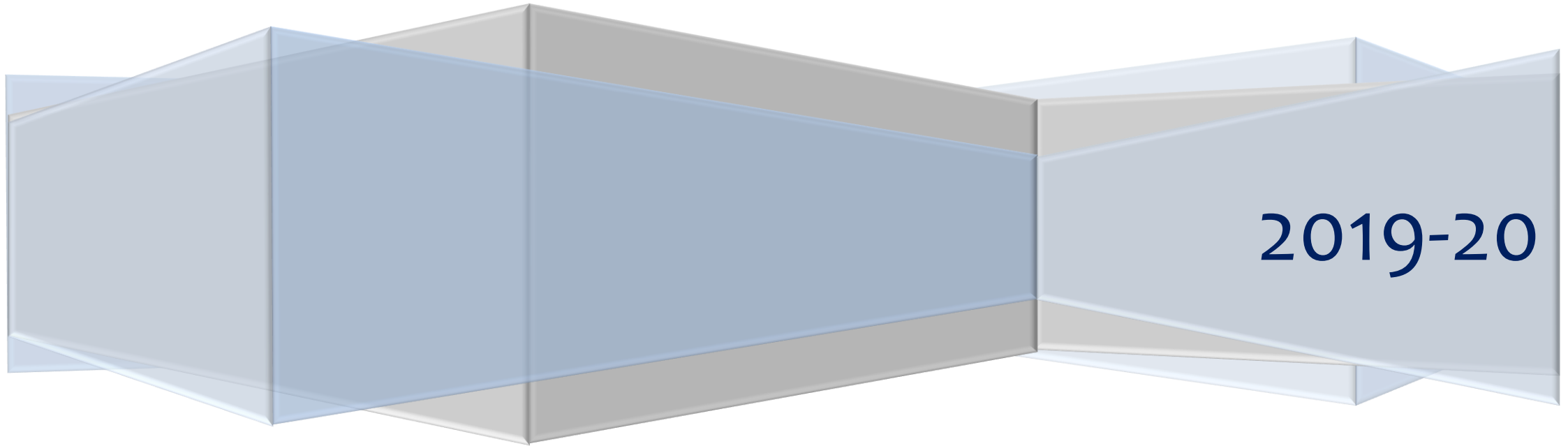
Pupil Premium Subject Impact Statement

Summer 2020



Area for improvement (Barriers to learning)	Progress (Actions taken and cost)	Impact	Next steps for Autumn term
QUALITY OF TEACHING, LEARNING & ASSESSMENT Use Pupil Premium funding to **enable disadvantaged pupils to overcome barriers** to their learning (see disadvantages pupil premium strategy statement)			
Academic ability – READING All children in school develop a love of reading. Diminish the difference between PP and non-PP pupils in GDS outcomes in KS2. Pupil interviews/assessment data/pupil progress meetings.	HIAS English learning journeys continued across the school. Development of school library. Books purchased for individual child to increase engagement to reading. Bug club introduced for reading resources for children to use at home during lock down. TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision- £10,872 Curriculum resources- £7,793.32 Some PP children invited into school during lockdown. Laptops purchased for children who have limited technical equipment at home (£1000). Assessment software purchased and used to help identify gaps in learning (329.30)	Achievements were being made but were cut short due to school closure. Most initiatives put on hold and carried forward to next year.	Target needs to continue next year. Use HIAS recovery programme to address gaps arisen from Covid closure.
Academic ability – WRITING	Learning journeys continued and established across the school.	Achievements were being made but were cut short due to school closure.	Target needs to continue next year.

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Improve composition and effect in Writing. Diminish the difference between PP and non-PP pupils in GDS outcomes in KS1 and KS2. Pupil interviews/assessment data/pupil progress meetings.	Some PP children invited into school during lockdown. Pupil interviews etc not completed due to lockdown. Laptops purchased for children who have limited technical equipment at home (£see reading). Targeted support for disadvantaged pupils through intervention- Smaller classes in EYFS and Additional teacher for year 5- £15,618 Training given to all staff during INSET days – 2,291.59	Most initiatives put on hold and carried forward to next year.	Use HIAS recovery programme to address gaps arisen from covid closure.
Academic ability – MATHMATICS Diminish the difference between PP and non-PP pupils in outcomes based on individual starting points and mathematical skills and ability. Increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS1. Diminish the difference between PP and non-PP pupils in GDS outcomes in KS2. Pupil interviews/assessment data/pupil progress meetings.	Maths was a key focus last year with training given for all staff. Concentrating on Greater depth and support for all. Some PP children invited in to school during school closure. Laptops purchased for children who have limited technical equipment at home (£ - see above). Third Space Learning for identified year 6 children to close the gap (3,830.75) Time tables rock stars used to motivate children at home and at school (22.66)	Achievements were being made but were cut short due to school closure. Most initiatives put on hold and carried forward to next year.	Target needs to continue next year. Use HIAS recovery programme to address gaps arisen from Covid closure.
Language and communication Some disadvantaged children are showing a lack of range of vocabulary which is inhibiting their writing and reading.	Explorer's club (£4,833) run and established and children identified with low language skills.	Impact (not measured) appears to be high for those children attending Explorer's club.	Continue with Explorer's club, and other in school initiatives. Ask teachers to re do strengths and difficulties sheets.

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Pupil interviews/assessment data/pupil progress meetings.	Nursery narrative and other initiatives introduced across the year groups. (£ - see reading)	Other initiatives also appear to be successful, but again due to Covid not measured.	
Low self-esteem- Children often show lack of confidence and independence in the classroom. Strength and difficulties questionnaires (SDQ's) / pupil progress meetings.	Strengths/ difficulties questionnaires completed. Children identified and invited to Explorer's club. Explorer's club (£ see ablove) established and successful , well received by children and parents. Lego therapy, Appollo lunchtime club run for those children experiencing difficulties. (406.92)	Impact (not measured) appears to be high for those children attending Explorer's club. Other initiatives also appear to be successful, but again due to Covid not measured.	Explorer's club to resume.
Attendance (for some pupils) – The attendance of disadvantaged children improves Termly attendance checks and prompt action taken to address drops in attendance for disadvantaged pupils.	Office monitor and follow up attendance worries. Community officer supports parents who struggle with attendance. (£1,864)	Children's attendance figures have improved. Relationships between school and individual families have improved and home-life for children continually improving.	Office to continue to monitor attendance and community officer to support families needed.
Lack of parental Support Some children are not supported in their learning activities at home. There can be a lack of interest from home. Increased home learning increased.	Children were identified as needing extra support during lockdown and invited into school. Homework club providing support for children who are not supported at home (£11,212.50p) Breakfast club and after school club places- extra member of staff employed for up to 8 PP children- £1,151. Regular meetings with family support worker to discuss needs and barriers – support offered by school or through referring to the appropriate agency. (£ see above)	Limited impact in homework club due to attitude of children and attendance and time keeping of some children. Children supported during school closure.	Homework club to change to tackle specific needs rather than children who are not supported at home. Children identified will change more regularly.

	Extra-curricular clubs- up to 10 fully funded places per half term, funded music lessons- £1,150. Holiday clubs- up to 3 funded places per half term holiday- £1,469 Educational visits and residential trips subsidised throughout the school year- £865		
Basic needs/ enrichment opportunities- Opportunities for enrichment are often lacking at home. Welfare issues can be apparent with PP children. Increased opportunities for PP children, welfare issues addressed.	Children were identified as needed extra support were offered places during school closure. Places were offered for breakfast club/ after school club for those children / parents needed extra support. CPOMS referral process in place for any concerns about a pupil and other CPD/ Tracking software- £160 Referrals to outside agencies made Effective liaison and contact with outside agencies e.g. School Health Nurse 1:1 ELSA sessions - £4,104	Children were supported in lockdown and extra measures were put in place for those needing extra help.	Make sure staff are aware of opportunities to provide breakfast and after school places for vulnerable children. Reassess needs of parents/ children in light of Covid closure and possible job losses. Look into those who may not have breakfast in the mornings.
Service children being affected by family members away from home Some children from service families feel isolated and this is seen in emotional issues at school. Service children start to feel part of a unique community and not alone.	Little Troopers club started. All service children started to meet monthly for a club to address any matters arising. They went on a Christmas theatre trip with service staff. They all started a scrap book. (£210)	Little Trooper's club was getting established and becoming a comforting and supportive environment. Stopped due to school closure.	Re-start Little Trooper's club. Arrange more trips.

	One service child attended Explorer's club due to increased anxiety due to dad being on long term deployment.		