

**Review of expenditure for 2019/20**

**Total Budget: £109,633**

**Financial Year April 2017 to April 2019:**

**Financial Year April 2018 to April 2020:**

This figure is calculated from the proportion of the financial year covered by the academic year it lies within in, i.e. 5/12s and 7/12s.

This has been done to produce a figure representative of spending within the last academic year.

COVID-19: due to the unprecedented circumstances surrounding school being partially open during the pandemic, this report will be in two parts:

1. Impact review of funding up until 23<sup>rd</sup> March 2020
2. Impact of redistribution of resources due to COVID-19 pandemic

Despite the redistribution of resources from 23 March 2020, all money has been costed to the provision before 23 March 2020. Eg splitting Year 6 classes into 3 group only happened until 23 March 2020 but the costing for the year has been attached to that provision.

**Pupil premium strategy aims for disadvantaged learners (DL)**

	Desired outcomes (and how they will be measured)	Success Criteria	School Improvement Priority Number
1.	To ensure that progress in reading is at least broadly in line with the cohort.	Average progress score for DL will be broadly in line/above that of non DL.	1
2.	To ensure that progress in mathematics is at least broadly in line with the cohort.	Average progress score for DL will be broadly in line/above that of non DL.	1
3.	To ensure improved writing outcomes for all pupils, including DLs	Improved attainment and progress in writing at the end of KS2. Including GDS	1
4.	To ensure the attainment of DLs is consistent with non DLs in the phonics screening check	Phonics screening data is consistent when comparing DLs and the cohort	1
5.	To ensure that the needs of all DL are met	Exclusion data for DL is in line with non DL. Aspirational- zero exclusions across the school DL attendance is the same level and non DL	2, 3

Part one

i. Quality teaching for all				
Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
Positively discriminate for the benefit of disadvantaged learners, both academically and pastorally	DL initials on all planning so they are at the forefront of teacher's minds	This was happening sporadically.	Was this effective or was this a meaningless paperwork exercise? Feedback from staff as to how purposeful this was in early Sept.	NA
	DL books to be marked first	This was not monitored in the first half of the year	This was an evidence based strategic decision. Work still needs to be done on the culture around DL and small wins such as this.	NA
	Year 6 to be split into 3 classes with JZ teaching 4 mornings a week.	Due to schools closing on 23 <sup>rd</sup> March, the impact of this has been limited. Given the lack of formal assessments and Whole cohort combine RWM: 64% DL combined RWM: 50%	This is extremely expensive but we now have a body of evidence that, should we have similar capacity, we know it has a huge impact. Mixing groups also had a hugely beneficial affect on learning behaviours and environment.	£26,439.65
	Year 6 pupil mentoring	This provision also fed into the excellent predictions in Year 6. TAs were paid for extra hours of tutoring and teachers took part instead of running an afterschool club.	This was very helpful in accelerating progress within year 6. This could also be a good model to use to provide catch up once more details are released by the government about how the £650 million is to be spent.	£1248
	DL to be a specific focus as part of Pupil Progress Meetings	Due to schools closing on 23 <sup>rd</sup> March, the impact of this has been limited. However, in the early PPMs, having a clear focus on DL was very helpful.	This is something that we will continue with next year and continue to monitor.	£675
	When providing enrichment opportunities such as choir and orchestra; sports teams; Remembrance day etc, teachers will always be asked to consider the needs of DL first	This has been successful. Teachers reminded in staff meetings when an opportunity arises.	With the KGSSC (sports cluster) being formed, more sporting opportunities should arise for DL.	NA
	New IEP format to meet every child's academic need, including DL	New IEP format has been successful in streamlining the process. Debbie Stiles has	Highlighting the threshold of need for IEP and that the number on our SEN register increased to 82.	NA

		been excellent at ensuring these are reviewed. The process was becoming more rigorous before schools closed and has helped all children on IEPs.	Some teachers will need more support in writing these again next year to ensure that all targets are SMART. This will be done through performance management targeting too.	
	MyMaths continued to be used as our Maths homework tool to improve engagement. Homework Club offered to DL who would be unable to complete it at home	MyMaths uptake has been good. Some DL children have been offered homework club. Only DL are eligible for homework club.	Seesaw has proven such a success during wider school closures that we need to think about long term how to ensure homework is accessible to all of our children. This may include homework provision.	<b>£339</b>
	Continue with Meet the teacher presentations	Uptake from this was lower than last year but feedback was still positive.	This could be done remotely next year, especially if we keep hold of Seesaw and the increased parental engagement we have attained through the platform.	<b>NA</b>
Improve outcomes in writing for all children in the school	Team approach to curriculum leadership	Due to schools closing on 23 <sup>rd</sup> March, the impact of this has been limited. Teams haven't met as much as we intended at the beginning of the year.	Early indications were positive. Teachers felt like it was a supportive model. More work needs to be done to make sure that everyone in the group has a responsibility that they are accountable for in performance management cycles.	<b>NA</b>
	Building on INSET training delivered by Sarah Cooke about writing for purpose	Teachers are now consistently thinking about a purpose for Literacy units. With the lockdown, there hasn't been the opportunity to see a marked difference in progress because of this change.	Teachers were enthused about this when the training happened and in the subsequent 18 months. Something we need to further embed. More training had been booked in but has been postponed due to uncertainties surrounding Covid-19.	<b>NA</b>
	The English team having 2 new leaders and being overseen by Assistant Head	The 2 members of staff have quickly made the subject their own and the Assistant Head has been able to step back very quickly. Before lockdown, they worked closely with Deputy Head (Assessment lead) to create a joined up, whole school approach to assessing writing. Initial impact of this was very positive. Positive feedback from LEA English consultant and SIA.	Continuing the work started this year before school closures has already begun. Sharing the successes of last year and implementing them to the wider school will be the focus for the next academic year.	<b>£2040</b>
	Change the way we carry out writing assessment to a whole school approach.	Huge amounts of work has been put in to progression maps in all areas, including	Further embedding of progression maps when planning will be needed next academic year.	<b>NA</b>

	Move away from classroom monitor and move towards progression maps	Literacy. We had begun to see the benefits of this before lockdown.	During the lockdown, this has started but is not yet consistent throughout the school.	
	Year 6 teachers now have double PPA time to help meet the demand of creating an engaging curriculum and rigorous assessment systems.	The double PPA hasn't always been achieved due to teachers needing to work 1:1 with pupils during this time. However, feedback from teachers, as well as predicted data from practice tests show that this, as part of a package of Year 6 focussed support, has been hugely beneficial.	The double PPA will continue into next year and this will provide a useful measure against accelerated progress with the lack of capacity for 3 classes next year.	NA
ii. Targeted support				
Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
To ensure that progress in reading is at least broadly in line with the cohort.	DL to have priority with reading programs such as parent volunteers and Pets As Therapy.	Along with DEAR time (drop everything and read) this has had a huge impact on some DL learners have made more than 2 year progress in half an academic year in term of their reading age.	The importance of reading is always paramount but carving out time has been a really good way of making sure those DL who don't read at home frequently, aren't missing out.	NA
	DL to be heard read frequently, depending on their reading need	Again, huge amounts of time has been put into listening to children read- particularly in KS2 (this happens regularly in KS1). This has enabled identified children to make huge reading progress.	Having the capacity with parent helpers has proved really useful. Also having TA time to listen to children read has proven to be incredibly valuable.	NA
	Teachers choosing high quality texts (building on CPD with Sarah Cooke)	Through monitoring of Literacy books and planning, it is clear that teachers have taken away the message from CPD about the use of high quality texts.	This was already happening in large pockets of the school but it has certainly brought each year group up to a similar position with regards to planning Literacy.	NA
	EYFS "bedtime books" strategy to engage parents and emphasise the importance of reading at home in EY and KS1	Reception and KS1 teachers have fed back that this initiative was successful in enthusing children about reading. They were excited about changing books weekly.	Expand the advertisement of the initiative with children and build in time on a Friday to discuss the books they've been reading.	NA
To ensure that progress in mathematics is at	Continue to buy into the Times Tables Rockstars programme to engage all children, including DL	TTRS is still very popular within the school and is something that we have continued with home learning.	MTC have not happened this year due to covid-19. Impact will be clearer next year. We are also going to be investing in Numbots (part of TTRS) for an all through provision	£201.94

least broadly in line with the cohort.	Continue to use the White Rose as a main planning tool and monitor the other resources being used.	Predicted end of KS2 assessments showed the continued 5 <sup>th</sup> year upward trend in Maths	This is still best practice with LEA and the results speak for themselves.	<b>NA</b>
	Ensure that DL books are used as part of monitoring and book scrutiny	This was happening at each book scrutiny before lockdown	This will need to be an ongoing reminder as we move into next year, continuing to build on the culture of having DL always at the forefront of our minds.	<b>NA</b>
	Teachers in Y6 use QLA and PAG to target individualised support for all children including DL	This has worked well and has been attainable due to smaller class sizes and increased adult support.	Continue to use this as a method of identifying gaps in children's knowledge.	<b>NA</b>
To ensure the attainment of DLs is consistent with non DLs in the phonics screening check	Employment of an EYFS/Y1 specialist to lead on phonics screening	With support of early reading lead, this has been somewhat successful. The rigorous teaching of phonics has certainly improved. Predictions were on target.	It's difficult to tell what lessons have been learned due to the unusual situation. It is something we will monitor going forward to next year.	<b>NA</b>
	Performance management target to lead of early reading	Progress on this has been hampered by school's wider shut down.	Awaiting guidance on performance management targets.	<b>NA</b>
	SENCO to support KS1 teachers	SENCO was very visible in supporting KS1, particularly Y2 with significant SEN needs in that cohort.	A joined up approach between SENCO and teachers created parent confidence and a clear way forward for the children with significant SEN needs.	<b>NA</b>
	Deputy Head to support teaching and learning in Year 1	Year 1 produced a very engaging school experience for their children this year.	DHT capacity to support Year 1 was sporadic due to other responsibilities.	<b>NA</b>
	Effective use of TAs to support children's phonics learning	Difficult to measure impact without the phonics screening checks taking place. It's important to note that phonics teaching was incredibly effective prior to 23 March 2020.	Continue with the way this was working and refresh teacher knowledge in September.	<b>NA</b>
To ensure the needs of all DL are met	Breakfast club is fully funded to supportive vulnerable children with positive starts	This enabled a few children a really positive start to the day and was something they all looked forward to coming to.	This provision clearly enabled good starts to the day in some cases and reduced disruption to learning, particularly in the mornings.	<b>£638.84 + staff goodwill</b>

Brain Gym is run to support DL at the beginning of the day	This has been partly successful in settling children into school. It is very much dependent on the group of children present.	This is successful in helping some children whilst not having a negative impact on others.	<b>Staff goodwill</b>
DL are positively discriminated to represent the school in various activities to boost self esteem	This has been successful in the limited range of activities this year due to lockdown. DL are always considered first for enrichment activities.	Staff will continue to be reminded about having DL at the forefront of their minds.	<b>NA</b>
Lunchtime clubs are run twice a week by outside coaches with the specific goal of improving social skills and friendships.	This has been successful in reducing behaviour incidents at lunchtimes whilst all children were in school.	With the potential for sports premium being scrapped, this is a provision that will be under review as coaches won't already be in school.	<b>£2448</b>
Sport Mentors are employed to help children understand parts of school they find tricky such as; winning and losing, turn taking, sharing	This has been incredibly successful and the children have built amazing relationships with the sport mentors.	This is something that could prove really helpful in September for the children who find coming back to school a tricky transition.	<b>£9960</b>
DL are timetabled into the rainbow room if required	There has been useful scope to help with DL children when necessary. The needs of the child (DL or not) are always at the forefront of this provision.	Timetabling children at pinch points throughout the week will continue to support all staff. We are already mindful about bubbles and cross contamination in September- we will await guidance before making firm decisions.	<b>£51739.46</b>
TA employed as an ELSA one afternoon a week	This has been excellent for a small number of pupils. The referral system is based on need but DL does come into weighting who is seen and who goes onto the waiting list. The demand hugely outweighs the provision at this stage.	We are conscious that the demand for this may go even higher. However we are already mindful about bubbles and cross contamination in September- we will await guidance before making firm decisions.	<b>£2023.05</b>
TA employed as a play therapist one afternoon a week	This has been highly beneficial for a small number of DL pupils with the greatest needs	Play Therapy is a proven tool to help children deal with emotional trauma. This in turn helps them to be in the right frame of mind to learn.	<b>£3352.93</b>
Where beneficial, music lessons used for enrichment	This has been beneficial for one child in exceptional circumstances.	This is an expensive but useful tool, especially giving the children a positive start to the day and something to look forward to.	<b>£610</b>
Subsidising school trips for DL learners Greatwood equine therapy	This provision was great in terms of appropriate life experiences for children with significant SEN needs. It also	This was useful to relieve pressure on children and staff at school, whilst remaining very purposeful for the children attending Greatwood.	<b>£2775</b>

	Subsidising school trips for DL	Children were able to access a wider range of enrichment experiences than they would have otherwise had the opportunity to access.	This is a key branch of our DL provision and essential to our ethos of inclusion.	<b>£3938</b>
	Homework club for DL learners who cannot access homework at home for a variety of reasons.	This has been very successful in supporting children who ordinarily struggle with homework at home.	I think we need to start inviting children to homework club rather than opening it up. There are certainly children who are capable of completing it at home who turn to homework club taking places for DL who would benefit more.	<b>NA</b>
	PSA employed for 3 afternoons per week to support vulnerable families	This has been very successful in supporting parents of DL where the need arises.	Continue with this to support parents who are struggling across the school.	<b>£9332.28</b>
<b>Total</b>				<b>£117,761.15 + staff goodwill</b>

## Part two- From 23 March 2020

Given the unprecedented challenge that faced schools during the Covid-19 pandemic, resources that had been put in place to support Disadvantaged Learners in a school setting were redistributed to help the school function for key worker and vulnerable children and then a wider school opening on 1 June 2020. This also includes how school have supported all children, whether in school or at home, including Disadvantaged Learners.

### Wider strategies to support all pupils through Covid-19 school closures

Chosen action/approach	Estimated impact
Seesaw as the main home learning platform	Seesaw has been a resounding success during the pandemic and wider school closing. Home learning is a very difficult prospect but we are very proud of what we have been able to achieve with our families and school communities. In a survey sent to parents: 98.6% of parents said they could access it effectively; 94.9% of parents said the voice/video instruction from their child's teacher was helpful; 97.1% rated the school's helpfulness in setting Seesaw up as 4 or 5 (1-5 scale). A huge number of positive comments have been sent in on Seesaw, shared on the school gates and on local social media pages and the school's use of Seesaw has been recognised by other local schools and agencies, such as EPs.
White Rose resources as the way forward with Maths learning after an initial period on MyMaths	Initially, MyMaths was a useful tool in the weeks up to Easter. This was by way of revision using a system already up and running. The strategic decision to move to White Rose home learning content was made (and adapted to fit our school community) to enable children's learning to move forward. This has meant that we will have a good understanding of the work the children did whilst at home and already begin to identify areas they will have missed.
Delivery of books from school (observing social distancing and in line with guidance at the time)	This was hugely appreciated by parents and has enabled children to continue to take as much pride in the presentation of their work as they do at school.
Regular phone calls home to all children not accessing Seesaw (inc DL)	This has been hugely appreciated by parents. The teachers have taken a completely non-judgemental approach and have adapted the expectations of Home Learning for each child/family depending on their circumstances. Well being has been the focus of these phone calls but all parties understand the need continue relevant learning at home and the potential consequences of this in terms of falling behind peers. Where circumstances have transpired where we can help (such as printing worksheets if the device they are using is a phone) we have been as accommodating as possible.



End of Year catch up phone calls with parents	Parents have been able to book in a slot to speak to teachers about home learning and next year much like they would do with a parents' evening slot. Parents have had access to communicate with teachers during wider school closures through Seesaw. The uptake has been much lower than normal parents' evening appointments. This shows the effectiveness of communication through Seesaw throughout this period.
Opening school for vulnerable and key worker children	The deployment of human resources and physical resources such as rooms and IT equipment was thought out very carefully to enable this to function and well as possible. School specific criteria was introduced to make sure the provision was as sustainable as possible for as many children as possible. There have been regular meetings between DSL, SLT and PSA
Risk assessing the school before wider reopening	A huge risk assessment process was undertaken by SLT over May Half Term to mitigate as many risks as possible for staff and students, with both physical and mental health in mind. A working party was formed between SLT and Governors. This was vital in making sure the risk assessment process was as rigorous as possible. INSET day was set aside to gain input from all staff members and changes made to make everyone as comfortable as possible. The risk assessment is reviewed and updated on a regular basis.
Wider reopening of school for Reception, Year 1 and Year 6	Due to the above risk assessment, as subsequent communication with parents, we have been able to open on a part time, rota basis for YR and Y1, with Y6 on a part time, non-rota basis.
Redeployment of staff with underlying health conditions.	Staff who have been shielding have been redeployed to help manage workload of teaching staff. They have been trained to mark work from students learning at home to ease the workload pressure on the teacher in YR, Y1 and Y6. This has proven very successful in providing opportunities to contribute to the staff who are required to shield and also to balance up the workload between teaching staff in school and working from home.