

Pupil Premium Strategy 2020.21 outcomes

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

Priority 1- Professional development for staff to support pupil premium pupils effectively through the Recovery Curriculum.	
Action	Impact
Targeted CPD to support staff deliver QFT and effective interventions to support PP pupils to accelerate progress and understand barriers to learning.	Continuous CPD delivered across the full year and interventions in place before and after the spring lockdown. Fluency into Comprehension provided a successful programme to support children to catch up with their reading in Y3 and Y4. Ongoing identification of needs to inform CPD for staff.
Whole staff CPD from the Ambition Institute on Closing the Gap to develop pedagogical systems for the acquisition of knowledge and subsequent curriculum delivery.	Ambition Institute CPD undertaken weekly in the autumn term on Classroom Climate and Science of Learning has impacted positively on classroom routines and has supported the planning/lesson structures and assessment techniques. Staff are more confident to speak about the Science of Learning and relate it to their practice.
Coaching from senior leaders and trust staff for staff to develop their understanding of personalising learning to have the maximum impact for the child	At least half termly pupil progress meetings with SLT members allowed individual children to be discussed and appropriate support, staffing and interventions in place to support gaps in learning and accelerate progress.
Increase rates of accelerated progress in attainment and achievement leading to improvement in outcomes at Combined Measure through quality first teaching and interventions	Internal data analysis from the Schools Data Company shows that progress of pupil premium children across the year was at least good in all subjects/year groups and outstanding in 4/7 year groups in Reading, 5/7 in Writing and 6/7 in Maths.
Involvement of specialist teaching services to identify specific barriers and upskill staff in addressing individual needs	Children assessed following the lockdown and when guidelines allowed by Educational Psychologist and Treetops. Recommendations made which were used by staff in their day to day teaching.
Provide access to digital resources both in the academy and at home to support pupil progress.	Promotion of Times Tables Rockstars/Spelling Shed and Lexia to support learning in maths /English. Promoted through the weekly BLOG, on Facebook and through rewards in class. Showbie established for blended learning and used for accessing home learning and to support learning in school.

Priority 2 - To develop a positive reading culture across the academy to ensure that the gap is closed between disadvantaged and other.	
Action	Impact
Training and relevant CPD for staff to embed and ensure consistency with a comprehension model throughout the curriculum	CPD undertaken by the Reading Lead in the spring term to ensure consistency across school. Further monitoring of practice during and after the lockdown and coaching provided where necessary. More consistent approach evident across the academy.
To develop fluency and stamina in reading using purchased timely and focused interventions in order to address gaps in learning as a result of missed learning	Staff trained in the fluency programme. Intervention undertaken in Y3 and Y4 with a control group also in place so progress of the two groups can be compared. Feedback from staff delivering and children is very positive with progress evident from the children. Children's engagement and progress has increased as a result of this intervention.

To identify vulnerable pupil groups in order to ensure gaps in learning are closed	Pupil progress meetings support the identification of vulnerable children who have gaps in their learning. Teacher focus and intervention groups were used across the academy to ensure their learning needs were addressed. Focus on a catch up curriculum following the lockdown.
To develop an engaging and enjoyable, well-resourced library which develops a love for reading across the academy	Additional resources were purchased and the priority in autumn 1 2021 is to relocate the library and relaunch it to the children and parents.
One to One reading for children who do not read consistently at home	Home reading promoted and children rewarded for this. 1-1 reading used to support key children who are not listened regularly at home or require additional support.
Provide additional support for children in Y1 /Y2 working towards achieving the national standard in the phonics check.	Targeted interventions undertaken and regular monitoring of progress. Y2 outcome in Autumn 2 – 84% overall. This is above national and shows accelerated progress from baseline (30%). Following targeted support and interventions in school assessment of Y1 pupils indicates that 79% would have passed the phonics screening in June 21. This is narrowing the gap to national.

Priority 3 - Targeted support to reduce barriers to learning for vulnerable pupils.	
Action	Impact
Attendance tracking for vulnerable PP children.	2020-21 PP attendance was 94.9% narrowing the gap towards our all children attendance (95.4%). Up until 18/6/21 the attendance of PP children was 95.4% but this group was impacted by Covid-19 concerns in the last month of the summer term.
Ensure all children have access to nutrition, school uniform, equipment and pastoral support.	Breakfast packs provided fortnightly for all children to allow a healthy start to the day through the National Schools Breakfast Scheme. Bagels offered on arrival to offset any morning hunger issues. Food received weekly from Aldi which has been distributed to vulnerable families throughout the year. 79, Mike Hind Christmas hampers distributed to vulnerable families in the last week before Christmas. Liaised with Salvation Army to provide Christmas presents and food to targeted families. Hygiene packs given to all children from the Ladies of Steel charity.
All children provided with a new jumper/cardigan with academy logo on.	Jumpers distributed to all children during autumn 2, supporting re-branding and DPA re-establishing an identity. Children proud of their uniform and parents grateful to be provided with it.
Support children's emotional health with access to Educational Psychologist and Counsellor.	Assessments undertaken by the Educational Psychologist to support moving forward with their needs. The counsellor, supported pupils with long term issues and/or issues related to returning to school after COVID. This has made the children more settled within their bubble, more able to access learning addressing any mental health needs. A lunchtime Y6 group with the counsellor has supported transition for these children.
P.E. provision, incorporating themes of health and well-being	Academy Sport Coach delivered regular PE lessons to all classes as well as O.T. /Sensory sessions to support general health and meeting needs of individual children via

	structured programmes. This supported readiness for learning, sensory needs, ability of children to regulate as well as general health and wellbeing.
Free after school clubs.	Clubs undertaken for 12 sessions over 4 weeks in the autumn term as well as 4 nights a week in the summer term which included all year groups across the academy working in their bubbles. Positive comments back from children and parents, with positive engagement during the sports activities and enjoyment shown by children. Priority is given to the pupil premium children attending.

Priority 4- Reducing the gaps to learning currently identified for pupils following the Covid19 partial closures	
	Impact
	Covid-19 isolation, lockdown periods and limited parental support for pupils to engage in remote learning has impacted on outcomes despite the provision in place. However, from baseline assessments, significant levels of progress were evidenced across the 2020.21 academic year for disadvantaged pupils.

Wider Strategies	Impact
Enrichment activities, visits	See after school sports clubs above. Y5 STEM club ran throughout the summer term working with the National Schools' Observatory and Liverpool John Moores University developing their knowledge of Space. HeadStart programme ran virtually then in person in the summer term to develop Y5 HeadStarters and support other children's wellbeing. Provision for chess tuition provided virtually to all Y5 children over the year, developing their skills and confidence. Y5 and Y6 STEM windfarm projects using a range of curriculum skills and collaborative working had very positive outcomes.
Technology	New iPads purchased for Y3, SEND and KS1. More children have access to their own reliable device to support learning and develop computing skills. Showbie learning platform purchased to support home learning activities, together with loaning of iPads.
Readiness to learn	Breakfast packs sent home and bagels in the academy provide a healthy, nutritious start to the day and support children in being ready to learn.