

Pupil premium report for Tewkesbury C of E Primary School 2019-2020/21



Due to coronavirus and school closures, it hasn't been possible to fully evaluate the impact of the pupil premium for all of the 2019/20 academic year. Instead, we have monitored and reported on the grant's impact at the end of the 2020/21 financial year. This report covers the whole period between September 2019 and March 2021, but most detail about the grant's use and impact is given for the period between September 2020 and March 2021.

Pupil premium spending September 2019- April 2021

SUMMARY INFORMATION			
Total number of pupils:	332	Total pupil premium budget:	£97,280
Number of pupils eligible for pupil premium:	80		

Please note this has been a very strange year in education, in terms of online learning, children's access to learning and placing children's wellbeing as a priority.

With the whole country being affected by COVID this has had an impact on pupil premium:

- through the increased number applying for Free School Meals
- due to the type of testing completed and when tests occurred

- due to which children accessed and completed tasks at home

Over this year we have seen:

- an increase in the number of service children starting with us
- a decrease in the number of children in the 'ever 6' category
- an increase in LAC children
- an increase in girls on the register
- overlaps of vulnerable areas remain low
- our EAL percentage has also risen 1% over this year too

In terms of percentage of the school, we are still at 18%, whereas the national average is significantly higher at 23%

Identified Barriers to future attainment for PP children eligible pupils at our school.
A Slow progress rates made by pupil premium children
B Some pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning especially during Covid lockdown 1
C Some pupils and their families have social & emotional difficulties, including medical and mental health issues
D Some pupils have limited experiences beyond their home life and immediate community
E Low attendance and persistent absenteeism

Assessment information

Due to Covid, full assessment data is not available for the 2019/20 academic year, therefore, it is not possible to benchmark progress against other schools. Instead, the school's internal data has been used where possible.

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average
66% pass rate	72% pass rate	-

A Reporting on slow progress rates made by pupil premium children.

Reading

Reading Attainment

In terms of attainment, 32 % of pupil premium are on track with comprehension and fluency or have a greater understanding of texts compared to 52% of the whole school.

Within the groups:

36% of FSM are on track

40% of Ever 6 are on track

36% of Service children are on track

This is an area of development within the school at the moment with embedding new strategies of reading as whole class reading, introducing the class reader and bringing book areas back into the classroom to promote a love of learning.

Comparing with the rest of the school, it is an area to look at however this particular vulnerable groups is lower than the school, local or national statistics.

Learn together, shine forever

Since the lockdowns, many classroom TAs have been directed to doing regular reading with the children within school with an aim to diminish this divide that has appeared through lockdown and following the direction of the Government as a priority.

Reading Progress

In terms of progress, 51% of the children made expected or above progress. However, please be aware of the significant number of children who have just moved to the school without previous assessments to highlight progress.

Writing

Writing Attainment

In terms of attainment, 23 % of pupil premium are on track with grammar and punctuation and spelling and application of this into their written work. This low percentage has had an impact on the overall literacy and writing data for this year which has taken a slight dip across the school. Shadow data 31%, whole school was 38%.

This is an area of development within the school at the moment with embedding new strategies of Talk for Writing and writing for purpose across the school. School training on the reading and writing project with Pie Corbett was attended by some members of staff over the year. Working walls and cluttered classrooms have been improved over the last year to make information more relevant for the children.

Within this time, many Teaching Assistants have been utilized to give verbal feedback and demonstrate how to edit texts on a small group basis. Looking at how to up write a text ready for the next time.

Writing Progress

45% of children have made expected progress or more than a year's progress. When looking at the data we need to focus on the FSM group and LAC group whose percentages are below 50% of children making sufficient progress. 49% whole school.

Maths

Maths Attainment

Philippians 2:15: "We shine like stars in the sky."

In terms of attainment, 33 % of pupil premium are on track with maths fluency and applied maths strategies. As a school we have shown a slight improvement in our maths attainment and this doesn't reflect the whole school data. Whole school 53%

Within school, we have been looking at the teachers teaching maths to lower groups whilst the teaching assistant supports and supervises the rest of the class. This is to enable the teacher to teach these children the basics and foundations of maths to help diminish the divide. More physical and electronic resources have been purchased to support the teaching of maths and help visualize strategies especially whilst moving to online learning. Resources made by Teaching Assistants could include number squares and number lines along with new coinage and partition cards.

Maths Progress

Please note that due to the high number of children who have entered the school as either a service child or a new starter it means that data would naturally be lower due to no comparative data being available.

B Some pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning especially during Covid lockdown 1

During lockdown 1, the most vulnerable children were visited and telephoned by the pastoral team, keeping in touch up to three times a week. Paper packs were initially created for families on a low income who didn't have internet access or printers. Some families requested ICT equipment to help and the school provided chargers and equipment to specific families where there was seen to be a need. Some families were given extra hampers from the pupil premium funds to support extra meals that needed to be prepared whilst FSM were still in organizational stages. In terms of motivation, some bespoke tasks and books given to families were set, to try and engage children.

C Some pupils and their families have social & emotional difficulties, including medical and mental health issues

Whilst in school, we employ a pastoral team to complete nurture sessions with our most vulnerable. Due to demand this year, the school also funded sessions for our most vulnerable to attend therapy sessions and play therapy sessions, where it felt needs could not be met within school.

Wellbeing was extremely important during lockdown, for both children and parents. Some children needed phone calls from their teachers more regularly, whilst others talked to one of the pastoral team via the telephone. There was always a DSL on site during lockdown and a member of the pastoral team to support these families and give advice.

D Some pupils have limited experiences beyond their home life and immediate community

Specific families requested support for school trips, residentials and swimming sessions in the autumn term. Where need was deemed appropriate by the headteacher in discussion with the family, pupil premium monies were used to support deposits and specific events.

E Low attendance, lateness and persistent absenteeism.

This year we didn't have much absenteeism in the school building, we do have a couple of students who have low attendance for a number of reasons which needed to be explored. However, it was general lateness that causes most concern. For these children we placed a meet and greet at the door to encourage, nurture activities to get them ready to learn and in some cases, food is needed to be provided as breakfast was missed regularly. This has improved as the year has gone on, although this was an issue especially COVID related where children didn't want to leave the house.

Pupil Premium attendance is above the class average in 7 of 12 classes and the largest negative gap is 3.93%. The lowest class still has PP attendance of 90.89%.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Slow progress rates made by pupil premium children in all subjects.
B	Some pupils and their families have social & emotional difficulties, including medical and mental health issues
C	Some pupils have limited experiences beyond their home life and immediate community
D	Low attendance and persistent absenteeism
E	A range of new starters have joined us during lock down, especially service children

INTENDED OUTCOMES		
Specific outcomes		
A	Children on the pupil premium register will have made progress in line with all the other children within the school.	
B	All staff trained and confident to address social and emotional difficulties.	
C	Children have the opportunities to take part in activities similar to their peers.	
D	All children monitored since second lock down and given incentives.	

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Barrier	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Slow progress rates made by pupil premium children.	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/Year 2; those who have fallen 'behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	• EEF Pupil Premium guide • EEF Big Picture • NFER report on supporting the attainment of disadvantaged pupils DfE's guidance on whole-school strategies	Staff are now more aware of all children who have 'fallen behind' their previous summer target and their previous Key Stage target. Conversations are had regularly throughout the year about what teachers are doing to accelerate the progress of fallen behind children. Moving forward, teachers must take responsibility for this acceleration of progress. During conversations with teachers in pupil progress meetings, we have learnt that interventions by TAs are used to accelerate progress. Staff meeting is planned to discuss the ways teachers can make impact on disadvantaged pupils – not just relying on interventions. Plus, interventions need to be more skills based or fluency rather than just revisits.	SLT	Pupil progress meetings.
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Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported	All staff trained and confident to address social and emotional difficulties.	The demand is almost overwhelming in the pastoral/ SEN department in recent times. That with our COVID bubbles it has been tricky to address all the children's needs face to face.	Pupils with identified social, emotional or health needs are supported by school staff (particularly in weekly nurture, Lego therapy sessions) so that the needs are removed or alleviated – families are also closely supported by staff. Weekly training videos and PowerPoints sent to TAs to train them and make them aware of the support needed. This will continue next year with the pastoral role being amended accordingly. Staff to monitor impact by carrying out Parent voice with families she has supported.	SENCO/ ASSISTANT SENCO and all staff.	Questionnaires
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Pupils have a breadth of experiences that enable them to contextualize their learning	Children have the opportunities to take part in activities similar to their peers.	Some money was spent on resourcing the REAL curriculum, each class was given a specific amount to spend on resources to make the curriculum more engaging. The money spent was well received by class teachers who had the freedom to ensure children could experience activities related to their age range and topics. Other funding was related to resourcing of equipment, with children bringing in their own pencil cases and not sharing- some children needed this to be provided for them to enable them to complete tasks set both at home and whilst at school. Experiences and trips. Although a shortage this year due to government guidelines. This was still an area that was supported.	Children were provided with lots of exciting experiences in and out of school which was provided by WOW funding and increased focus on resourcing the REAL Curriculum planning. More funding to be spent with all year groups getting an increase in WOW funding to further enrich the curriculum. With the current Covid pandemic restrictions, teachers will have to work together to be creative in ways to replace trips which cannot happen. Activity passport and February feelgood activities– new activity passport was given to all children in school so that families are encouraged to take part in enriching activities at home and around the community. This will hopefully encourage more parents to take part. Teachers to encourage use of activity passport in school. Have a class activity passport on the wall and aspire to tick off activities throughout the year. Encourage children by making it part of their half termly	All staff Headteacher.	Impact on children's wellbeing and activities delivered. To be seen on Showbie and Facebook.
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			homework challenges which will raise the overall profile of the activity passports. Staff meeting in Spring term to discuss ways we can re-launch them as a team.		
Low attendance and persistent absenteeism	Absence & persistent absentee rates are at least in line with national		Pupil Premium attendance was 94% and all children was 92.25% (data taken before lockdown). Headteacher regularly monitors low attendance and sends letters to all children with an attendance of 90% or less. Persistent absenteeism has been highlighted as an issue for disadvantaged children in certain classes in Key Stage 2. 29% of disadvantaged pupils were persistent absentees, with some 12% demonstrating an attendance of less than 80%. This will be monitored closely next year by head teacher.	Office staff SLT Headteacher All staff	Attendance improved.
Total budgeted cost:					£78,040