

Pupil Premium Review (Self-Evaluation Form) for Academic Year 2019-2020 *(Reviewed October 2020)*

1. Summary information					
School	Pimperne CE VC Primary School				
Academic year	2019-2020	Total pupil premium grant (PPG) budget	£33,000	Date of most recent PPG review	9/19
Total number of pupils	201	Number of pupils eligible for the PPG	32	Date for next internal strategy review	9/21
2. Current attainment					
Use your established alternative to the levels below. As part of your full strategy, you should also consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers, you may wish to present three-year averages here.			Pupils eligible for the PPG in the school (KS2 Teacher assessed Levels)	National average	
% of pupils achieving expected standard or above in reading, writing, and mathematics			75% (50% Greater Depth)	65%	
% of pupils making expected progress in reading (as measured in the school)			75% (50% Greater Depth)	73%	
% of pupils making expected progress in writing (as measured in the school)			75% (36% Greater Depth)	78%	
% of pupils making expected progress in mathematics (as measured in the school)			75% (25% Greater Depth)	79%	
3. Barriers to future attainment (for pupils eligible for the PPG)					
Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of Schools Database ; FFT Aspire ; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.					
Academic barriers (such as poor oral language skills)					
A	Some children in Reception have low starting points, particularly in communication, social and emotional and early literacy skills				

B	Children have often had adverse experiences before starting school sometimes due to family vulnerabilities and/or lack of capacity (including financial) to support their child/children effectively	
C	Some eligible pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement	
Additional barriers (including issues which also require action outside the school such as low attendance rates)		
D	A few individual pupils have attendance below 96.7%, putting them at increased risk of falling behind with their learning	
E	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curriculum enrichment.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
We aim to:		
A	Improve identified pupils' communication, social, emotional and early literacy skills within Reception and across Key Stage 1 (with the addition of any eligible children who enter with this deficit in KS2).	<ul style="list-style-type: none">✓ Early Identification of needs✓ SALT assessments confirm progress✓ Children meet SALT IEP targets termly✓ ELSA support or Time to Talk or Narrative Therapy interventions show identified improvements in emotional or social development✓ Families use Parent Support service and successful feedback given to concerns raised✓ Trauma Informed Schools approach in place across the school, children knowing adults are there for them to talk to✓ Referrals to Family Partnership Zone and/or School Health Service prove useful and begin to make a difference to families✓ Children attain in line with peers in identified areas by the end of Key Stage 1✓ Tracking individuals shows progress in specific areas of need✓ One Page Pupil Profiles revised termly, specifying impact of provision, shared with parents/carers
B	Improve child and family Social, Emotional and Health concerns and difficulties by offering support.	<ul style="list-style-type: none">✓ Each identified child will have a staff champion, to meet with regularly and raise any concerns or difficulties

		<ul style="list-style-type: none"> ✓ Staff Trained in Mental health awareness ✓ Staff Trained in Mental Health First Aid ✓ Staff Trained in Trauma Informed Schools ✓ Staff Training in Advanced Attachment Friendly Schools ✓ Parental Support advertised to families, including partnership with local Health and Family Partnership Services ✓ Bespoke support of ELSA programmes show progress (through assessment) in specific identified aspect ✓ Bespoke support from identified Champion staff member ✓ One Page Profiles signify positive change over time
C	<p>Address gaps in identified pupils' knowledge and/or skills through additional bespoke interventions as required.</p> <p>Ensure joined up thinking with SENDCo for those children who fall into both categories of PP and SEND.</p>	<ul style="list-style-type: none"> ✓ Targeted interventions show success in closing ✓ Adaptations of curriculum and/or learning outcomes are achieved (possibly with support, building on independence) ✓ Positive Behaviour Management Strategies are clearly identified with children, parents and staff teams – ensuring consistency (in line with new policy) ✓ Relationships Policy in place for all staff ✓ Teachers use of the 360 Tool identifies measured improvement over time ✓ Teacher time for Pre/Post teach
D	Ensure attendance rates improve and do not negatively impact on progress.	<ul style="list-style-type: none"> ✓ Tracked attendance information sent to parents and Dorset County Attendance Officer, if needed ✓ School attendance data for vulnerable groups in line or better than National ✓ School attendance data for Pupil Premium group in line with or better than National
E	Enable pupils (where families are in receipt of the Pupil Premium) to come to school with the necessary equipment and can access a range of curricular and extra-curricular opportunities.	<ul style="list-style-type: none"> ✓ Support accessed for funding for uniform, PE kit, educational visits, equipment and recorded amongst Termly Provision Overview (dependent on assessment of all requirements) ✓ Families accessing Parent Support Worker for further information of support services available eg Foodbank, Financial advice and information ✓ Home Learning supported by school and/or within school ✓ Use of Breakfast Club and/or After School club to support parents/carers to attend work interviews/ appointments etc ✓ Provision of text books (y6/y2) to support parent to engage with home learning

			✓	
5. Review of expenditure				
Previous academic year	2019-2020	Demonstrate how you are using the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies.		
Quality of teaching for all				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
Quality First Teach	<ul style="list-style-type: none">* Use of 'Switched On' to grow resilience and confidence to learn from mistakes* Deployment of PP Champions to listen to individual concerns and successes* ELSA / Time To Talk provision to support skill acquisition and/or social, emotional mental health*Trauma Informed Schools Approach by all staff*Writing progress improving earlier than Year 5/6	<ul style="list-style-type: none">- Pre lockdown, 'Switched On' rewards, such a slime making, supported growth in resilience and confidence to learn from mistakes.- During lockdown, ELSA/TIS/Time to Talk delivered through regular telephone calls during lock down. This enabled children to feel more prepared to tackle home learning tasks and also gave parents the opportunity to discuss strategies and outcomes.- During lock down, differentiated learning tasks, followed up with telephone calls to child/parent, allowed for the opportunity for all children to access learning. <p><u>PP DATA (Spring 2)</u></p> <p>YR: NO PP</p> <p>Y1: 100% expected in reading and writing (1 child)</p> <p>Y2: 100% expected in maths (1 child)</p>	<ul style="list-style-type: none">- Continue to use 'Switched On' to promote positive learning attitudes. Many children have come back following lockdown with a negative attitude to learning. Class teams to ensure learning is active and fun, to regain a love of learning for all children.- PP Champions to continue to work with children in receipt of pupil premium funding.- Support for children and families using ELSA/TIS/Time to Talk/Mental Health Support Team to continue.- TIS approach by all staff to continue to develop.- KCA attachment training to continue and key stage to then implement strategies.- Writing progress improving earlier than Year 5/6 to be monitored. Due to lockdown, many children's attitude to writing, and therefore their ability to apply learned skills, has reduced. This is	£ 9,000

		<p>Y3: 75% expected in maths and 50% expected in reading and writing</p> <p>Y4: 0 children</p> <p>Y5: 100% expected in maths and 67% expected in reading and writing</p> <p>Y6: 75% expected or above in R,W,M</p>	<p>to be supported through an initially highly supportive social and emotional curriculum. Following this, class teams to ensure learning is fun and engaging. In the event of a country local area lockdown, face to face, targeted learning to occur where possible.</p>	
Family Support	<p>*Family Support Worker in place to offer guidance and signposting to external services</p> <p>* Working in close partnership with Health and Family Services to provide the best possible support for families</p> <p>*Improved Home support for children</p> <p>*Parent Workshops for Reception Parents</p> <p>*Text books (CGP) to support parents to engage with KS2/Y6 SATs</p>	<ul style="list-style-type: none"> - Pre lock down, family workshops were delivered to new Reception parents and other families who were recognised and invited by the school. Attendance was good and the intended audiences provided positive feedback in how they would support their children in the future. - Pre lockdown, the Motional assessment tool was widely used in order to assess children's social and emotional needs. The programme provides a bespoke therapy package which was given to families to complete at home, as well as adults in school. The assessment was completed again after a few weeks, to look at progress. The progress seen supported the increase in academic success in the classroom. - During lockdown, the NDFPZ Family Link Worker involvement evolved and extended to meetings on Teams and telephone calls. This enabled both children and parents the opportunity to discuss concerns and be signposted to relevant agencies/courses. This included school writing referrals for animal therapy at Rylands Farm. This support is still 	<ul style="list-style-type: none"> - Due to lockdown, and the impact lockdown has had on many children and families, we will continue to focus on family support this academic year. 	£ 7,950

		<p>ongoing. Families involved are already reporting successes.</p> <ul style="list-style-type: none"> - In addition to this, during lock down, the in school parent support worker/TAs/Teachers telephoning families daily/weekly to offer support and advice meant external services could be signposted and relevant referrals made. - GCP SATs books given to KS2 and KS1 parents, to encourage engagement of the curriculum, ahead of SATs. This proved a positive way to support children and families during lockdown. 		
Targeted support				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
Early assessment of needs, targeted and timely support	<p>* Improved communication, social and emotional and early literacy skills in Reception</p> <p>* Improved confidence, self esteem</p> <p>* Effectively address gaps in learning or development through interventions</p> <p>* Use of TtT to improve pupils understanding of concentration/</p>	<ul style="list-style-type: none"> - Pre lockdown, narrative therapy and early language interventions took place in Reception and KS1. Targeted IEPs were used with KS2 children. During lockdown, this was planned for and delivered by families at home as part of home learning. - During lock down, Time to Talk occurred using daily/weekly telephone calls. - During lockdown, interventions were also emailed and discussed over the telephone in order that children at home continued to receive targeted learning. - Additional space gave flexibility to work with small groups /1:1 support 	<ul style="list-style-type: none"> - In school interventions to continue, to ensure children attain in line with their peers in identified areas by the end of KS1. - If the country/local area goes into lock down again, face to face intervention learning to be carried out where possible. - Using the new Pupil Profile document, progress to be tracked more closely and targeted support planned for based on needs. - Additional learning space very much used and a success to support additional learning 	<p>£ 8,750</p> <p>(£5,000) DVC</p>

	improve attitude and learning habits Development of additional learning space.			
Other approaches				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
Monitored Attendance	* Good attendance from identified pupils	<ul style="list-style-type: none"> - Pre lockdown, attendance of most children in receipt of pupil premium funding remained above National Average. The attendance officer was involved and Team around the Family meetings were arranged where necessary, to ensure the further support to families where attendance fell below (2). - During lockdown, attendance of children in receipt of pupil premium funding was closely monitored, particularly those that were deemed vulnerable. Children were identified and invited to attend school where necessary. Those children that were unable to attend due to health reasons (either their own or of close family) were monitored closely- daily telephone calls were made to offer both social and emotional support and academic. 	<ul style="list-style-type: none"> - If the country/local area goes back into lockdown, we will continue to offer regular telephone contact to families. We are also looking into ways to offer virtual face to face contact. 	£ 1,550
Curriculum Enrichment	* Ensure access to a range of curricular and extra-curricular activities	<ul style="list-style-type: none"> - Pre lockdown, children in receipt of pupil premium funding were offered extra-curricular activities at a reduced rate/no rate. This enabled them to feel valued as part of an external group. This also included wrap around 	<ul style="list-style-type: none"> - Due to lockdown, we will continue to focus on access to a range of extra-curricular activities this academic year. - If the country/local area goes back into lockdown, we will continue to offer 	£ 5,550

	<p>* Use of Wrap Around Provision</p> <p>* Provide necessary equipment so that all identified pupils can access the curriculum</p>	<p>care provision. This supported working families, ensuring children had a good breakfast and sufficient social time with other children. Any key areas of learning, such as reading, were also supported during time in wrap round care provision.</p> <ul style="list-style-type: none"> - During lockdown, children were offered a school place. If they were not able to attend (health reasons) then technological equipment, including laptops and headphones, were provided for homes. This meant that all children had an equal opportunity in accessing learning. - All Reception children benefitted from a complimentary PE t-shirt and bookbag. Children in receipt of pupil premium funding received complimentary uniform vouchers, lunch vouchers and extra-curricular planned trips. 	<p>laptops and other necessary IT equipment.</p>	
<p>Total Spend £32,800</p>				