

Pupil Premium Impact Summary 2020-21

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.

Academic Achievement

Improvements to teaching has led to improved knowledge of pupil premium groups and their performance. 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 has been used to provide interventions across the school in reading during autumn term - the priority area identified from last year. This focus changed to providing interventions in maths as a reflection of the impact of the January lockdown. Targeted observations and work scrutiny show that the teaching and learning throughout the school is at least good.

Through focused reading and phonics interventions in the autumn term, teachers identified that pupils felt more comfortable in the classroom and engaged in their learning. They are more confident and independent in tackling tasks. Children are increasingly using the knowledge gained in these sessions within the classroom situation. Where parental support was sought, there was greater engagement than previously. In the summer term, 48% (64 out of 132) of pupil premium children received interventions and of these children, 88% made progress in the area of maths they were focussing on. When in class, it was noted that children were more engaged in maths, willing to answer questions and explain their thinking.

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.

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 even under the challenges of Covid. Overall attendance for the PP group remains a target area as it is 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 63 children, 73% of these pupils were pupil premium – 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 and families both remotely and in-school.

Before and after the Covid-19 closures, 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. Structured IBP's for the high profile children were created and the team 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.

During the Covid-19 closures the pastoral team provided direct support to 55 pupils through providing resources, 1:1 sessions, pastoral support, family support, FSM vouchers and regular check ins. These pupils were identified through weekly discussions with the Local Authority Coordinator and vulnerabilities within school (Tri-venns) and reviewed weekly. 35 of these pupils (64%) were also pupil premium. During Covid Closures, the pastoral team provided the identified vulnerable families Key Worker contact and constant support.

Enrichment Outcomes

Due to Covid restrictions, there were limited off-site activities. However, planned activities through zoom workshops and interactive experiences (such as titanic and science) were used to support learning in school, broadening life experiences for all children.

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 pupil premium has assisted in ensuring that resources for a stimulating curriculum are available and that children who struggle to engage have access to a range of technology at all times. During remote learning, 31% of pupil premium children received technology to support them with their online learning with a further 29% of children attending school during this time. Therefore 60% (78/132) PP children received support and this enabled more children to access learning. Looking at the engagement from week 1 of remote learning (4th January 2021) to week 7 (22nd February 2021), all year groups showed an increase in children completing the majority of work. On average, there was an increase of 35% across the whole school with an increase of 40% for PP children.