

Use of Pupil Premium Funding 2019-20 Academic Year

Overview of the school

Number of pupils and pupil premium grant received	Date of Review :
Total number of pupils on roll	420
Number of pupils benefitting from Pupil Premium Grant in academic year	50 (11% of school roll at Autumn 2019)
Total amount of Pupil Premium Grant received (£)	£79, 423 Spent: £68, 828

Background

The Pupil Premium is allocated to children from low-income families who are eligible for Free School Meals (FSM) in both mainstream and non mainstream settings, children who have been looked after continuously for more than six months and children who have parents serving in the armed forces. From April 2012, this funding also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM Measure).

Schools are free to spend the Pupil Premium as they see fit. However, we are accountable for how we have used the Pupil Premium and wish to be transparent with parents and others about how this grant is used and the impact it has made.

Barriers to future attainment (for pupil eligible to Pupil Premium funding)

In school barriers

- Low on entry attainment
- Pupils being ready to learn in class (pupils are in a secure place mentally/emotionally)
- High proportion of Special Needs, particularly Speech and Language needs on entry which impacts on learning

External barriers

- Life experiences impacting on achievement and aspirations
- Emotional Well-being
- Diversity of Pupil Premium children's needs in each cohort

Year Group	% of children entitled to pupil premium in each year group
Reception	9%
Year 1	6%
Year 2	7%
Year 3	10%
Year 4	15%
Year 5	19%
Year 6	17%

Desired outcomes		Success criteria
A	Improve quality first teaching	Raise standards by ensuring the teachers and teaching assistants are well-trained, have consistent approaches and are relentlessly reflecting and improving their practice and the provision for the pupils across the curriculum.
B	Pupils read regularly and have access to high quality texts within guided reading and English lessons. They also have opportunities to be involved in speaking and listening.	Pupils achieve (or exceed) expected levels in reading and writing and make expected (or accelerated) progress in reading and writing
C	Pupils can access learning in the class because their social, emotional and mental health needs are met.	Pupils are ready to learn in class without the need for intervention. The number of interventions to ensure pupils are ready to learn is gradually reduced.
D	Gaps are identified and targeted teaching /interventions teach to gaps including Early Intervention in EYFS and KS1	Children are identified as moving more slowly or having gaps in their knowledge, understanding and skills. Targeted teaching or interventions are then put in place to accelerate their progress.

E	Pupils can access homework support to continue their learning out of normal lessons.	Pupils are supported to complete homework tasks.
F	Disadvantaged children who also have special needs are well supported and make progress from their starting point.	Disadvantaged pupils with SEND successfully meet the targets on their My Plans or DAFs. Disadvantaged children who do not make progress are identified and supported swiftly.
G	Resources to support the learning of disadvantaged and/or vulnerable children.	Through the Achievement for All programme, disadvantaged and/or vulnerable pupils are supported to maintain a sharp focus on aspiration, access and achievement. This will be supported by structured conversations with parents and carers.
H	Pupils have access to a wide range of enrichment activities to support their social, cultural, aesthetic, spiritual, academic and physical development.	Pupils attend activities/visit places which they would not usually be exposed to. Pupil Premium Plus children have access to additional enrichment activities to support their individual needs.

Covid-19 Caveat

Due to Covid-19, many of the planned actions to support these outcomes have been impacted. Many of the professional development opportunities were cancelled and costs for supply to release staff were reduced. During lockdown, the teaching staff were required to focus on the introduction of our online platform (Google Classrooms) and developing their understanding, knowledge and skills to provide high quality remote learning. In addition, they were also needed to provide education for the Emergency School for the children of keyworkers and those children who are vulnerable.

Final year assessments have not been able to take place to measure the impact of some of the strategies. Any data that is used to provide evidence of impact is from spring term assessments. As some children were already self-isolating or shielding, these assessments need to be reviewed with caution and may not be a true reflection or a give a complete picture.

Summary of Pupil Premium Grant Spending 2019/20

Action taken	What is this?	Targeted pupils	Pupil premium grant used	Impact <i>For some activities it is possible to measure impact using quantitative data expressed in additional terms progress. Other activities a more qualitative impact may be more appropriate usually gained by consulting children and parents.</i>
<p>A. Improving Quality First Teaching for pupils.</p>	<p>Continuing professional development for teaching staff and teaching assistants including: Reading, Vocabulary Development, Maths, Science, EYFS Briefings, EYFS Conference, Computing, RE, DT and PSHE. Lesson observations and subject co-ordinator support with external Devon Babcock adviser. Support from Achievement for All coach. English and Maths Subject Leader Briefings. Peer Observations. Release for Work Scrutiny and monitoring of planning. Release for Pupil Interviews/ Consultations. Additional teaching assistant to enable support for disadvantaged children across the school within lessons.</p>	<p>All pupils</p>	<p>£6,651</p>	<p>50% of disadvantaged pupils in Reception met GLD. 67% of disadvantaged pupils in Reception made above expected progress in reading and 17% made expected progress. 67% of disadvantaged pupils in Reception made expected progress in writing and 17% made above expected progress in writing. 50% of disadvantaged pupils in Reception made expected progress in numbers and 17% made above expected progress. In shape, space and measures, 67% made expected progress and 17% made above expected progress.</p> <p>60% of Y1 disadvantaged pupils made expected progress in reading. 100% of Y1 disadvantaged pupils made expected progress in writing. 40% of Y1 disadvantaged pupils made expected progress in maths.</p> <p>20% of Y2 disadvantaged pupils have made expected progress in reading and 80% made above expected progress in reading. This equates to all disadvantaged pupils in Y2 making expected or above</p>

expected progress.
20% of Y2 disadvantaged pupils have made expected progress in maths and 80% made above expected progress in maths. This equates to all disadvantaged pupils in Y2 making expected or above expected progress.
100% of Y2 disadvantaged pupils have made expected progress in writing.

71% of disadvantaged children in Y3 made above expected progress in reading.
57% of disadvantaged children in Y3 made expected progress in writing.
14% of disadvantaged children made expected progress in maths and 14% made above expected progress in maths. A large number of pupils in this cohort were absent for the assessments taken at the end of the spring term.

42% of disadvantaged children in Y4 made above expected progress in reading.
33% of disadvantaged children in Y4 made above expected progress in maths and 8% of them made expected progress. A third of pupils in this cohort were absent for the assessments taken at the end of the spring term.

31% of Y5 disadvantaged children made above expected progress.
62% of Y5 disadvantaged children made expected progress in writing and 31% made above expected progress in writing.
62% of Y5 disadvantaged children made expected progress in maths.

				<p>70% of Y6 disadvantaged children made above expected progress in reading. 70% of Y6 disadvantaged children made above expected progress in maths. 60% of Y6 disadvantaged children made expected progress in writing and 40% made above expected progress. This equates to all disadvantaged pupils in Y6 making expected or above expected progress in writing.</p>
<p>B. Pupils read regularly and have access to high quality texts within guided reading and English lesson and opportunities to be involved in speaking and listening.</p> <p><i>This supports provision for all pupils across the school but is put in place due to the decline in the library van provision for the village. Not all families can access the libraries in Cullompton and Tiverton. It is important the children have access to high quality fiction and non-fiction books.</i></p>	<p>Where appropriate, teaching assistants read with identified children for 10 minutes every day 4 times a week to improve their reading standards.</p> <p>Teachers use topic boxes from Devon Schools Library Service to access high quality texts.</p> <p>Regular library exchanges take place to ensure a fresh, engaging and up to date book stock.</p> <p>Additional activities such as author workshops, visits to the school library service and engagement in the summer reading challenge.</p> <p>Children from Years 2-6 have access to accelerated reader.</p>	<p>Years 1,2,3 and 4</p> <p>All years</p> <p>Year 2-6</p>	<p>£10,668</p>	<p>Accelerated reader certificates have been given in the autumn and spring term, celebrating children who have met their target. These raise aspirations and celebrate the successes of the children. Training has been given to new teachers on how to use accelerated reader.</p> <p>High quality texts have been available in all classrooms linked to the planned broader curriculum topics.</p> <p>A greater emphasis has been given on sharing high-quality texts with the children using the Pie Corbett reading spines. The Devon Schools Library Service has supported us to do this through topic boxes and the books that have been shared have been displayed on classroom doors.</p> <p>For World Book Day, David Lawrence-Jones, a successful local author, visited our school and gave an inspiring assembly to Years 2-6. Following that, he returned for a book signing. Our theme for World Book Day linked to the school's focus on developing vocabulary and each child came dressed as word. We also had a vocabulary parade.</p>

<p>C. Pupils can access learning in the class because their social, emotional and mental health needs are met.</p>	<p>Pupils are supported through a variety of programmes e.g. Thrive, ELSA, Attachment Based Mentoring, Mindfulness and Balloons.</p> <p>The Family Support Advisor provides Early Help and engages with a large proportion of disadvantaged/vulnerable families to support attendance, behaviour, parenting strategies, relationships and the general welfare of the child.</p>	<p>All year groups</p>	<p>£23,505</p>	<p>Many of the Pupil Premium children attended Emergency School and continued to attend when the wider school re-opened. This provided stability and security during a very difficult period. For those who were remote learning, the regular feedback and interaction provided by the teachers through Google Classrooms supported their emotional and mental health. Parents were signposted to organisations and websites to support them during lockdown.</p> <p>The Family Support Advisor and Special Educational Needs co-ordinator made regular phone calls to families to support with behaviour, parenting strategies, relationships, how to establish routines with online learning and the general welfare of the child. Where necessary, places were provided at Emergency School if children were vulnerable.</p>
<p>D. Gaps are identified and targeted teaching /interventions teach to gaps including Early Intervention in EYFS and KS1</p>	<p>Additional support will be employed to support KS1.</p> <p>Third Space one to one maths intervention for targeted children</p>	<p>Year 2</p> <p>Y5 and Y6</p>	<p>£4745</p> <p>£5,883</p>	<p>80% of the Pupil Premium children in Y2 made above expected progress in reading and maths.</p> <p>At the end of the spring term, 69% of children who were doing Third Space had achieved the expected standard in maths. 83% of the Pupil Premium children who were receiving Third Space Maths made above expected progress. 50% of them had met the expected standard for maths by the end of the spring term.</p>

<p>E. Pupils can access homework support to continue their learning out of normal lessons.</p>	<p>Invited children attend homework club for two nights per week (2 hour and 30 minutes) to be given additional help in completing homework (i.e. Literacy, mathematics, reading, times tables) over 34 weeks of the year. They are supported by two experienced teaching assistants per night.</p>	<p>Years 3, 4, 5 and 6</p>	<p>£5148</p>	<p>From the data available, of the Pupil Premium children who attended Homework Club: 82% made expected or above expected progress in reading. 72% made expected or above expected progress in writing. 73% made expected or above expected progress in maths.</p>
<p>F. Disadvantaged children who also have special needs are well supported and make progress from their starting point.</p>	<p>Disadvantaged children who do not make progress are identified and supported swiftly through DAFs, My Plans, targeted software and where appropriate, liaison with outside agencies.</p>	<p>All year groups</p>	<p>£1279</p>	<p>The SENCO and Pupil Premium Champion have worked with the Achievement for All coach to further develop the way in which disadvantaged pupils with SEND are supported. This has led to some changes in provision maps and my plans and also provided targeted support to some teachers in ensuring that these children were in receipt of Quality First Teaching.</p>
<p>G. Resources used to support the learning of disadvantaged children</p>	<p>Use resources such as: Mathletics, Insight, Speech and Language Link, Phonics Play and 2Build a Profile to support and monitor the progress of disadvantaged children.</p> <p>The bespoke Achievement for All Programme will build knowledge, skills, capacity, expertise and effectiveness to support the participation, enjoyment and achievement of pupils in all</p>	<p>All year groups</p> <p>All year groups</p>	<p>£703</p> <p>£4000</p>	<p>Insight enabled careful monitoring of Pupil Premium children and other children in the autumn and spring terms to ensure swift intervention could be put in place when needed.</p> <p>Pupils enjoy resources such as Mathletics and this helps to consolidate their learning and support them both in class and at home.</p> <p>The Achievement for All programme has been successful in supporting staff to build capacity and expertise to support pupils. Structured conversations have built better</p>

	elements of school life.			relationships between the pupil, teacher and parent(s).
H. Pupils have access to a wide range of enrichment activities to support their social, cultural, aesthetic, spiritual, academic and physical development.	<p>Many activities in school cannot take place unless sufficient voluntary contributions are collected. Some families are unable to afford these contributions. Whilst we make every effort to gather monies from families, with the pupil premium grant we are able to support those families where there is a shortfall. This enables enrichment activities which are so important to go ahead.</p> <p>Pupil Premium Plus children have access to additional enrichment activities which are personalised to their individual needs.</p>	All year groups	£1500	<p>Pupil Premium children have been able to enjoy and experience activities such as educational visits and swimming. The impact of some of these activities is not quantifiable but teaches life skills, enriches the curriculum, promotes cultural development, good health, co-ordination and boosts self-esteem, engagement and learning.</p> <p>Pupil Premium Plus children have access to additional enrichment activities which are personalised to their individual needs.</p>
I. Pupil Premium Champion appointed to the Senior Management Team	A member of staff is strategically appointed to the Senior Management Team. They are tasked with a focus on provision and monitoring of Pupil Premium children across the school. They scrutinise the Provision Maps in place for each child, evaluate their impact and support teachers to improve provision for Pupil Premium children with reference to the Education Endowment Foundation toolkit. They also attend relevant training and are the school champion for the Achievement for All programme	All year groups	£ 4746	<p>The Pupil Premium Champion has continued to work closely with all staff to continue tracking the progress of PP children which is not focused on hard data. This has enabled teachers to develop the way in which they set targets so that targets are smarter.</p> <p>The Pupil Premium Champion has ensured that all Pupil Premium Plus children have been offered peripatetic music lessons or personalised enrichment activities which the school will pay for.</p> <p>The Pupil Premium Champion has further developed the Pupil Premium Provision Maps to more closely monitor Pupil Premium children, make teachers more aware of their Pupil Premium children and ensure that targets are more closely matched to the needs of the children.</p> <p>The Pupil Premium Champion has also led on the Achievement for All programme and has been able to receive some middle</p>

leadership training as part of this.

Planned spending and actions for 2020-21 academic year:

- Quality First Teaching
- Reading support
- Homework Support
- Support with social and emotional wellbeing
- Catch-Up Programme including additional English and Maths interventions
- Additional support or resources for those disadvantaged children with special needs
- Resources used to support Pupil Premium children including technology for remote learning
- Enrichment and curriculum support activities
- Achievement for All