

Pupil Premium strategy review for 2020-2021

- Increase of 12 PP children over the year from 31 to 43
- 30% SEND needs also with 38% of those having an EHCP
- 5% EAL

<u>Intended outcome</u>	<u>Cost</u>	<u>Impact/Outcome</u>																																																																						
<p>A1. A higher proportion of PP children achieve the expected standard at the end of each academic year and make accelerated progress in line with or better than nationally similar children and to diminish the gap between them and 'others' at Russell Lower School.</p>	<p>Total budget: £43,900 Budgeted £41,803.18 Actual: £43,785.74</p> <p>£12,493.80 £12,493.80</p> <p>DH tracking of curriculum and staff training/CPD</p> <p>Half term PP meetings</p> <p>Monitoring of PP through assessment and monitoring cycle</p> <p>KS1 LSAs to support phonics, reading and writing</p>	<p>Foundation Stage – GLD June 2021 50% PP (only 4 children). This is 6% higher than the LA average for 2019 (pre covid) 69% non-PP</p> <table border="1" data-bbox="797 580 2128 850"> <thead> <tr> <th></th> <th colspan="3">Oct 2020</th> <th colspan="3">June 2021</th> <th>Oct to June</th> <th>Oct to June</th> <th></th> </tr> <tr> <th></th> <th>PP ARE+</th> <th>Other</th> <th>Difference</th> <th>PP ARE+</th> <th>Other</th> <th>Difference</th> <th>PP ARE+ difference</th> <th>Other ARE+ difference</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>69%</td> <td>-18%</td> <td>61</td> <td>78%</td> <td>-17%</td> <td>+10%</td> <td>+9%</td> <td>+1%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>68%</td> <td>-30%</td> <td>44</td> <td>66%</td> <td>-22%</td> <td>+6%</td> <td>-2%</td> <td>+8%</td> </tr> <tr> <td>Maths</td> <td>41%</td> <td>63%</td> <td>-22%</td> <td>55</td> <td>73%</td> <td>-18</td> <td>+14%</td> <td>+10%</td> <td>+4%</td> </tr> </tbody> </table> <table border="1" data-bbox="797 882 2101 1066"> <thead> <tr> <th></th> <th>June 2019</th> <th>June 2021</th> <th>Difference</th> </tr> <tr> <th></th> <th>PP ARE+</th> <th>PP ARE+</th> <th></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80%</td> <td>61%</td> <td>-19%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>44%</td> <td>-21%</td> </tr> <tr> <td>maths</td> <td>68%</td> <td>55%</td> <td>-13%</td> </tr> </tbody> </table> <p>Whole school PP reading ARE 6% more than the LA KS1 average (55%) for 2019 FSM analysis (pre covid), Whole school PP writing ARE 3% less than the LA KS1 average (47%) for 2019 FSM analysis (pre covid) Whole school PP maths ARE equal to the LA KS1 average (55%) for 2019 FSM analysis (pre covid) Whole school reading gap between PP and other is 8% less than the LA KS1 average (-25%) for 2019 Whole school writing gap between PP and other is 5% less than the LA KS1 average (-27%) for 2019 Whole school maths gap between PP and other is 6% less than the LA KS1 average (-24%) for 2019</p> <p>Non-SEN PP ARE+ for June 21: R: 73% - +8% than all PP. -5% compared to 'other' W: 53% - +9% than all PP. -13% compared to 'other'. M: 67% - +14% than all PP. -6% compared to 'other'</p> <p>PP against non-PP progress PP are making more progress than non-PP children in years 2 and 4 for R, W and M.</p>		Oct 2020			June 2021			Oct to June	Oct to June			PP ARE+	Other	Difference	PP ARE+	Other	Difference	PP ARE+ difference	Other ARE+ difference	Difference	Reading	51%	69%	-18%	61	78%	-17%	+10%	+9%	+1%	Writing	38%	68%	-30%	44	66%	-22%	+6%	-2%	+8%	Maths	41%	63%	-22%	55	73%	-18	+14%	+10%	+4%		June 2019	June 2021	Difference		PP ARE+	PP ARE+		Reading	80%	61%	-19%	Writing	65%	44%	-21%	maths	68%	55%	-13%
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Year 2 phonics results

Out of the 5 PP children 80% passed the year 2 phonics check.

Phonics provisions for KS1

All 78% effective with some children making more than expected progress

PP 83% effective

67% of all year 2 children who were part of the provisions passed the phonics screening check in December and **80% of all PP children passed.**

Reading provisions

All 79% effective with some children making more than expected progress

PP 85% effective with some children making more than expected progress

Writing (handwriting)

100% effective for all children including PP.

A2. Effective teaching of maths across the whole school resulting in increased maths attainment for all inclusive of PP children.

£5,215.08

£11,200

Staff CPD

Doodle maths year 1

Additional iPads purchased to support Doodle maths in year 1

Doodle for 2021-2022 year 1

Doodle maths for all children

December 2020

June 2021

41% < doodle maths age 5

9% < doodle maths age 5 up 32%

81% < doodle maths age 6

33% < doodle maths age 6 up 42%

Between 11.12.20 and 26.6.21 63% of children have made ≥ 6 months progress. This was inclusive of the lockdown period between January and 8th March 2021.

Maths: 55% ARE+ with -19% gap overall

	Foundation Stage	Year 1	Year 2	Year 3	Year 4
ARE+ All	80%	64%	78%	62%	74%
ARE+ Non PP	81%	67%	79%	64%	75%
ARE+ PP	50%	44%	60%	50%	69%
Gap between PP and Non PP	-31%	-23%	-19%	-14%	-6%
Gap in 2018-2019 (prior to Covid) against all match to same cohort	NA	NA	No data	-32%	-1%
Gap diminishing?				Y	N

Maths – 100% progress NO GAP +28% (year 2 and 4)		
	Year 2	Year 4
Progress All	81%	69%
Progress Non PP	79%	66%
Progress PP	100%	100%
Gap between PP and Non PP	+21%	+34%
Gap in 2018-2019 (prior to Covid) against all match to same cohort	-13%	+5%
Gap diminishing?	No gap	No gap

A5 High level of language skills demonstrated by all staff consistently to support reading and writing outcomes.

£0

Reading: 61%ARE+ with -18% gap overall					
ATTAINMENT	Foundation Stage	Year 1	Year 2	Year 3	Year 4
ARE+ All	79%	72%	72%	68%	91%
ARE+ Non PP	80%	77%	73%	70%	91%
ARE+ PP	50%	33%	60%	75%	85%
Gap between PP and Non PP	-30%	-44%	-13%	+5%	-6%
Gap in 2018-2019 (prior to Covid) against all match to same cohort	NA	NA	No data	-42%	+10%
Gap diminishing?				Y	N

Reading – 78% progress NO GAP +4.5% (year 2 and 4)		
PROGRESS	Year 2	Year 4
Progress All	74%	84%
Progress Non PP	74%	82%
Progress PP	80%	85%
Gap between PP and Non PP	+6%	+3%
Gap in 2018-2019 (prior to Covid) against all match to same cohort	No data	+5%
Gap diminishing?	No gap	No gap

Writing: 44% ARE+ with – 22% gap overall					
ATTAINMENT	Foundation Stage	Year 1	Year 2	Year 3	Year 4
ARE+ All	68%	67%	61%	47%	74%
ARE+ Non PP	69%	70%	63%	51%	75%
ARE+ PP	50%	33%	40%	33%	62%
Gap between PP and Non PP	-19%	-37%	-23%	-18%	-13%
Gap in 2018-2019 (prior to Covid) against all match to same cohort	NA	NA	No data	-47%	+3%
Gap diminishing?				Y	N

Writing – 93% progress NO GAP +16% (year 2 and 4)		
PROGRESS	Year 2	Year 4
Progress All	73%	80%
Progress Non PP	72%	81%
Progress PP	100%	85%
Gap between PP and Non PP	+28%	+4%
Gap in 2018-2019 (prior to Covid) against all match to same cohort	No data	-6%
Gap diminishing?	No gap	Y

A2. Effective targeted provision/teaching of maths resulting in increased maths attainment

£3003.50
£2752.50
 Third space and supervision – KS2

12 PP children have taken part over the year (excluding Spring 1).
 33% are now ARE+
 100% have made at least good progress from the beginning of the year with 25% making accelerated progress.

Autumn:
 All 10 pupils were PP – 1 child took the place of a absent children on occasion.
 10 pupils covered 401 learning objective steps over their sessions
 On average sessions covered
 39 % of new content
 43 % of knowledge was reinforced

		<p>18 % needs more work - these objective have been identified and reports to teachers</p> <p>There was an 88% enjoyment level On average pupils scored the sessions 4/5 for usefulness</p> <p>LO secure 82.7%, LO Needs more work 17%, 91% enjoyed the sessions, 4.1/5 found them useful</p> <p>Spring/Summer: Carried on in the Spring term with children beginning again in Spring 2 initially starting at home. 4/10 children are PP with 2 of those children having attended sessions in the Autumn term – one due to EHCP and one due to attendance. 10 pupils cover 598 learning objective steps over their 15 sessions On average sessions covered 36 % of new content 44 % of knowledge was reinforced 21 % needs more work – these objective have been identified and reports to teachers There was an 85% enjoyment level On average pupils scored the sessions 4/5 for usefulness</p>
<p>A1,2,3,4 & 5 Provisions continue to have greater impact and improved outcomes.</p>	<p>£7,824.40</p> <p>£7, 824.40</p> <p>IL monitoring and support</p> <p>SO lead half time</p>	<p>SO has continued through the whole of the year including the Lockdown period. -2 moved back, -1 no progress towards target, 0 target met, +1 more than expected, +2 much more than expected.</p> <p>Autumn term</p> <p>Year 3 Switch on full 9 (3 PP) children: 5 (1 PP) met, 2 (1PP) less than expected (the one child who did not meet has now been diagnosed as dyslexic) 2 (1PP) more than expected</p> <p>Year 4 Switch on full 1 child: more than expected</p> <p>Average: All 80% effective PP 66% effective</p> <p>Spring term 1</p> <p>Year 3 Switch on full 2 children: 2 met</p> <p>Spring term</p> <p>Year 3 Switch on full 6 children (1PP): 5 (1PP) met, 1 more than expected</p> <p>Year 4 Zoomed switch on 2 children: 1 met, 1 more than expected</p> <p>Average: All 100% effective</p>

		<p style="text-align: center;">PP 100% effective</p> <p><u>Summer term 1</u> Year 3 Switch on full 6 children (1PP): 4 met, 2 (1PP) more than expected Switch on sentence 9 children (3PP) 4 (1PP) met, 4 (2PP) less than expected, 1 more than expected Average: All 73% effective PP 50% effective</p> <p><u>Summer term 2</u> Switch on half 3 children: 2 children met, 1 more than expected Switch on sentence 10 children (1PP): 7 children met (1PP), 2 more than expected, 1 much more than expected Switch on full 5 children (2PP): 2 children met (1PP), 2 children more than expected (1PP), 1 child much more than expected</p> <p>Average: All: 100% effective PP: 100% effective with some children making better than expected progress.</p>
<p>B3 Children's emotional well-being, basic, physical and mental health needs are quickly identified and appropriately supported so children feel safe and secure both in school and at home and 'ready' to learn</p>	<p>£4546 £3970.60</p> <p>Half of PST time</p> <p>Club £46.80</p> <p>Premier sports club attendance over summer holiday</p> <p>Milk £17.80</p>	<p>The PST have carried out specific work with the following % of PP children.</p> <p>Autumn 1:1 support 21% of PP children Desty mentoring 2% of PP children PP: 100% effective</p> <p>They attended Autumn parent's evenings and have their own dedicated email address.</p> <p>Spring 1:1 support 23% of PP children They carried out regular checking in class and zoom meetings with a number of PP families in order to support the children and adults.</p> <p>Summer 1:1 support 12% of PP children</p> <p>Desty - Reduction in SDQ score - pupil has shown good improvement in recognising negative emotions and how to deal with them. Pupil is able to open up about feelings to the Pastoral team. (Taken from PEP 26.5.21)</p> <p>Year 3 Lego play 5% of PP children All: 100% effective PP: 100% effective</p> <p>Year 4 Lego play therapy 7% of PP children</p>

		All: 89% effective with some making more than expected progress PP: 67% effective
B3&6. Children have access to a range of experiences designed to develop the whole child and have access to the same life experiences as their peers to promote high aspirations and develop Cultural Capital.	£5000 Premier sport clubs for Autumn term £236 Ed. Visits £752.80	Autumn 24% of PP children attended a club. Summer 1. 33% of PP children attended a club – this was funded through the sports premium Summer 2 41% of PP children attended a club (some of these are the same as summer 1) – funded by sports premium Outcomes for all of these clubs were good and focussed on: <ul style="list-style-type: none"> • Social skills • Turn taking • Gross motor skill
C5 Improvement in children's oral language skills particularly in EYFS and KS1 to support reading and writing outcomes.	£0 £980 Private SALT	FS: VIPERS are being used when teaching key texts and when reading individually with children. New vocabulary is introduced using 'Word of the week.' Talking Partners and Colourful Semantics are in place. To develop more structured home support, to explain home learning and opportunities to 'talk' at home instructions were sent home to explain Purple Shelf reading books – children use picture books to tell their own story. Bookmarks explaining how parents can support their child's reading through questioning were sent home with the children's first reading books. Learning Logs/Show and Tell began during Autumn 2nd term - these are explained during Reading and Writing Workshop and there are instructions on the inside cover. NHS SALT support is now in place for 9% PP children and this is followed up through provisions with LSAs. Part of the PPG is also being used to fund additional private SALT for a KS1 PP child. Autumn SALT – met School provision – met Spring SALT – met School provision – met Summer SALT – School provision – We have now registered for the NELI programme (Nuffield, Early Language Intervention Programme) as it is currently being funded by the DfE https://educationendowmentfoundation.org.uk/covid-19-resources/neli/

D3, 4&5 For children's additional needs to continue to be quickly identified and appropriate evidence based provision and/or services put in place to avoid long term widening needs and accelerate progress.

£1250.40
~~£1250.40~~
 IL and DH transition

Sept INSET day around Emotion coaching for Staff to support them, as well as pupils. This was carried out virtually. Staff went through the process of Emotion Coaching such as suitable responses and phrases to use with children. This is yet to be followed up due to the Lockdown and focus on the recovery curriculum however the Head and Deputy often use this approach with many children.

IL has attended a range of training and has shadowed DH in a number of areas such as PEP reviews and core group meetings. IL has now taken on responsibility for LAC children within the school.

7% of PP children have been supported through Safeguarding processes/partners
 9% have been supported through Speech and Language.
 26% have been supported by other SEND agencies.

E6 Parents feel well supported and have the skills to meet the needs of their children.

£1450
~~£2325.24~~
 Letterbox club for 18 children

Attendance
 One family was heavily supported by the DH to try to establish a dual registration. This child then went on to move after the Autumn term.

Another family has been significantly supported over the course of the year by the IL to improve attendance since they joined us. This is still ongoing.

	end of Aut 1	end of Aut 2	8.3.21 to 26.3.21	summer 1
whole school	97.94%	97.41%	98.58%	96.65%
PP	95.97%	95.48%	97.34%	95.78%
PP minus child above	98.11%			

Opportunities for parents to engage in learning
 PP feedback from parents was canvassed in the Autumn term using Google Forms and then supplemented with a paper copy with a 65% response. Views have been added to the tracking grid and shared with staff.

EYFS Tapestry/Open mornings/workshops around phonics, maths and reading. This has been done through the use of recorded workshops due to CV-19.

All PP parents attended virtual parent's evenings in the Autumn term.

18 children have been signed up to Letterbox club.
 9 parent feedback responses stated the following:

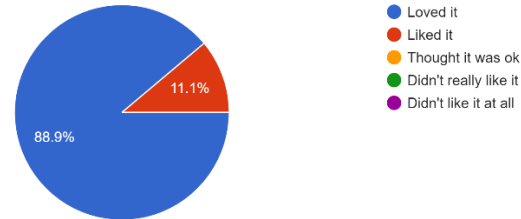
How did your child react to receiving Letterbox Club parcels?

9 responses

- Excited
- From school
- He loved and enjoyed it
- Happy and excited
- Loved then
- Happy - Intrigued
- Totally thrilled opened and shared straight away. I do have picture I meant to send if you'd like
- So amazed and excited
- Excited every time to find out what was inside

What did your children think about the contents?

9 responses



What did your child enjoy most about receiving letterbox Club?

9 responses

Activities and reading

Each letter box parcel was jam packed with lovely, useful equipment and sensory as a mother I'm super happy with them.

He enjoyed the books and the games

The new books

The books

The different activities and the calculator!!!!

The variety, the games particularly and of course the exciting new books

The activities and books

The games

What are your favourite things?

9 responses

Everything

The pen/pencils and the books and the dice game

Books

Fishing game with paper clips

The resources

The games

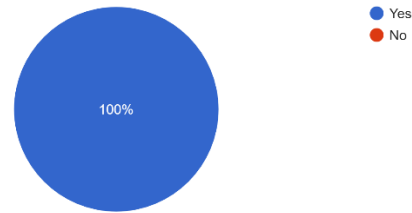
Variety of books from jokes to more

All of it

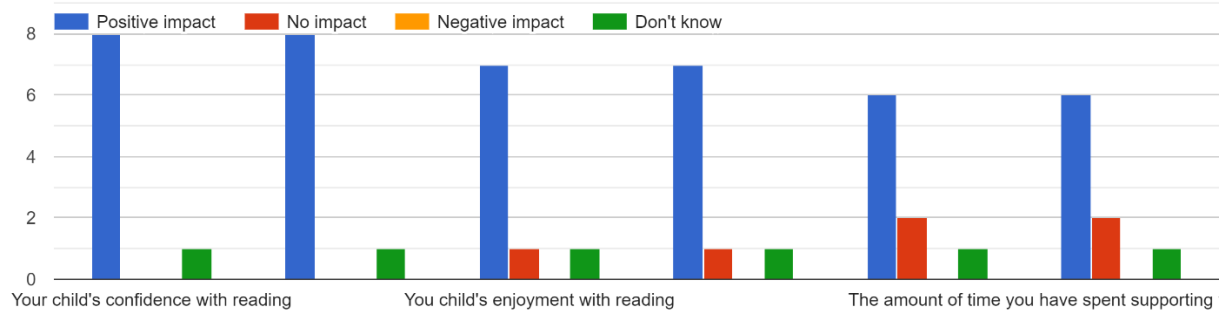
New books for him to read

Did you spend time with your child looking through and engaging with the games and books?

9 responses



In general do you think Letterbox Club has had an impact on you and your child in any of the following ways?



Anything else you would like to add.

5 responses

We all loved them

Letterbox is amazing. Thank you all so much. Have a wonderful summer. God bless

really enjoyed receiving the parcels and his confidence grew especially with maths as he enjoyed using the counters and playing the games. These gave me and him more of a chance of doing something just the two of us which I think he enjoyed as well. The packs had a good selection of items and a great idea. Thank you.

has been totally thrilled with each parcel. Grinning from ear to ear. We love them! Thank you ☺

I think they are brilliant and we loved them

<p>B3 Children have greater levels of emotional resilience, self-belief and positive attitudes resulting in them becoming more confident learners.</p>	<p>£1020 £0 PASS assessment not purchased</p>	<p>Introduction of PASS (pupil's attitude to self and school) screening across school in order to determine target children but also support the understanding of all children's needs and attitudes in furthering develop teacher/student relationships.</p> <p>A trial of this was carried out with 2 PP children. This was felt to be rather time consuming for children who struggle with reading and would rely on children being honest with their self-reflection. We also did not feel that the assessment gave any additional information that we do not already known about the PP children due to our close relationships.</p> <p>Use of growth mind-set and mindfulness at planned times within the school day. Further staff training on techniques next year through Mindfulness Superheroes workshops.</p>
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