



Pupil Premium Strategy 2020-2021: Review of the previous year

Pupils on roll - Y1-6		347		
Total PP Budget		£179,224.00		
Total eligible pupils for PP		135		Early Years pupils on roll 58
Focus	Intended Outcome	Actual Impact /Outcome		Lessons Learned /Plans for next year
A. Pupils with low attendance/high persistent absentee levels are supported and challenged.	Improved levels of attendance, punctuality and a decrease in numbers of Persistent Absentees.	2018-2019 Absence 10% or greater Rec-Y6 63 pupils. 2019-2020 Absence 10% or greater (Sept- March) Rec-Y6 75 pupils. Increased number of absences from previous year.		Rigorous intervention and tracking - Class Maps created 20-21 to track attendance and actions across the year - these feed into Provision Maps and Progress Meetings. Info used to create Governors' Termly Report. Home visits performed, fines issued and support given. Continued Monitoring into 20-21 - objective to remain. Means of tracking punctuality needed for 20-21 - start and end data.
B. Continued support for families and pupils with social, emotional and health needs.	Children's social and emotional well-being is best supported to enable them to learn and enjoy school.	58 children identified in LA pupil SEMH vulnerability spreadsheet for support during Covid Closure /return to school. Believed to be a growing number in 2020-2021.		Factors included children currently involved in/referred to: CYPS, Lifecycles, Healthy Minds, Educational Psychologist, Emotional Resilience Team, School Counsellor, School Mentor, having/pending EHCP with Other (EMTRAS, Attendance, EHP, Young Carers, Bereavement, Safeguarding/Police, Early Bird, CIN Social Care, Friends for Life and Social Care). Needs ranging: Anxiety, School Phobia, Attachment, Bereavement and Other (Challenging behaviour, emotion regulation, witness to domestic SEMH/violence, withdrawn at school, attendance, SEBD). Existing Provisions to be maintained and further training and support sought after. Return to work of CWO so 2 available within school. Continued monitoring evidence and feedback from class teachers (Prog meet) and invaluable use of CPOMs. Governors' Termly Report.
C. Improve reading, writing and maths in KS2, including those working at Greater Depth.	Increased % of RWM and combined attainment at end of KS2, closing the gap with disadvantaged pupils and non-disadvantaged. Similar attainments seen across whole of KS2.	2018-2019 All PP RWM 37 Reading 55.9 41.4 Writing 50.8 27.6 Maths 49.2 34.5	2019-2020 All PP RWM 55.9 31.8 Reading 76 68.2 Writing 67.8 47.8 Maths 67.8 34.8	Distinct increase in attainment across all areas and although despite increased maths performance, this has widened gap between PP/D and nonPP/D. Mapping, monitoring and analysing interventions proved groups were being catered for and all staff involved understood the reasoning and desired outcomes for all provisions. Raising performance at end KS2 still paramount for 2020-2021 including closing the gap between PP/D and nonPP/D particularly in Maths. Current objective to remain in place and implemented as in 2019-2020. Year 5 as a year group needs greatest support.
D. Improve Phonics and Reading in EYFS impact through to end of KS1.	Reception - fewer % Phase 5 ready pupils identified for intervention from Y1 - Y3.	2018/19 62.7% Y1 passed Screening Test. Phonics Tracker data performance of 2019-2020 Y1 pass of previous Test suggests 79% would have passed - data available December 20 when Y2 take test to submit to LA.		Policy amended in Spring 20 in light of LA visits, Learning Walk and implementation/review of new strategies/frameworks. Objective and implementation to remain to increase performance further and reduce numbers for intervention beyond Y1 in 2020-21.
E. Boost children for RWM in Y6.	Increased % of RWM and combined attainment at end of KS2, closing the gap with disadvantaged pupils and non-disadvantaged.	2018-2019 All PP RWM 37 Reading 55.9 41.4 Writing 50.8 27.6 Maths 49.2 34.5	2019-2020 All PP RWM 55.9 31.8 Reading 76 68.2 Writing 67.8 47.8 Maths 67.8 34.8	Distinct increase in attainment across all areas and although despite increased maths performance, this has widened gap between PP/D and nonPP/D. Mapping, monitoring and analysing interventions proved groups were being catered for and all staff involved understood the reasoning and desired outcomes for all provisions. Raising performance at end KS2 still paramount for 2020-2021 including closing the gap between PP/D and nonPP/D particularly in Maths. Current objective to remain in place and implemented as in 2019-2020.
F. Opportunities given to all that may enhance understanding and experience of the curriculum	Positive attitudes and experiences at home and achievement and progress in line with peers.	Particularly evident during Covid19 School Closure. School remaining open to those who needed it. Identification of vulnerable pupils who needed further support. Register created of vulnerable pupils. Register completed for remote learning and extra provisions put in place to ensure equal opportunities for all.		C19 RA restrictions and school closure reduce opportunities especially of a wider curriculum. Current circumstances demand the objective to remain to give support to all to ensure equal opportunities.
G. Embedded support for pupils and families who are new to English/formal school setting.	75% of EAL achieving RWM Expected at end of KS2 when in attended Ashley from Rec.	2019-2020 - 5 children, 4 in attendance since Rec. 2 of EAL were SEND also. 2019-2020 data suggest 2/3 would have achieved RWM, Reading and Writing, and 100% achieved maths.		EAL pupils and languages spoken remain high across school. 7 children to be in Y6 2020-2021 - only 2 of which since Rec. Objective and implementation to remain in 2020-2021.
H. Early identification of and intervention for pupils with SEND.	Children and needs identified termly with strategies/training to relevant adults to support.	2018-2019 cohort matching 2019-2020 with SEND is 77, against 2019-2020 end of spring term 111. Provision Maps and CPOMs ensure interventions given and pupils receive specific support.		Number of children on SEND register increasing. Specific needs identified more accurately and quickly - strategies therefore implemented quicker to support increased progress. 1-1 support proving invaluable as ever - see specific cases. Provision Maps give teachers greater awareness of extent of needs within class, maps also show SLT and external bodies range of needs within school and how they are provided for. Objective and implementation to remain in 2020-2021.