engagements for Year 1 were generally at 77%. The Learning also provided 1:1 or small group teaching for pupils at home. Each family was also provided with all hard copies for set work, writing equipment along with writing books, and all pupils were given a range of reading books to take home over the course of lockdown.</p> <p>All Teaching Assistants fully participated in online teaching or teaching in the Key worker groups at school to ensure all PP were supported while working remotely at home. The levels of engagements in Year 2 increased from 60% to 77% with a second pod opening</p> <p>15 Pupil Premium children (5 boys and 10 girls) have had access to after school active learning tutoring in Year 1. This has largely consisted of maths and english sessions delivered in the outdoor environment. This has opened up many opportunities for our children in many different areas of development. Since the pandemic children's social skills have been in decline and through these sessions the children have improved their social and language skills- as they are discovering new skills in the outdoors- as well as being given the opportunity at the start of each session to engage in open conversation and form new friendships. For our Pupil Premium children the Learning mentor has observed that they are now speaking more freely and that their language has been enriched by these sessions. Secondly, each child had an 'active learning' record book which contains their work and pictures of themselves so they can take these home and share with their parents. This has encouraged parent's to become more involved in their</p>	<p>Extra catch up phonics sessions to take place in the spring term to increase attainment.</p> <p>To continue with a focus on daily fine motor activities and handwriting sessions.</p> <p>Catch up maths provision to continue</p>
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		<p>children's learning and has raised the level of parental engagement. The active learning approach has raised the children's self-esteem and confidence and has overall improved their well-being. For example many children were reluctant to share their ideas and now they have the confidence to do this with the rest of the group. The children that attend these group's actively look forward to each session and want to engage in the learning process and in turn has raised the attendance of some of those children.</p> <p>This term the KS1 learning mentors has carried out The Neli intervention , 7 out of the 8 are PP. This intervention is aimed at reception children but has been trialled in Year 1. Within the sessions some children were very quiet at the start but gradually began to talk and interact due the fun element. As the intervention is largely vocabulary and narrative based this has raised their use of language, confidence and in a couple of children, this has transferred back to the classroom. This intervention will start in September to support pupils with communication and language difficulties.</p>	
<p>LKS2 PPG Mentor &amp; Teaching Assistants to raise attainment and progress in target year groups.</p>	<p>In Year 3/4, the learning mentor &amp; Teaching Assistants is supporting the learning of target pupils in class for writing, she delivered a small group maths session daily and focused guided reading groups</p> <p>In the afternoon the learning mentor delivers writing conferencing, maths- pre teaching and guided reading sessions</p>	<p>Writing - good progress with presentation all round, using fronted adverbials and using adjectives to describe. There has been improvement in their ability to work more independently but pupils need to become more self regulated in checking their work for clarification.</p> <p>Maths- White Rose has been used throughout the school as part of the Recovery Curriculum. PP have worked on place value, adding, subtracting with carrying and borrowing, estimating, perimeter and measurements. The children enjoy the 5 minute warm up (flashback 4) at the beginning of each lesson and we have focused on the repetition of times tables. The children's presentation has improved greatly. Adding and subtracting is more secure and the understanding of place value. Some presentation (amount of work on a page) and to work more independently. Remembering how to carry and borrow if a time gap between teaching is long.</p> <p>During the Spring lockdown all the LKS2 Learning Mentor was attached to Year 4, to support in both Key worker provision at school and remote learning from home. The Learning mentors regularly made contact with all PP families to ensure they had the correct equipment to access Google classrooms and supported each family with any difficulties or issues if they were at home. The levels of engagements for Year 4 at 85% on average. The Learning also provided 1:1 or small group teaching for pupils at home. Each family was also provided with all hard copies for set work, writing equipment along with writing books, and all pupils were given a range of reading books to take home over the course of lockdown.</p> <p>All Teaching Assistants fully participated in online teaching or teaching in the Key worker groups at school to ensure all PP were supported while working remotely at home. The levels of engagements through the spring lockdown in Year 3 were consistently high at 90%.</p> <p>This year has been a particular difficult year with COVID. The LKS2 Learning mentor has been working mainly with PP children within Year 4, small group work was performed on a daily basis and performed SDI's (Same Day Intervention) with children within the whole of the Year 4 year group as and when needed. SDI's have been based on teacher guidance when pupil's needed extra support and understanding of tasks completed on the same day.</p>	<p>Areas to develop: the amount of work produced and for pupils work more independently and become more self regulated in checking their work for clarification.</p>

		<p>All support staff have also focused on children's wellbeing and offering time to talk about any concerns they may have. Some children have struggled to return to everyday school life and have been very emotional and support and understanding has been vital to help them cope with their feelings. Same day intervention has been the main source of provision but limited due to Covid restrictions.</p>	
<p>UKS2 PPG Mentor &amp; Teaching Assistants to raise attainment and progress in target year groups</p>	<p>The learning mentor &amp; Teaching Assistants support progress in PPG in reading, writing and maths in both Year 5 and 6. She is running a range of interventions throughout the day to boost progress in reading, writing and maths.</p>	<p><b>English-</b> Most of them can write for a range of purposes and audiences- first person/third person, formal and informal tone, persuasive writing. Writing stamina has also improved. There is good vocabulary use in writing- from the text, working wall, thesaurus or learning mats. Expanding sentences with descriptive features and clauses, however, need to be checked for the sense. Cohesion- use a range of conjunctions, adverbials and pronouns to avoid repetition and maintaining the flow within and across paragraphs. More evidence of show not tell in descriptive writing</p> <p><b>Reading-</b> There is good involvement in guided sessions, there are showing improvements in retrieving information and evidence from the text; inferring the text however needs consistency.</p> <p><b>Maths-</b> recently we have used the White rose scheme. There is good understanding in guided lessons and knowledge application with scaffolding/questioning support. Problem solving- follow RUCSAC to solve word problems. Secure times-table knowledge. Most of them (except few) have shown positive progress in all areas since September and are slowly but surely progressing towards where they are expected by learning from their mistakes and putting efforts in editing and improving their learning, However, some of them need to be consistent to evident in their work</p> <p>During the Spring lockdown all the UKS2 Learning Mentor was attached to Year 6, to support in both Key worker provision at school and remote learning from home. The Learning mentors regularly made contact with all PP families to ensure they had the correct equipment to access Google classrooms and supported each family with any difficulties or issues if they were at home. The levels of engagements for Year 6 were generally at 78%. The Learning also provided 1:1 or small group teaching for pupils at home. Each family was also provided with all hard copies for set work, writing equipment along with writing books, and all pupils were given a range of reading books to take home over the course of lockdown.</p> <p>All Teaching Assistants fully participated in online teaching or teaching in the Key worker groups at school to ensure all PP were supported while working remotely at home. The levels of engagements through the spring lockdown, in Year 5 were consistently high and with an increase from 80% to 100%.</p> <p>During the summer term, the UKS2 leader tutored a total of 18 pupils from Year 6 to Year 5, Reading and Maths skills were the focal point of these sessions- pupils were taught in small groups to allow individualised teaching.</p>	<p>Year 6 areas to develop in comprehension</p> <ul style="list-style-type: none"> <li>-Understanding the question.</li> <li>Justifying by evaluating the text and providing evidence for conclusion.</li> <li>Analyse and explain the impact of the author's language.</li> </ul>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned
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			(and whether you will continue with this approach)
To ensure PPG have adequate access to home learning through the use of CGP books and online resources.		<p>During the Year 5 Covid closure in the autumn term, teachers taught lessons remotely. Each PPG pupil was provided with an English and Maths CGP book to facilitate learning at home. CGP books were successfully used by pupils along with google classroom work.</p> <p>During the spring lockdown, the high number of PP attended Key Worker provision- 87%, furthermore 53% of chromebooks were allocated to PP families.</p>	To plan and prepare resources and learning equipment for any future periods of isolation due to Covid 19.

<p>To give targeted social and emotional support to those eligible for the PPG and their families</p>	<p>Family Liaison Worker to provide targeted and bespoke support to children and families.</p> <p>Counselling in Schools Service (outside agency)</p> <p>Nurture Group-Shining Stars</p>	<p><u>Autumn Term 2020</u>  <u>Therapy input throughout this term</u>  39 counselling sessions available through the annual Safe Space contract - these have been allocated in various numbers between 8 pupils with 5 of these being PPG  17 counselling sessions available through the Stanmore project referrals for 2 pupils - 1 of these pupils is PPG  12 drama therapy sessions provided through NESSIE referrals for 2 pupils - 1 of these is PPG  <u>School health</u>  1 pupil has received regular visits from a school health professional relating to issues which parents had requested support with - this pupil is not PPG  2 CLA pupils have received a visit from a school health professional re health checks  Y6 pupils have completed The Lancaster questionnaires &amp; several pupils had follow up conversations with a school health professional to address issues arising from this process.  <u>Individual pupil work</u>  Due to COVID restrictions work with individual pupils &amp; families has been impacted. Engagement in outside areas along with telephone, email &amp; other online contact has been maintained with parents when possible  1-1 support for urgent needs with specific pupils has been provided in extremely short sessions.  17 families - all PPG  5 individuals - 3 PPG  <u>Stevenage Community Trust</u>  Applications submitted to request a Christmas gift card supplied by the trust have been made for 4 families- all PPG  <u>Shining Stars provision</u> - has continued to support the emotional and social needs of 4 PPG pupils, during the autumn term. During the National Lockdown all pupils attended the Nurture group full time, where they were taught lessons by a class teacher along with 3 members of staff.</p> <p>During the lockdown period clients continued to receive counselling sessions remotely. This was either through on-line sessions or telephone sessions, depending on client preference (most clients chose to engage in on-line sessions). School staff and parents supported this and assisted with the arrangements. The clients engaged very positively with the remote sessions, they appeared confident in engaging with counselling this way and with the technology itself. Attendance rates were excellent. Clients also continued completing the outcome measures remotely. Continuing with counselling during the lockdown period enabled the counselling relationship and process to continue. Each client's well-being was able to be monitored and supported. Communication between the counselling service and school meant a joint approach was undertaken to ensure client's needs were being met during this time. Clients have adapted extremely well with resuming face to face sessions back in school, and all have spoken positively about being able to continue with the sessions remotely during lockdown.  Throughout this time 3 clients were supported through the annual contract arrangements &amp; 3 further clients through the Stanmore project intervention. 5 of these pupils were PPG.</p> <p><u>PPG IMPACT DATA - Summer Term 2021</u></p>	<p>To continue with providing emotional support for selected pupils.</p>
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		<p>Outside Agency Therapy input throughout summer term  30 counselling sessions available through the annual Safe Space contract - these have been accessed by 3 pupils - all 3 being PPG  20 counselling sessions available through the Stanmore project referrals for 5 pupils - 4 of these pupils being PPG. 1 pupil did not fully engaged due to persistent absence  No input has been available through NESSIE referrals this term but 2 clients are due to start sessions in Sept.</p> <p>School health  There has been no input for individual pupils during this term.</p> <p>Family Work  Due to COVID restrictions work with targeted families has been impacted.  Phone, email, socially distanced inside &amp; outside contact has continued as required  1 PPG family in temporary accommodation over 3 miles from school has been supported to find transport to &amp; from school until the end of term.  1 PPG family with an extreme persistent absence problem have been intensively supported daily to seek solution in close collaboration with other agencies.  8 other families have received ongoing support in relation to varied issues - all of these families are PPG</p> <p>Individual pupil work  Due to COVID restrictions work with individual pupils has been impacted.  Short contact input has been undertaken as needed (15 mins per session)  1-1 support for urgent needs with specific pupils  9 individual pupils - 6 PPG</p> <p><u>Y6 transition support work</u>  In house transition support groups  12 pupils (5 PPG) in 3 groups for six sessions each group  External support from secondary school staff  6 pupils (--PPG) either 1-1 or in a small group  627 transition sessions facilitated by...  3 pupils</p> <p><u>Mental Health Support Team (Stevenage) - project</u>  Several pupils/families identified for support &amp; details supplied for triage  1 pupil &amp; parent have been identified &amp; accepted to access work with the trainee mental health support practitioner throughout the summer term. (Not PPG)  Support to access Food parcels  3 families (all PPG) have been supported by school with food parcels or voucher to access a local food bank.</p> <p><u>Shining Stars</u>  Staff in Shining Stars provide focused support to individual pupils.  2x PPG pupils each morning (pupils on reduced hours timetable)  2x further PPG pupils each lunch time  2x further PPG pupils each afternoon (pupils with 1-1 support in the mornings)</p>	
To provide additional extra-curricular	Subsidised travel expenses and costs for residential trips offered to PPG	Due to Covid guidelines and the national autumn lockdown these trips have not yet been booked.	To plan events according to Covid guidelines and

<p>opportunities for PPG children.</p>	<p>children to increase uptake in adventurous opportunities.</p> <ul style="list-style-type: none"> <li>-Subsidising cost of residential trip</li> <li>-Manor Adventure Y6</li> <li>-Wymondley Wood Y4</li> <li>-Weekly swimming fees Y4</li> <li>-Subsidising voluntary contribution for school trips YR- 6</li> </ul> <p>-Running a weekly Breakfast club available to all disadvantaged pupils.</p>	<p><b>Breakfast Club</b>          Currently 6 PP attend, all pupils have made great progress in attendance; most have made over 10% improvements. One pupil now has 100% (from previously 86%), All others are in late 90%, however one pupil needs to make a further improvement in the spring term.</p> <p>Due to Covid guidelines and the national spring lockdown these trips have not yet been booked.</p> <p>In the summer term we were able to safely organise a number of school trips, targeting our PP. In Year 4 for Wymondley Wood trip, £10 per pp pupil was subsidised for 17 pupils in total. Furthermore, in preparation of the Year 6 Manor Adventure residential, 21 pupils have received £100 subsidization.</p> <p>The children enjoyed coming to the club to have breakfast and interact with their peers. It was an opportunity where they could relax before the start of the day and have the time to play games, watch a film or have 1:1 talks with a staff member. In May, Breakfast club merged with the school's general breakfast club, mixing with other children within the school. The children's attendance/punctuality has remained improved with consistent good 90%+ attendance compared to when breakfast club was not available. One pupil seems to be absent on a regular basis due to medical reasons but still attendance has been steady.</p>	<p>further support one pupil to make accelerated progress in attendance by supporting parents/ carers.</p>
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<p><b>7. Additional detail</b></p>
<p>There were COVID Year group closures in Nursery and in Year 5 in the Autumn term,</p>