

## Pupil Premium Impact Statement 2020-21

### 1. Review of expenditure

**Previous Academic Year**                      **2020/21: £35590**

#### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Whole school ethos of raising attainment for all pupils through clear, responsive leadership that is focused on provision for disadvantaged pupils including curriculum recovery, catch up and subsequent enrichment	<b>A, B, C</b>	The impact would have been seriously impeded by repeated bubbles closures, followed by the second national lockdown and further bubble closures. <u>This negative impact was mitigated significantly by:</u> <ul style="list-style-type: none"> <li>• Regular welfare checks (engagement)</li> <li>• Leaders targeting specific strands of recovery support to specific families</li> <li>• Accurate match of in-school/remote provision</li> </ul>	This strategy of a relentless leadership focus (on the progress of specific pupils which informed provision, pedagogy and personalised learning) was disseminated to other SLT members throughout the pandemic. We naturally had to rely less on interventions due to coverage of bubbles so each bubble leader became adept at forensic analysis to inform provision through high levels of differentiation.  This strategy therefore continues to have high impact.	£2100
Deployment of <b>6%</b> classroom support staff to support high quality teaching for all (focused on the needs of disadvantaged pupils) including catch up programmes/same-day interventions and recovery aspects	<b>A, B, C</b>	Most pupils made good progress from March 2020 – June 2021, and the majority of pupils made sufficient progress (despite the pandemic) to <u>reach the same assessment point in the following year band.</u>	This was due to high quality planning and differentiation to match the needs of each learner, <u>so that there was an accurate match of in-school provision and remote provision.</u> This focus from support staff will therefore continue.  Remote learning will now form part of a more extensive blended learning package to support pupils' catch up through additional activities to provided additional learning or alternative learning (if absent from school but well-enough to complete work)	£14176  <b>Total £16276</b>

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
One-to-one tuition for all pupils to provide rapid catch-up and to embed and/or further learning	<b>A, B, C</b>	Targeted tuition had been planned to begin earlier, just as the second lockdown was announced. The pupils that could access this in school therefore <u>made better progress</u> than those that were accessing learning remotely.	In normal times, this strategy has historically accelerated learning by a significant margin. Still impactful (although to a lesser extent due to repeated bubble closures) so will be <u>doubled from September to widen this approach to more pupils</u> as part of our wider catch-up strategy	£11093
Targeted deployment of additional classroom support hours (from existing staffing) to provide new catch up programmes and key interventions where progress is not strong enough	<b>A, B, C, E</b>	Most pupils made good progress from March 2020 – June 2021, and the majority of pupils made sufficient progress (despite the pandemic) to <u>reach the same assessment point in the following year band</u> .  Provision of new catch-up programmes was limited <u>due to staff availability when covering bubbles of smaller numbers</u> , restricted by public health requirements	Historically, these evidence-based approaches have consistently demonstrated good impact. <u>Limitations this year have been outside our control</u> .  This strategy will therefore continue and, this year, we will be able to support through peer/SLT mentoring as physical distancing requirements are eased, and local PH guidance is relaxed	£378
Deployment of (10%) learning mentor to remove barriers to learning for targeted pupils through delivery of (key aspects of) a recovery curriculum for pupils	<b>D, E, F</b>	<u>Mainly good impact</u> as this aspect of our work, although subject to interruptions due to bubble closure and/or coverage, could continue, <u>albeit less frequently than we had anticipated</u> . Progress of these pupils has generally <u>matched</u> the progress of disadvantaged pupils. Strategies also benefitted those non PP learners who also showed anxieties linked to the pandemic.	Key strength remains <u>in-depth knowledge of academic barriers</u> facing disadvantaged pupils and, in particular, <u>barriers that require action outside school</u> .  This will continue and we recognise that there will probably be a <u>greater reliance on this role</u> in the short term as pupils and families recover from the pandemic – eventually to be embedded within routine daily practice and procedure	£5683
				<b>Total</b> <b>£17154</b>

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Enable disadvantaged pupils to continue to access a wide range of memorable experiences within and beyond the curriculum	<b>A</b>	<p><u>Zero impact</u> due to strict national physical distancing guidelines and rigid PH guidance. Consequently, there have been no visitors to school and planned visits had to be cancelled.</p> <p>Memorable experiences were planned, as far as possible, through the classroom learning environment and high quality teaching for all. Although this approach could not replicate ‘first-hand’ experiences beyond the classroom, it did – to some extent – mitigate the anxiety evident in a minority of pupils that had clearly arisen from the pandemic</p>	<p>This will be continued to ensure access to a wide range of memorable experiences. If possible, <u>we will seek to extend this strategy</u> due to the limitations imposed by the pandemic as we know, through evidence-based research, that this is one of the <u>key impactful approaches to widen pupils’ experiences and underpin their learning so that essential knowledge is gained first hand.</u></p> <p>Follow up writing opportunities need, in some instances, to cover wider styles of writing (such as diaries, newspaper articles) rather than a straightforward report. We had planned to address this in 2020/21 so will now do so this academic year</p>	£960
Ensure a clear contingency plan is in place for disadvantaged pupils to continue to learn remotely and so to continue to make good progress in the event of any further period of (Covid19) lockdown	<b>A, D</b>	<p>Tracking of engagement levels of disadvantaged pupils demonstrate <u>mixed impact</u>. Remote learning procedures were clearly communicated to parents. Take up was strongly encouraged and followed up by well-being/engagement calls. Of the pupils not in school for face-to-face teaching, the majority engaged with some part (but rarely all) of the remote learning programme. DfE equipment was effectively targeted to the most disadvantaged families so all had access to facilities.</p> <p>However, the concept is relatively new, and the procedure is now embedded across school. Nonetheless, ultimately only parents can ensure that any periods of remote learning are actually undertaken – we can only drive the message and identify potential impact.</p>	<p>This will <u>not continue</u> as a bespoke strategy in the new plan as the remote learning policy and procedure now forms both part of our wider, whole-school approach to homework and part of our Business Continuity Plan, which covers the eventualities of future closure and/or pupil absence. These are reflected in our strategic planning and are <u>in place for the whole school</u>. In terms of disadvantaged pupils, tracking of engagement with our wider offer will be key to impact for this group moving forward.</p>	<p>£1200</p> <p><b>Total</b></p> <p><b>£2160</b></p>

