

Faith Primary School



Pupil Premium 2020-2021

IMPACT REPORT

Purpose

Purpose: The purposes of this report are three fold:

1. To report on the progress made against the key areas identified in the Pupil Premium strategic plan for 2020-21 and indicate the impact of costed actions in helping disadvantaged pupils to overcome the identified barriers to their progress.
2. To identify lessons learned – In the identification of effective baselines against which to measure progress – how to effectively measure the impact of actions to improve dispositions for learning and pupils' aspirations – ways to ensure costed actions are sharply focused, particularly in the use of targeted interventions – and to ensure effective overlap with whole school, planning, monitoring and training and clarify for all staff that pupil premium should not be equated with low ability.
3. To be a key step in the timeline of planning to continue to further improve the effective use of Pupil premium funding and thus increase the life chances and opportunities for vulnerable pupils.

Barrier A - Low starting points on entry to school, especially in oral language, reading, writing, maths and PSED require accelerated progress in EYFS in order for children to access curriculum

Progress

- 19 children were pupil premium (63%)
- 2019 47% of PP achieved GLD which gives a 6% gap to Local Average.
- Of the 17 PP children 7 of these children, achieved GLD. 6 of these children were summer born. 4 of these children were SEN, 1 of the children was EAL.

	2018	2019	2020
All	57.7%	60%	38%
PP	53.3%	47%	50%

Interventions planned and put in place

- Joint Makaton training for EYFS staff and a neighbouring school to enable access to curriculum for vulnerable pupils
- Resources to improve the environment and provision
- Phonics resources
- Reading Lead teacher to lead reading for pleasure, reading groups and reading strategy across the school

Lessons Learned & moving forward

- To increase outcomes in speaking we will ensure the environment offers opportunities for talk as well as English sessions focussing on talk around stories.
- Welcomm, a speech and language screening and intervention programme is to begin this year to identify and plug gaps in language with Welcomm activities and targeted interventions such as 'time to talk.' Children will be referred for speech and language.
- To increase outcomes in Moving and Handling children will receive a PE session delivered by a trained sports coach, Go ride Go and daily opportunities on bikes and climbing equipment. Children will take part in dough disco every week and other fine motor activities. Woodwork activities introduced half termly to engage boys in developing Physically. Water pump built outdoors to support development of gross motor skills.
- To increase outcomes in Managing Feelings and Behaviour a whole class PHSE/circle time scheme 'Jigsaw' to be introduced.
- To increase outcomes in Reading and Writing children will be taught in small groups for phonics and writing. Opportunities for writing provided in all areas of environment with a focus on Boys writing. Current data indicates baselines show that only 10% of boys are beginning Reception ARE for writing and 28% of girls are beginning Reception ARE for Writing. Flashcards sent home every week for parents to consolidate learning of early letters and words. 1-1 readers started after Christmas.
- To increase outcomes in maths children will be taught in small groups. Opportunities for maths provided in all areas of environment. RM maths introduced to consolidate learning for target children.
- To increase outcomes in People and communities and the world opportunities for exploring the environment and other cultures will be provided weekly. Trips planned to local environment this term as well as visits from the people in the local community. Trips/visits and other activities planned every half term to provide opportunities for different experiences.
- Attendance officer to continue to target PP children.

- Tapestry has been introduced in order to strengthen the assessment of the children.

Barrier B - Limited cultural, social, sporting experiences impact on communication, vocabulary, reading and writing

Progress

- Each class had at least 1 trip, visitor or experience each half term. This equated to 6 across the year and if continued, will be at least 42 experiences between reception and Year 6.
- We ran a free breakfast club at school each morning from 7.45am. The children are engaged in interesting activities and have a large selection of hot and cold nutritious breakfast choices.
- A range of after school activities were provided from 3.00pm until 4.00pm every evening.
- We offered a full and varied curriculum including many sporting activities and after schools to fulfil our commitment to the wider curriculum. The two school minibuses provided transport to events for those children who would be unable to attend otherwise. School subsidised trips for those children who access PP.
- Staff aware of financial barriers when becoming involved in enrichment activities outside of school – school subsidised when appropriate.

Interventions planned and put in place

- To continue to fund pupils for school trips and residential
- Afterschool club / breakfast club to be continued to be free
- Staff to be up to date with children’s home situations Close liaisons with Inclusion manager
- Quality learning experiences , trips, visits and visitors

Lessons Learned & moving forward

- Parents of PP children to be contacted to be offered any additional support by school, particularly over school holidays when providing meals may be difficult
- To continue to have at least 1 trip / visitor / experience per half term for each class
- Increase the amount of PP children attending breakfast club
- Further target PP children increasing the number attending after school provision
- The sports and Learning Coach to further target PP children to engage in sporting activities, extra-curricular clubs and competitions
- Curriculum to be redesigned to provide more opportunities to develop communication, reading and writing

Barrier C - Close the gap in reading to enable children to access the curriculum

Progress

- We increasing the amount of PP children achieving the expected standard for reading in Year 1

	2018	2019	2020
Expected + all	43%	58%	NA
Expected + PP	52%	67%	NA

Interventions planned and put in place

- Reading Recovery for targeted children

- Provision map of all additional interventions in place
- Quality text approach for English curriculum – purchased class sets of books

Lessons Learned & moving forward

- To continue to use a wide range of strategies to increase the number of children achieving the expected standard for reading by the end of Year 1.
- Ensure Provision Map is in place and all additional interventions are closely monitored
- To ensure vocabulary development and reading opportunities are utilised in the wider curriculum

Barrier D - Many of the children have low aspirations and ambition

Progress

- We ensure that children are exposed to as many different experiences as possible
- Where possible, curriculum links to real life scenarios
- Staff continually make links and references to potential careers for children

Interventions planned and put in place

- Aspirations Week took place in the summer term with a wide variety of visitors, trips and experiences to motivate and inspire the children
- A range of themed days and events took place across the year

Lessons Learned & moving forward

- To ensure references to future careers continues and links throughout the curriculum to real life scenarios
- To further develop and implement parent sessions
- To continue to hold Aspirations Week

Barrier E - Many children have limited access to high quality educational resources and materials at home

Progress

- We ensure that children have access to a wide range of reading materials in school.
- We have invested in a variety of home reading books rather than using one scheme
- Children have access to a class library and whole school library
- Children were taken to central library and were all given library cards

Interventions planned and put in place

- Large investment in quality reading materials for:
 - Library
 - Class library
 - Guided reading
 - Home readers
 - Reading Recovery
 - Class texts
- Quality text approach for English curriculum – purchased class sets of books

Lessons Learned & moving forward

- To ensure quality resources for reading for pleasure, home reading books, guided reading books and curriculum texts.
- To further develop and implement parent sessions
- To organise a book week in school with a range of activities including the Book Bus, an author visit and parent sessions.

Barrier F - Pastoral and social support for vulnerable families

Progress

- Maintained the number of families engaging with an EHAT lead by school
- School uniform and additional clothes were purchased and provided to those families requiring additional financial support
- Breakfast Club provided from 7.45am. 60% of children accessing qualify for PP
- Implementation of C-Poms and Edukey tracking resources
- Parental engagement has improved with 90% of parents attending Parents Evening in 2020 – 21
- School attendance improved from 94.2% to 96.6%.

Interventions planned and put in place

- Inclusion Manager and Learning Mentor building relationships with vulnerable families
- Mental Health lead teacher to provide targeted interventions
- Implementation of CPoms to track behaviour and concerns in order to identify any patterns or insight into children's home circumstances

Lessons Learned & moving forward

- To continue to build relationships with families and work alongside them
- Inclusion Quality Mark and Centre of Excellence for inclusion assessment to place in the autumn term
- To further develop relationships with parents by introducing more workshops and school events including coffee mornings
- Attendance officer and SLT to continue to engage families on the importance of attendance.

Barrier G - Pupils with specific emotional needs, mental health challenges or facing difficult circumstances which can affect behaviour and learning

Progress

- 80% of children with social and emotional needs made more than sufficient progress. 13% made sufficient on the Strengths and Difficulties Questionnaire (SDQ) Score
- School uniform and additional clothes were purchased and provided to those families requiring additional financial support.
- Implementation of C-Poms and Edukey tracking resources

Interventions planned and put in place

- Provision map with personalised learning opportunities and tailored individual support across Wave 1, 2 and 3

- Mental Health lead teacher to provide targeted interventions
- Seedlings half a day per week
- Social Thinking Interventions
- Lego therapy
- Implementation of CPoms to track behaviour and concerns in order to identify any patterns or insight into children's home circumstances

Lessons Learned & moving forward

- Adopted ROAR – a whole school mental health approach which concentrates on developing high quality teaching and trains staff to identify emerging mental health needs as a first response.
- Strengthen work with parents who may themselves have mental health needs
- A range of CPD planned for all staff to further understand issues surrounding mental health and early identification