

## Pupil Premium Grant Review 2020/21

<p><b>Barriers to Learning</b></p> <p>Large number of Special Educational Needs in the Pupil Premium group affects their attainment.</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Referrals have been made to other agencies in a timely manner.</li> <li>• Progress of all SEN children has been tracked and monitored termly.</li> <li>• Differentiated home learning was offered throughout the pandemic.</li> <li>• All children were assessed in phonics and targeted intervention provided by teaching assistants</li> <li>• The majority of children with SEND have made expected progress from their starting point following lockdowns.</li> <li>• Consultative approach with LSAT and EP has enabled more children to be reviewed and advice given – both to staff and parents.</li> <li>• Individual programmes in place for specific children.</li> <li>• Children’s vocabulary has increased.</li> <li>• Children with SEND have the appropriate resources to support their learning.</li> </ul>
<p>A significant group of children have social and emotional difficulties that effect their ability to access learning in the classroom.</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Vulnerable pupils are accessing learning through a combination of 1:1, small group support.</li> <li>• Bespoke intervention in place for individual children with significant SEMH and C&amp;I needs</li> <li>• Children with significant SEMH and C&amp;I needs are supported within Safari enabling them to be successful within the school setting</li> <li>• Behaviour in classrooms is good</li> <li>• Classrooms are calm</li> <li>• Individual programmes for emotion regulation such as: ELSA materials, Anger Gremlin, Anxiety Gremlin, Think, Good, Feel Good and Talkabout have been used to support individual children.</li> <li>• The majority of children with SEMH needs have made expected progress.</li> </ul>

	<ul style="list-style-type: none"> <li>• The EP has been used in a consultation capacity to support children with significant SEMH and C&amp;I needs. Plan, Do, Reviews have been written and reviewed every 6 weeks. ECHNA requests completed where necessary.</li> <li>• Consultations with the Education Mental health Practitioner have supported staff working with individual children. Where there has been a significant need individual children have been supported 1:1 with a block of work over 6 weeks.</li> <li>• Sport Coach delivers good quality P.E. lessons to all children across school.</li> <li>• Daily HiiT and Dance sessions across school have improved levels of fitness.</li> <li>• NFS has led to increased out-door learning experiences for all children and improved collaboration and teamwork.</li> <li>• Year 5 have had Arthog Outreach and swimming lessons.</li> </ul>
<p>Lack of support with reading at home, particularly in KS2 and for phonics in EYFS and KS1.</p> <p>Lack of motivation to read, particularly boys.</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• 85% of children’s reading ages are in line with their CA or better</li> <li>• With support, children are able to talk about their reading preferences.</li> <li>• 45/74 Y1 children would have passed the Year 1 Phonic Screening Check if they had taken it</li> <li>• 83% Y2 children passed the Phonics Screening Check in November 2020</li> <li>• Attainment in reading for Y2 is in line with the national average</li> <li>• Across KS2 children were identified who had not passed the phonic screening check in Y1 or Y2 – Literacy Co-ordinator and RWI Assistant devised a catch-up programme for individual children. TAs in class have delivered. Children assessed regularly. Children have made good progress with their phonics across all year groups.</li> <li>• Accelerated Reader used to track and monitor children’s progress in reading.</li> </ul>
<p>16% of children join the school with limited or no English.</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• David Lord from the Multicultural Service has supported school. EAL children are assessed within 4 weeks of arriving.</li> <li>• Appropriate support programmes are developed for staff in school to use with EAL children which have been delivered by the EAL teaching assistant.</li> <li>• Specific resources needed have been provided by the Multicultural Service as necessary.</li> <li>• The majority of EAL children across school have made good progress from their starting point.</li> <li>• Addition outside agency support sort for those children that have additional needs and have not made the expected progress.</li> </ul>
<p>Attendance of PPG group is below average.</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Regular meetings held between the Headteacher and EWO to review attendance</li> <li>• Education Welfare Support has monitored attendance and worked with families to improve attendance.</li> <li>• Attendance for all PPG children is at 93%.</li> </ul>
<p>No breakfast/poor routines on the mornings.</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Currently there are around 30 children attending breakfast club on a daily basis.</li> <li>• Children are ready to start the school day.</li> <li>• Punctuality has improved for children who regularly arrive late.</li> </ul>

	<ul style="list-style-type: none"> <li>All children in school are provided with a classroom breakfast – bagels/toast</li> </ul>
Low aspirations	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>All children from Y2 to Y6 play an instrument and have orchestra sessions.</li> <li>Children in Y1 are taught music weekly by the Headteacher.</li> <li>Becky Shrewsbury supports the teaching of music in the Early Years.</li> <li>All children (Y2 – Y6) have performed in concerts.</li> <li>All children have taken part in the new whole school music video.</li> <li>Attainment and progress across school is good.</li> </ul>
Children in Care	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>PEPs completed termly, targets reviewed and new ones set</li> <li>Gaps in learning identified and closed as quickly as possible.</li> <li>CIC children have made at least expected progress.</li> </ul>