

Pupil Premium Grant Review 2020/21

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

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

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