

Creech St Michael C of E VC Primary School

REVIEW OF OUTCOMES OF PUPIL PREMIUM

2020-21



"Together, we love, learn and grow"

"Go and bear fruit—fruit that will last." John 15 v.16

Part B: Review of outcomes in the previous academic year 2020-21

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and the government has said that 2020 to 2021 results will not be used to hold schools to account.

Planned Activity

For our key priorities in the use of Pupil Premium grant funding please refer to our pupil premium plan 20-21. There are overarching objectives and some other specifically for 20-21.

The disruption to schools caused by covid-19 meant that we were responsive to need throughout the year and that the emphasis on some of the objectives shifted as priorities changed. A clear example of this is that there were less opportunities to spend the grant on enrichment due to covid safety and fewer visitors being allowed in school. This allowed us to spend more on teaching staff and high quality intervention.

Objectives From September 2020	Evaluation
1. Decrease gap that has widened since "lock down" between pupils who receive Pupil Premium Funding and those who do not.	Pupil premium children who attended school had regular provision in smaller classes than they were used to, and this was highly beneficial in terms of their learning but even more so with their social and emotional development. For the pupil premium children whose parents were unwilling or unable to send them to school, gaps in learning increased, in spite of strong support for home learning from teachers, teaching assistants, the Senco and ELSA. Lap tops were made available to children working at home. Overall, gaps reduced for some pupils and widened for others and early assessment and identification of gaps in early autumn 21 is more important than ever.

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	In Year 6, where pupils were more independent with home learning, teacher assessment showed that percentages of pupil premium children working at ARE were in line with other children – although a little below in maths.
2 improve reading for pupil premium pupils.	This became a key focus for our school. We used JE (outstanding teacher) to lead intervention sessions and increased assessment points. Read Write Inc scores, Phonics testing and reading ages showed immense improvement. P:\Office\JANET McCARTHY\Data\PUPIL PREMIUM\Pupil Premium 20-21\Impact document KS1 PP.docx New phonically decodable reading books were purchased and support staff received additional training and mentoring at delivery of Read Write Inc. Through school closures some teaching assistants delivered 1:1 Read, Write Inc sessions on line. A teaching assistant who is a trained teacher was redeployed to Key Stage 1 to assist further with Pupil Premium reading and that of the lowest 20%. Story reading was greatly increased for PP children in particular and enjoyment of books was greatly enhanced.
3. Improve behaviour and emotional regulation.	The senco worked an additional half day a week which allowed her to support families more and to liaise with those who were at home. She was more able to access on line specialised advice which was timely. Staff and governors attended Theraplay training which was held face to face in our school and gave teaching assistants strategies to support anxious children.

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	We employed a qualified play therapist who worked with the most traumatised children. The ELSA attended additional training and worked tirelessly beginning work early to meet children as they came into school.
4, Assist Water Vole Class with settling into positive routines and relationships.	Children in Water Voles were a mix of Year R and Year 1 and disproportionately affected by the pandemic. 9/27 pupils were eligible for Pupil Premium funding and behaviour at the start of the term was poor. An additional teaching assistant was employed to role model positively and to ensure that there was time to talk to pupils about more positive ways to deal with frustration. Behaviour in the class improved immensely with higher standards in books also resulting.
5. Address speech and language difficulties in EYFS	Programmes were devised by a teacher with a background in speech and language and small step targets were set and regular input was given to support. Neli training has been undertaken and Talk Boost sessions delivered. Progress against these targets was good.
6.Support PP pupils in Year 3 that are a long way behind.	Additional reading sessions and conferencing about reading and any areas of difficulty was undertaken with JE. Updates and progress measures were charted. Another trained teacher focused upon gaps in key areas in mathematics with an emphasis upon the use of apparatus to support learning.
7. Children can access homework club.	Homework club did not run due to the mixing of bubbles.
8. Children have the cost of school trips and residential visits supported. Enrichment activities are paid for.	Some "covid safe" school educational visits still occurred – at least one in each year group. Year 4 and Year 6 completed their residential trips; the former camping at a working farm and the latter at an outdoor education centre. Pupil Premium children were able to have this opportunity - building social capital and self confidence.

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	Some music lessons continued and "bubble" sport – helping children to develop talents and teamwork..
Basic Needs Supported.	The school worked with parents to ensure that food vouchers were easily accessible, the food bank accessed and that other needs were supported as much as we could. The ELSA and Senco prioritised this. Mental health of children (and adults) was a priority.

The Pupil Premium governor was active in monitoring provision and talking to the two teachers who oversaw Pupil Premium in the two key stages.

Externally provided programmes

Creech St Michael C of E Primary School did not purchase any externally provided programmes as we had the opportunity to use high quality teaching staff who were able to start quickly, known to the school and able to make a positive impact on our children.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service children (and are) prioritised for emotional support when they need it. Resources are bought for pupils to access. This support is given in a timely way and enables the children to feel secure and to be given strategies to cope when they miss a parent.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

In 20-21 there was a strong overlap between Pupil Premium spending priorities and our "Recovery Plan". This focused chiefly on routines, relationships and reading.