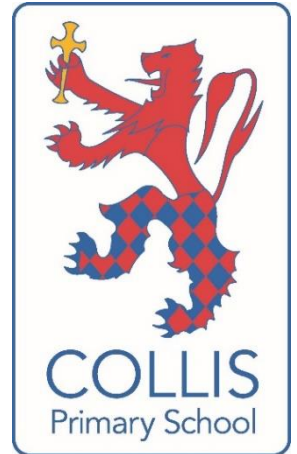


PUPIL PREMIUM IMPACT 2020 – 2021



Learning to make the world a better place



Care



Challenge



Collaboration



Courage



Creativity

PUPIL PREMIUM IMPACT 2020 – 2021

This document shows the impact of our spending plan for the Pupil Premium Grant (PPG) for the 2020 – 2021 academic year. The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups.

At Collis, the grant is allocated to initiatives to ensure pupils reach their full potential, both academically and socially. The school aims to raise the attainment and progress of pupils eligible for the PPG so that their performance is in line with pupils who are not entitled to the PPG (both nationally and within their own school).

Barriers to Learning for Pupils entitled to the Pupil Premium

We have identified the key barriers to learning for our PPG funded children as:

- Multiple barriers to learning e.g. SEND needs and EAL
- Social and emotional needs which affect pupils' learning and well-being
- Gaps in learning with reading, and writing e.g. Spelling, vocabulary and prior knowledge
- Gaps in learning with maths
- Access to trips, Year 6 school journey, extra-curricular activities (as appropriate to Covid guidelines) home learning/catch up curriculum, other school costs and opportunities
- Parental engagement with school supporting children's home learning
- Low attendance and punctuality issues

PERFORMANCE DATA OF CHILDREN ENTITLED TO PUPIL PREMIUM JULY 2021

Due to Covid 19, we have no available national data to show in relation to progress for the last academic year

IMPACT OF PROVISIONS AND INTERVENTIONS FUNDED BY THE PUPIL PREMIUM

In 2020 – 2021, the Pupil Premium Grant (PPG) was used to fund a range of interventions and activities for children, which effectively supported pupils' progress and their social and emotional development. In addition to this, the wide range of enrichment activities enhanced and developed children's learning, social skills and self-esteem. In view of the Covid-19 lockdown restrictions, all interventions ceased with learning going on-line via Google Classroom. The grant was used to support home-learning and well-being in a variety of ways. Many children returned to school to attend our Key Worker and Vulnerable Children's group (either part/full time)

Desired outcome	Strategy/Provision	Priority Focus	Impact
Children with multiple barriers to learning access timely, high-quality support in-school and from external agencies	1:1 specialist teaching to enhance progress and attainment of learners who are working below the level of their peers. - Train member of staff already employed with CATs to support those at CATs (pre-school and after care). Focus on pre-view learning of upcoming topics through sharing of stories/books - Teacher-led support to target key areas of learning such as spelling, phonics, or maths. - External agencies are used to target specific areas of need e.g. school nurse, speech therapists, Occupational therapy and Physiotherapy input is bought in. - Training for staff who are supporting PPG learners with specific difficulties.e.g. Educational Psychologist, dyscalculia and working memory courses and speech therapist support - Provision mapping software - Dedicated Educational Psychologist visits every Thursday - Use of new assessment systems Mark and O Track to highlight specific gaps in knowledge	Research from EEF suggests reducing group sizes and evidence-based interventions implemented timely will make a significant impact on closing the gap between PP and non-PP pupils. Targeted intervention prescriptive to the child's needs enables rapid progress.	No attainment or progress data available due to Covid-19 lock down. To be monitored in Autumn 2 2021 CATS had to run in year group bubbles due to COVID restrictions which meant there were no spare staff available to work on supporting children with pre-learning/reading. Other pre-school interventions were run by school staff in the summer term. Support from the Educational Psychologist and Behaviour Specialist have helped us to identify specific needs and find ways of targeting these needs for individuals. Tailored approaches were set and began to be implemented before Covid-19 lockdown in Jan 2020. Individuals have benefitted from OT and this will continue next year. Fine and gross motor skills have improved. The school places a high priority on staff training which was provided as needed by SENCO and other skilled staff to individual teachers, TAs and LSAs to include colourful semantics, Early Years social skills group, Chunks spelling, use of Units of Sound and Doodle Maths. Assessments were carried each term, including a baseline in September 2020, to identify specific gaps for individual children so these could be addressed by class teachers and support staff.

	and enable a more precise intervention for every child • Auditory Processing taught in Year groups 4 and 5		
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Social and emotional needs are met in school through high quality intervention and classroom practices	Full time well-being teacher and play therapist Well-being space for class use for meditation and PHSE lessons Nurture groups e.g. Construction club and fun friends - including ELSA trained member of staff Young carers to work with siblings of children with EHC plans Teachers embed strategies for good behaviour for learning (4Bs of Collis) Friendship week happens annually to continue to promote good behaviour. Use of PASS (pupils attitudes to themselves and school) to highlight key children in need of nurture intervention (Autumn 2) Zones of Regulation taught in KS2 Year groups	Internal evidence demonstrates that a high number of our PPG children who require academic support also have social and emotional needs which often affects progress. Children need to be 100% engaged within the lesson to make accelerated progress	Many children in the school have benefitted from Play Therapy. The play therapy has provided a safe, secure environment where children can express themselves through play and has enabled children to explore their feelings and emotions. Vital social skills such as compromising, negotiating and conflict resolution have been addressed and developed. The well-being of all children is a priority at Collis and children have weekly lessons in our well-being space. Circle times enable children to explore and address issues, which concern them. Through these sessions confidence, self-esteem and empathy are developed. The 5 Cs of Collis form an intrinsic part of school life (Creativity, Challenge, Courage, Collaboration, Care) The 4Bs for behaviour are embedded across the school and all significant behaviour incidents are followed up by SLT. Due to Covid restrictions on children mixing in school, very limited clubs were able to be run during 2020-21. Individual children had support at lunch times from an adult supporting another child where possible. Following school closure, due to Covid-19 in Jan 2021, regular phone contact was made with identified vulnerable children and parents on a weekly basis. All concerns we communicated to the appropriate members of SLT and actions taken. Families felt supported throughout lockdown as staff acted upon individual needs. Laptops were provided as well as meal vouchers and all families were encouraged to send their children back to school to attend the Key Workers and Vulnerable Children groups.

			PASS survey was carried out in Autumn 2 and any issues were addressed by class teachers and well-being teacher. Zones of Regulation is an ongoing focus.
Gaps in learning with reading, and writing are filled through targeted interventions in spelling, vocabulary and prior knowledge and no longer limiting progress	Wave 2 phonics intervention to develop phonic knowledge, reading skills and writing skills for 4 to 7 year olds who are learning to read and for 7 to 8 year olds needing to catch up (LAHT and TAs) Wave 3 phonics intervention (SENCo and assistant SENCo) Handwriting – dedicated curriculum time Tracks literacy – specialist literacy programme years 1, 2 and 3 Guided reading – Quality first teaching following INSET. KS1 – Year 4 (differentiated group reading). Years 5/6 Whole Class guided reading Nessy phonics programme years 2 and 3 Units of Sound years 4, 5 and 6 Clicker 5 training for LSAs to support writing Reciprocal reading taught to targeted groups of children years 4,5,6 CATs after school staff to be trained to support children with preview learning of key topics through dedicated reading of allocated books. Teachers target individual children to hear them read regularly and develop their skill.	Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF toolkit	The phonics programme has had a positive impact on the acquisition of phonic skills as shown by our internal assessment. The official phonics screening has been deferred until Autumn 2021. All named interventions have been successful in improving writing skills, phonic knowledge and developing reading skills. Children with SEND have benefited from these structured programmes, which are designed to support learning of children who have a range of needs including dyslexia. Careful assessment of children's progress shows positive results with all programmes with many of the children making accelerated progress. Training and staff meeting time dedicated to embedding different literacy programmes. Assessment and monitoring of interventions through Edukey have shown the effectiveness of these.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?

Gaps in learning with maths are filled through targeted interventions and no longer limiting progress	• Pupils benefit from small group maths lessons with highly qualified teacher • A maths curriculum group is continued and teachers are members of the maths Hub and receive regular training for mastery teaching (as per Covid restrictions). • Timestable Rockstars and Doodlemaths are targeted interventions for times tables, number bonds and developing fluency skills at home and at school.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF toolkit	In KS2, children who are working well below age related expectations are taught in a small group where teachers are able to adapt teaching styles to meet the needs of the individuals. Positive progress of the individuals and a marked improvement in confidence has resulted. Staff INSET sessions were used to develop teachers' knowledge and skills to enable them to deliver carefully adapted teaching in lessons All interventions outcomes are evaluated through using Edukey and OTrack assessment systems
Access to wider experiences	Financial support for the Year 6 school journey, trips and visits (as appropriate to Covid-19 guidelines) and holiday camps. Provision of free places for a range of extra-curricular clubs including holiday clubs during Covid-19 guidelines and then extend to original provision as guidelines lift: Sports clubs, Art clubs, Language clubs, Theatre lessons, Horse riding – in school provision, Music lessons, 1:1 or small group swimming tuition, forest schools	It is important that all children have opportunities to engage with the curriculum outside of the school setting and to make links with the real-world contexts and develop social skills. Free or subsidised extra-curricular activities and school trips ensure all PPG children are able to participate and engage in the wider curriculum	The Year 6 school journey was able to go ahead and identified children were given financial support to attend. Some local school trips ran in the Summer term and identified children were given financial support to attend No other major school trips were able to run due to Covid restrictions No after school clubs ran in 2020-21 due to continued COVID restrictions The swimming pool was not able to open due to COVID restrictions

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Parents are encouraged to engage in their child's learning and provide opportunities at home and at school for the children to consolidate and continue their learning	Family learning opportunities are developed at every opportunity to encourage parents to take an active role in their child's education Parents of PPG children are invited to breakfast club Hearing their child read and reading with their child to expose them to high-level vocabulary and exploring the wider world. LAHT (CR) to deliver on line workshops for parents in phonics and reading (Years 1-4 and 5-6) Circle of security parent group to develop parenting skills Dyslexia talk for parents to give parents strategies and ideas to help support with spelling, reading and homework Occupational therapy and sensory awareness workshop to give parents strategies and ideas for children who need sensory input	Research and previous provision in school suggest that, if families learn together in a school environment, this increases the interaction between home and school. EEF Research shows when children have eaten a nutritious breakfast it has positive effects on children's health, attainment and behaviour	The lockdown in Jan 2021 provided a good opportunity for parents to engage with their children's learning. Daily live lessons ensured contact was maintained with all children – those not attending were followed up with phone calls. Learning was submitted online so parents and teachers had a regular dialogue through this period about their children's learning Online workshops were delivered and parental feedback was positive Due to COVID the dyslexia talk and other workshops were not able to run

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Work with pupils, families, family support workers, school nurse, teaching staff and secondary schools to ensure a joint approach to improving attendance. Continue to monitor attendance of PPG children and talk to parents about support when absence drops below 90%	We will work closely with families through meetings with staff members, senior leaders and the Education Welfare Officer to identify ways of supporting them.	To improve the attainment of our PPG children it is important that their attendance improves. The attendance of our PPG pupils is lower than that of their non-PPG peers and we aim to increase this.	Head teacher and Admissions officer met half termly with the EWO to discuss attendance of all PPG pupils falling below 90% Admissions officer and class teachers worked with parents and carers to improve attendance and punctuality Attendance was recorded on termly tracking and class teachers kept informed if they fell below 90% to follow up with parents/carers at parent/teacher meetings Some children were offered free places at breakfast club to support their attendance SLT phoned and engaged with parents where necessary, especially re concerns about COVID to encourage attendance

Allocation	Details	Amount
Targeted support/interventions	1:1 teaching to support progress and attainment of learners who are working below the level of their peers	£41,196.60
	Teacher-led support to target key areas of learning such as spelling, phonics, or maths.	
	Provision mapping to maximise the effectiveness of our interventions and provisions	£1,098
	Training for staff who are supporting PPG learners with specific difficulties.	£500
	Teaching Assistant time in all year groups	£5,663.12
Wider Participation and Enriching the Curriculum	Provision of breakfast for all pupils entitled to the Pupil Premium	£573.95
	Financial support for the Year 6 school journey, trips and visits. TBC due to covid-19 guidelines	N/A
	Provision of free places for a range of extra-curricular clubs: Holiday clubs, Sports clubs, Art clubs, Language clubs, Theatre lessons, Horse riding – in school provision, Music lessons, Forest schools	£4,802.78
	1:1 or small group swimming tuition - To develop water confidence and skills. We aim to ensure all pupils are able to swim 25 metres, are confident in the water and have good awareness of safety. TBC due to covid-19 guidelines	£450
Social, Emotional and Mental well-being	Full time well-being teacher and play therapist	£37,098.54
	Well-being space - All children will have access to our well-being room	CSA funding
	Nurture groups –including ELSA trained member of staff	2,870.33
		£94,253.32