

## Pupil Premium Impact Summary 2019-20

Pupil Premium money is split into three areas of need according to the priorities for that individual. These are Academic, Personal Welfare and Enrichment. Many children are reached through more than one of these areas.

This report was generated using information gathered up until March prior to the school closure and impact of the pandemic.

### *Academic Achievement*

Improvements to teaching has led to improved knowledge of pupil premium groups and their performance. Achievement for this group over time is improving. Rates of progress over time remain a focus through regular pupil progress meetings and the implementation of the rebuild curriculum for all year groups. Children have benefited from the work of Assistant Head Teachers in driving the pupil premium focus and agenda for all teachers. Their expertise in class has been used to support all staff in 'quality first' teaching and providing interventions across the school in reading - the current priority area. Targeted observations and work scrutiny show that the teaching and learning throughout the school is at least good.

There has been a noticeable improvement in pupil engagement and confidence with the conferenced children with a visible shift in mindset. Teachers whose children received conferencing or interventions from the Assistant Head Teachers, reported that, 'Child A started off the year a very reluctant reader. He would become quiet and withdrawn if asked to read aloud. He struggled to access reading activities due to his reading level of both the words and the understanding. Since the interventions, he is now offering to read aloud in class, is engaged during reading activities and is accessing the texts with little to no teacher questioning. He is able to complete AR quizzes and is keen to see his own progress as this is his personal motivation.' 'Through working with AHTs, she has become more confident and engaged with accelerated reader. She now completes quizzes more regularly. This confidence has also been seen in class as she more regularly completes the challenges and is more confident when reading aloud to an adult.'

The continued commitment to developing 'Langstone Learners' means that all children are establishing a firm skill set to become confident, competent learners. The impact of this is that the approach is well embedded and has enabled children to talk with confidence about their learning and views.

Training for staff together with the research they have carried out into pre-teaching and writing has led to improvements over time as seen in books. The development of the mastery approach is now being used to inform practice in all areas of the curriculum – it is an approach that has proven popular with the children as they are given the freedom to investigate thinking. This has further been supported through robust moderation across all year groups and a consistent approach in planning lessons pitched at appropriate levels, teaching and assessment.

### *Welfare Outcomes*

The Attendance Officer is partially funded from this money and as such she is always on hand to offer advice and challenge families over the children's attendance. The figures for the school are in-line with National at 96.5%. This is a sustained picture. With regards to those children holding an entitlement to pupil premium, the number of persistent absentees for the whole school consists of 68% PP (this is 11 children) so out of the 16 Persistent Absentees, 11 are PP. Overall attendance for the PP group remains a target area as it below that of other groups.

The Nurture Team of a Learning Mentor and A Home Family Support Worker are also partially funded by Pupil Premium. They have supported at varying levels with 43 Pupil Premium children supported in this academic year which is 34% of PP children – caseloads are still made up from largely pupil premium children. The support can involve intensive periods of support where a child may become part of their caseload (interventions on self-esteem, anger etc) or temporary short term nurture. During lockdown, this has been invaluable in supporting some of the most vulnerable children both remotely and in-school.

Prior to the Covid-19 pandemic, the nurture team built strong working relationships with all pupils. This was extremely helpful particularly to those on their caseloads and more so for their 1:1 pupils and their families. This assisted them, when working with the vulnerable families, once school had closed to them. This included the duration of the Easter Holidays, giving the families Key Worker contact and constant support during the Lockdown. Structured IBP's for the high profile children were created and helped several families with Early Help Assessments, which in turn helped to cement those relationships. These actions helped to provide stability in class for the most vulnerable,

offering the chance to go to their safe space to self-regulate when they needed to. This allowed them to reflect, then return to class and engage in their learning.

### ***Enrichment Outcomes***

Planned activities before the COVID 19 lockdown have been used to support learning in school, broadening life experiences for all children. Trips have been planned with a focus on the intended outcome and how this links to in class learning. Forces children had the opportunity to visit the Queen Elizabeth Carrier and shared this with their class back at school, providing an opportunity for public speaking.

The range of clubs after school has provided opportunities for children to participate in sport and games after school. The uptake for these were much better from PP children than other groups. In Year 3, 52% of PP children made use of this opportunity compared to 14% of all other children in the year group.

IT is a valuable resource for all children but is often a way in to reach a child who may find learning a challenge. This year in particular with the closure of schools and most learning being remote, we have invested heavily in IT. For some children, this brought an additional challenge as they had to access work remotely as well as respond to this in a timely manner. This has been enabled by the school's focus on independence in learning. Some of this has meant that all staff (including TAs) have access to a laptop at home and some equipment has been bought to go on loan to children. In addition to this, we have invested in more laptops to further build on systems of remote/blended learning which we will look to take into the future.