



Pupil Premium Grant Statement and Impact Report 2020-2021

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

At Singleton CE Primary School the funding is allocated to 3 main areas:

1. Provision of Quality First Teaching for ALL pupils
2. Targeted Academic Support for Pupils

Singleton CE Primary School - Pupil Premium Statement Review and Impact 2020 - 2021

Head Teacher	Theresa Smyth	Chair of Governors	Jacqueline Hayes
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Pupil Premium Profile 2020/21		
Number of eligible pupils:	8 (rose to 11 in year)	Total pupil premium budget: £1 7, 174 (included a carry forward from 2019/20 due to COVID)

Identified Barriers to future attainment for PPG eligible pupils at our school

A	Slow progress rates made by pupil premium children especially in phonics and mathematics
B	Social, emotional and behavioral problems affecting wellbeing and progress.

Actions to address the identified Barriers to attainments for PPG pupils

Through Quality First Teaching, we intend to:
 Improve outcomes in math by using a mastery approach
 Improve outcomes in Phonics and English by using a whole school systematic approach
 Improve outcomes in the Early Years by improving the environment, pedagogy and provision and communication with families

Targeted Academic Support, we intend to:
 Be able to provide small group interventions for Phonics and Spellings
 Be able to provide 1:1 daily reading for targeted groups/pupils
 Be able to provide specific interventions: Precision Teach

Wider Strategies, we intend to:
 Improve pupil's positive behaviour for learning.
 Provide nurturing relationships and proactive responses for all pupils.
 Improve the learning environment for all children to enable 'calm' classrooms.

Measuring Impact

measure the impact of the interventions by tracking the progress of the pupil premium pupils half termly basis.
 measure the success of pupils at the end of EYFS, KS1 and KS2 relative to Key Performance Indicators
 monitor and support pupils in accessing pastoral support and discuss their progress and needs regularly

Whole school Context

Teaching and Learning

This is the first year that a systematic, **whole school approach to phonics and spellings** has been used with children grouped as stage not age. There is evidence of steady to good progress across the school in phonics, spellings and reading outcomes in formative assessments.

Previously the system for pupils moving through Book Bands was not consistent and class teachers in KS2 were unaware of Reading levels. Guided reading was not embedded across the school.

This is the first year of the school using a coordinated and consistent math's program, mastery approach and the use of Concrete, Pictorial and Abstract language.

Materials for Phonics/Math/ Reading required auditing, updating and redistributing to enable ALL pupils across the school to have access to supportive learning materials.

Staffing

The Early years has been through a period of disruption due to Maternity leave and high staff turnover. A new full-time teacher has been appointed, though new to EYFS.

The previous SENCO who left in April 2019 had received limited training to enable others to support children inclusively or to embed a systematic approach to targeted 1:1 support. A new SENCO was recruited for September 2020.

Pupil Progress meetings were not systematic with class teachers. Class teachers did not have a full enough picture of pupil's needs, academically or socially.

The TA assigned the 1:1 intervention retired from post in April 2021. An appointment made for June 2021 did not continue. At this point some 1:1 interventions were carried out by the SENCO. A new appointment was subsequently made to enable 1:1 interventions to continue in September 2021.

COVID CONTEXT

Of the 11 PP children: only 4 of the 11 Pupils were in school during the initial lockdown. Of the 11 pupils 4 pupils were not eligible for PP during the previous lockdown and 1 pupil joined in September 2020.

During the January -March 2021 lockdown, the school had 56% of pupils in school, including all PP children and those deemed vulnerable /SEN. Live online teaching was achieved daily for math and English across all Year groups. This had a significant impact on staffing and timetabling of key staff.

Barriers to Learning	Desired Outcomes	Strategies	Costs	Impact and lessons Learned
<p>Slow progress rates made by pupil premium children especially in phonics/ spelling in reading and writing and mathematics</p>	<p>Disadvantaged pupils make good progress from their baseline starting points in September</p>	<p>Purchase new RWI equipment to ensure whole school provision and consistency</p> <p>Provide training to all staff members in RWI to ensure consistency of approach.</p> <p>Purchase new reading materials at early reading stage to match Phonic programme</p> <p>Precision Teach training for ALL staff</p> <p>1:1 daily reading provision for targeted children by TA</p> <p>1:1 Precision Teaching by TA</p> <p>Training for staff in use of Alphabet Arc</p>	<p>£110</p> <p>£100 salary costs</p> <p>£ 150</p> <p>£100 salary costs</p> <p>£1800 salary cost for TA 1:1 interventions</p> <p>£ 100 salary costs</p>	<p><u>Phonics progress 7 pupils part of phonics program</u></p> <p>Strong Progress made in phonics program 5/7 pupils phonics passed the Phonics Test having previously not met the threshold of 32 in September</p> <p><u>Spelling Progress: For PP children (11 pupils June 2021)</u></p> <p>Good progress has been made by PP children. September only 3/11 pupils met spelling age June 6/11 pupils met spelling age</p> <p><u>Reading Progress: For PP children (11 pupils June 2021))</u></p> <p>Good progress has been made for PP children in reading. September 3/11 pupils met/exceeded chronological age June 7/11 pupils met/exceeded their chronological age.</p> <p>Good progress was seen across the school for ALL pupils, especially in Key Stage 2.</p> <p>For PP children those in Key Stage 2 made the best progress.</p> <p>Of the 11 PP pupils, 6 pupils had targeted 1:1 support for reading from a TA resulting in 3 improving their reading age to well above their chronological age.</p> <p><i>Where reading progress is weak, it is often linked to poorer vocabulary and working memory. Of the 4 pupils who did not meet their expected age, 2 have identified speech and language needs. Wider vocabulary use across the school will be a focus on the 2021/22 SIP</i></p>

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<p>Slow progress rates made by pupil premium children especially in phonics/ spelling in reading and writing and mathematics</p>	<p>Disadvantaged pupils make good progress from their baseline starting points in September</p>	<p>Maths lead to receive Maths Mastery training</p> <p>Training for ALL staff</p> <p>Purchase new maths equipment to support the teaching of Maths Mastery and ensure consistent approach to using practical resources and White Rose Maths</p>	<p>£300 supply cover</p> <p>£ 100 salary costs</p> <p>£ 800 equipment</p>	<p>Math's lead has been able to confidently disseminate training to all staff and provided clear guidance</p> <p>Math progress across the school has been very positive</p> <p>Below: Below: 15% Developing: Developing: 17% Met Met: 42% Exceeding: Exceeding: 6%</p> <p><i>Of the 11 PP children across the school in June: Below: 27% Developing: 45% Met: 27%</i></p> <p>Teacher confidence in using a different approach increased</p> <p>Small steps approach identifying gaps: skills have time to embed.</p> <p>Pupils increasingly using concrete materials to support their own learning/independence increased</p> <p>Teaching assistants have a clearer understanding of how to support pupils with process of learning</p> <p>Use of one math program through the school has ensured pupils have a commonality of language</p> <p>Staff need to model how to use materials as part of their teaching</p>

Barriers to Learning	Desired Outcomes	Strategies	Costs	Impact and lessons Learned
<p>Social, emotional and behavioural problems affecting wellbeing and progress. .</p>	<p>Disadvantaged pupils have good mental health and wellbeing to enable positive behaviour enabling good progress</p>	<p>Whole school training and ongoing support for</p> <ul style="list-style-type: none"> • Attachment • ACEs • Calm Classrooms • Working memory <p>Purchase Reading Materials to support adult understanding of SEMH</p> <p>Review of pupils with SEMH to ensure accurate provision, key adults, training, family meetings and communication with professionals</p>	<p>£3000 Salary costs</p> <p>£160</p> <p>£ 3200 salary costs</p>	<p>Improvement in the team's understanding of SEMH and impact on progress: needs now being met inclusively.</p> <p>Less disruption in class as systems for 'calm down areas' in place</p> <p>Improved communication and relationships with families as understanding of impact of SEMH understood by team</p> <p>Classrooms now reflect ALL learners need: layout/visuals/independence</p> <p>Timetables now reflect needs of ALL learners: chunked, physical breaks: impact on learners seen on Learning Walks/ pupil voice</p> <p>Pupil's SEMH has been affected by lockdown and will need to be focus of 2021/22 SIP planning.</p> <p>Peer to Peer teacher reviews of classroom spaces led to significant changes across the school</p> <p>Accurate list of pupils across school with SEMH through use of diagnostic tools (Boxhall Profile/ SDQ questionnaires)</p> <p>1 EHCP now in place: negative behavior impact on other learners reduced as provision now matches needs/training in place/ consistent approach</p> <p>Families of pupils with SEMH feel supported. Direct communication and 'open and honest' conversations have improved home/school relationships.</p> <p>Pupils with SEMH have reported they feel: listened to and safe. 1 exclusion across academic year.</p>

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<p>Social, emotional and behavioural problems affecting wellbeing and progress. .</p>	<p>Disadvantaged pupils have good mental health and wellbeing to enable positive behaviour enabling good progress</p>	<p>Support for Pupils with poor SEMH through provision of</p> <ul style="list-style-type: none"> • Nurture Groups x 2 week • Provision of Milk for snack time • Equipment to support the delivery of nurture provision 	<p>£1800 salary cost</p> <p>£20 milk costs</p> <p>£100 equipment costs</p>	<p>Of the 11 PP pupils, 7 pupils were identified during Pupil Progress meetings for support through Nurture Groups.</p> <p>Pupils voiced across the school that they feel as though we ‘listen’ more and they have an increased number of opportunities to talk about situations/worries.</p> <p>Across Key Stage 2: 20 pupils benefitted from Nurture groups.</p> <p>In Key Stage 1: 2 pupils benefitted from in class Friendship</p> <p>5/7 pupils completed baseline and exit interviews to assess the progress made: all assessed that nurture had provided a positive impact on their capacity to regulate, manage anxiety and build confidence.</p> <p>Negative behaviors communicated by those PP children identified as having SEMH decreased.</p> <p>Pupils’ acceptance over who received Nurture improved. Families have expressed support and thanks for provision.</p> <p>Emotional literacy across the school is not strong. Children struggled with language related to their emotions when baselining and during restorative practice.</p> <p>To move adult thinking, understanding and perception of SEMH, takes time and training. With 5 new staff joining it is important to ensure existing staff model and share practice and ethos.</p> <p>SEMH has become increasingly prevalent for pupils and some parents at our school due to COVID and lockdowns and the rural isolation faced by many.</p>

Total Spend: £ 11'840

Carry forward: £ 5'334