

Pupil Premium Review (Self-Evaluation Form) for Academic Year 2020-2021 *(Reviewed July 2021)*

1. Summary information					
School	Pimperne CE VC Primary School				
Academic year	2020-2021	Total pupil premium grant (PPG) budget	£26,270	Date of most recent PPG review	9/20
Total number of pupils	195	Number of pupils eligible for the PPG	35	Date for next internal strategy review	9/22
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 (based on 2019/20)	
% of pupils achieving expected standard or above in reading, writing and mathematics			60%	65%	
% of pupils making expected progress in reading (as measured in the school)			100% (20% Greater Depth)	73%	
% of pupils making expected progress in writing (as measured in the school)			80% (20% Greater Depth)	78%	
% of pupils making expected progress in mathematics (as measured in the school)			80% (20% 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	From March 2020 until September 2020 children lost over 4 months of schooling due to COVID-19. As a result, the return to school has seen that some eligible pupils exhibit dysregulation, low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement.				

	Challenges are observed in the children’s ability to act within a sociably acceptable boundaries, respond to peers or adults appropriately, recognise their own feelings and be able to self-regulate (even with support).	
B	Time out of school has had a significant impact on writing including physical stamina, length of time that focus may be sustained for, lack of interest or self-belief that the quantity and quality can be achieved. Some eligible (and many other) pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement.	
C	Children have had adverse experiences during the period of COVID-19, some family circumstances have changes and financial and mental health challenges within the home have affected the ‘typical’ family set-up, leaving families vulnerable and/or a lack of capacity (including emotional) to support their child/children effectively. Social, Emotional and Mental Health difficulties within families including children, resulting in the need for support, adaptations and time.	
Additional barriers (including issues which also require action outside the school such as low attendance rates)		
D	N/A	
E	N/A	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
We aim to:		
A	<i>We aim to:</i> <i>Support children who have returned to school and are finding it challenging (as a result of being out of school for the COVID period).</i> <i>Learning will be secondary to ‘settling’.</i>	<ul style="list-style-type: none">✓ <i>Early Identification of needs</i>✓ <i>ELSA support or Time to Talk or Narrative Therapy interventions show identified improvements in emotional or social development</i>✓ <i>Families use Parent Support service and successful feedback given to concerns raised</i>✓ <i>Trauma Informed Schools approach in place across the school, children knowing adults are there for them to talk to</i>

		<ul style="list-style-type: none"> ✓ Referrals to Family Partnership Zone and/or School Health Service prove useful and begin to make a difference to families ✓ Tracking individuals shows progress in specific areas of need ✓ One Page Pupil Profiles revised termly, specifying impact of provision, shared with parents/carers ✓ 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 ✓ Bespoke support of ELSA programmes show progress (through assessment) in specific identified aspect ✓ Bespoke support from identified Champion staff member ✓ 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 motional Tool identifies measured improvement over time
B	<p><i>We aim to:</i></p> <p><i>Develop stamina and focus and awareness of children's success around writing.</i></p>	<ul style="list-style-type: none"> ✓ One Page Profiles signify positive change over time ✓ Children attain in line with peers in identified areas by the end of Key Stage 1 ✓ Targeted interventions show success in closing ✓ Adaptations of curriculum and/or learning outcomes are achieved (possibly with support, building on independence) ✓ Teacher time for Pre/Post teach ✓ Home Learning supported by school and/or within school ✓ Provision of text books (Y6/Y2) to support parent to engage with home learning

C	<p><i>We aim to:</i></p> <p><i>Offer support to families to improve relationships within the family unit and increase awareness of strategies to help their child(ren) succeed.</i></p>	<ul style="list-style-type: none"> ✓ <i>Parental Support advertised to families, including partnership with local Health and Family Partnership Services</i> ✓ <i>Support accessed for funding for uniform, PE kit, educational visits, equipment and recorded amongst Termly Provision Overview (dependent on assessment of all requirements)</i> ✓ <i>Families accessing Parent Support Worker for further information of support services available e.g. Foodbank, Financial advice and information</i> ✓ <i>Use of Breakfast Club and/or After School club to support parents/carers to attend work interviews/ appointments etc.</i>
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5. Review of expenditure

Previous academic year	2020-2021	Demonstrate how you are using the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies.
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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 / TIS provision to support skill acquisition and/or social, emotional mental health 	<ul style="list-style-type: none"> - Pre Covid-19, 'Switched On' rewards, such a slime making, supported growth in resilience and confidence to learn from mistakes. - During this academic year's partial school closure, ELSA/TIS/Time to Talk continued to be delivered through regular telephone calls/Teams calls. This enabled children to feel more prepared to tackle home learning tasks and also gave parents the opportunity to discuss strategies and outcomes. - During this academic year's partial school closure, differentiated learning tasks, followed 	<ul style="list-style-type: none"> - Continue to use 'Switched On' to promote positive learning attitudes. KS1 children in particular are still settling back into learning as many still have a negative view of learning and blurred lines between home and school expectations. 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. 	£ 7,000

	<p>*Trauma Informed Schools Approach by all staff</p> <p>*Writing progress improving</p>	<p>up with telephone calls/Teams calls to child/parent, allowed for the opportunity for all children to access learning.</p> <p><u>PP DATA (Spring 2)</u></p> <p>YR: 6 children: 17% expected in reading and writing, 50% expected in maths</p> <p>Y1: 0 children</p> <p>Y2: 1 child: 100% expected in reading, writing and maths</p> <p>Y3: 1 child: 100% expected in maths</p> <p>Y4: 3 children: 100% expected in reading (1 child exceeding), 66.6% expected in writing and 100% expected in maths</p> <p>Y5: 0 children</p> <p>Y6: 3 children: 100% expected in reading and 66.6% expected in writing and maths</p>	<ul style="list-style-type: none"> - 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. Following the whole staff refresher training in September, we look to achieve the TIS award. - 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 to be supported through an initially highly supportive social and emotional curriculum which focuses on classroom routines and expectations. Following this, class teams to ensure learning is fun and engaging. In the event of another partial school closure, face to face, targeted learning to occur where possible. 	
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>	<ul style="list-style-type: none"> - Pre Covid-19, 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 Covid-19, the TIS Motional assessment tool was widely used in conjunction with families, in order to assess children's social and emotional needs. During this year of reduced adult contact, parental involvement has been gained via Teams calls. The social and emotional 	<ul style="list-style-type: none"> - Due to Covid-19, and the impact lockdowns and partial school closures have had on many children and families, we will continue to focus on family support in the new academic year. 	£ 6,950

	<p>*Parent Workshops for Reception Parents</p> <p>*Text books (CGP) to support parents to engage with KS2/Y6 SATs and KS1 Y2)</p>	<p>progress made by children has supported the increase in academic success in the classroom.</p> <ul style="list-style-type: none"> - During this academic year's partial school closure, the Early Help 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 ongoing. Families involved are already reporting successes. - In addition to this, 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, despite no official statutory tests taking place. This proved a positive way to support children and families during this academic year's partial school closure. It also helped prepare children for the next academic year (Y3 or Y7). 		
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	* Improved communication, social and emotional	<ul style="list-style-type: none"> - Social and emotional understanding has been more necessary than ever since Covid-19 hit. Both in school and at home (when some children were learning at home due to partial 	<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. 	<p>£7,750</p> <p>(£5,000) DVC</p>

timely support	<p>understanding across school</p> <ul style="list-style-type: none"> * Improved confidence, self esteem * Effectively address gaps in learning or development through interventions * Use of TIS to improve pupils understanding of concentration/ improve attitude and learning habits 	<p>school closure), classes have been focusing on the social and emotional aspects of learning. This has involved more in depth learning and conversations (via Teams if children were learning from home due to partial school closure) around what happens to our bodies when we are upset, angry, anxious, etc. All parents have been provided with booklets to help their understanding around the importance of positively supporting social and emotional development.</p> <ul style="list-style-type: none"> - During this academic year's school closure, interventions were emailed to parents and discussed over the telephone/Teams in order that children at home continued to receive targeted learning. - During this academic year's partial school closure, all emotional support, including TIS work, continued as far as possible using daily/weekly telephone calls/Teams calls. 	<ul style="list-style-type: none"> - If we face another partial school closure again, face to face intervention learning to be carried out where possible (using Teams if child/ren not in school). - Continue using the new Pupil Profile document and fully share this with parents. This enables progress to be tracked more closely and targeted support planned for based on needs. 	
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
Curriculum	<ul style="list-style-type: none"> * Ensure access to a range of curricular and extra-curricular activities * Use of Wrap Around Provision * Provide necessary equipment so that all 	<ul style="list-style-type: none"> - Pre Covid-19, 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 care provision. This supported working families, ensuring children had a good breakfast and sufficient social time with other 	<ul style="list-style-type: none"> - Due to lockdowns and the two partial school closures (March 2020 and January 2021), we will continue to focus on access to a range of extra-curricular activities next academic year. - If the country/local area goes back into lockdown, resulting in another partial school closure, we will continue to offer 	£ 1,550

	identified pupils can access the curriculum	<p>children. Any key areas of learning, such as reading, were also supported during time in wrap around care provision.</p> <ul style="list-style-type: none"> - During this academic year's partial school closure, children were offered a school place. If they were not able to attend (health reasons or parental choice) 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. 	laptops and other necessary IT equipment.	
Total Spend £28,250				