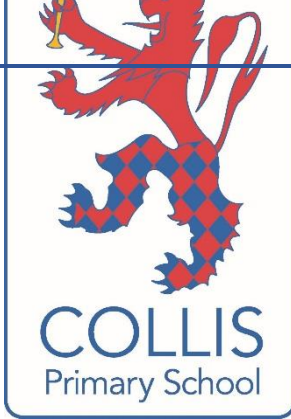


PUPIL PREMIUM IMPACT 2019 – 2020



Learning to make the world a better place



Care



Challenge



Collaboration



Courage



Creativity

PUPIL PREMIUM IMPACT 2019 – 2020

This document shows the impact of our spending plan for the Pupil Premium Grant (PPG) for the 2019 – 2020 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 (see Pupil Premium Strategy document for further information).

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 extra-curricular activities and other school costs and opportunities;
- Parental engagement with school, supporting children's learning at home;
- Low attendance and punctuality issues.

We aim to remove these barriers to learning through the development areas identified below. All priorities are vital in raising attainment for our pupils and are, therefore, not placed in order of importance.

Category	Priorities
A	To identify specific barriers to learning and social and emotional development for individual pupils and find ways of overcoming these barriers.
B	To support pupils' social and emotional well-being through access to appropriate interventions.
C	To improve attainment and progress in reading and writing for pupils entitled to the Pupil Premium.
D	To improve attainment and progress in maths for pupils entitled to the Pupil Premium.
E	To provide financial support for trips, extra-curricular activities and other school costs and opportunities.
F	To encourage parents to engage with their child's learning here at school and to provide opportunities at home for the children to consolidate and continue their learning
G	To work closely with families to improve attendance and punctuality.

PERFORMANCE DATA OF CHILDREN ENTITLED TO THE PUPIL PREMIUM 2020

1. Summary information					
School	Collis Primary School				
Academic Year	2019/20	Total PP budget	£84, 696	Date of most recent PP review	Autumn 2018 (local authority inspector) Nov 2019 (school Governor) May 2019 (Local authority audit)
Total number of pupils	785	Number of pupils eligible for PP	61	Date of next internal review for this strategy	November 2020 (Governor)

2a. Current attainment Key Stage 2 SATs 2020 (no data available due to SATs cancelled – Covid-19 lock down)						
% achieving the expected standard by the end of KS2	Pupils eligible for Pupil Premium - Collis	Non-SEND, Pupil Premium Collis	Non-Pupil Premium Collis	All pupils Collis	Pupils eligible for Pupil Premium - National 2018	Non-Pupil Premium National 2018
% achieving the expected or greater depth standard in reading						
% achieving the expected or greater depth standard in writing						
% achieving the expected or greater depth standard in mathematics						
% achieving the expected or greater depth standard in reading, writing and mathematics						

- In 2019 - 2020, five children were entitled to the pupil premium in Year Six.
- One of the children in this group had identified SEND, one of the children remained on shadow SEND register and two identified as EAL (one of which arrived in Year 6).

2b. Current attainment Key Stage 1 SATs 2020 (no data available due Covid-19 lock down)						
% achieving the expected standard by the end of KS1	Pupils eligible for Pupil Premium - Collis	Non-SEND, Pupil Premium Collis	Non-Pupil Premium Collis	All pupils Collis	Pupils eligible for Pupil Premium- National 2018	Non-Pupil Premium National 2018
% achieving the expected standard in reading						
% achieving the expected standard in writing						
% achieving the expected standard in mathematics						

2c. Current Progress from KS1 – KS2 2020 (no data available due to SATs cancelled – Covid-19 lock down)					
Progress score from KS1 – KS2	Pupils eligible for Pupil Premium - Collis	Non-Pupil Premium Collis	All pupils Collis	Pupils eligible for Pupil Premium - National	Non-Pupil Premium National
Reading					
Writing					
Maths					

PROGRESS OF CHILDREN ENTITLED TO THE PUPIL PREMIUM (Years 1 – 5 2020)

Due to Covid19 lockdown in March 2020, we have no available data to show in relation to progress. We intend to track these children closely in Autumn 2020

IMPACT OF PROVISIONS AND INTERVENTIONS FUNDED BY THE PUPIL PREMIUM

In 2019 – 2020, 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 teaching to support progress and attainment of learners who are working below the level of their peers - 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. speech therapists, Occupational therapy and Physiotherapy input is bought in. - Training for staff who are supporting PPG learners with specific difficulties eg. Educational Psychologist and speech therapist support. - Provision mapping software - Teaching Assistant time in all year groups	A, C, D	No attainment or progress data available due to Covid-19 lock down. To be monitored after Autumn2 2020 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. The Speech Therapist has worked with a number of children and teachers. Teachers have adopted strategies modelled by the therapist and this has had a high impact on one of the 6 children and the other 5 were receiving tailored support prior to Covid-19 lockdown. The speech therapist was unable to run her parent workshop due to Covid so has produced a video for parents for strategies to use at home. 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 and has unfortunately been unable to provide training for other schools due to Covid-19 restrictions and lockdown. Instead, training was provided as needed to individual teachers, TAs and LSAs to include colourful semantics, Early Years social skills group, Autism TEACCH approach, socially thinking, Precision Teach, Chunks spelling, Nessy, Read words. These were provided by the SENCo, speech therapist and EP. Teaching assistants have spent more time in class, supporting key children under the guidance of the class teacher

Social and emotional needs are met in school through high quality intervention and classroom practices	• Full time well-being teacher/play therapist • Well-being space for class use for meditation and PHSE lessons (based upon our Jigsaw Scheme) • Nurture groups E.g. Construction club and fun friends - including ELSA trained member of staff Lunchtime computer and home-learning clubs, for the upper school. • Young carers to work with siblings of children with EHC plans	A	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 5c's of Collis form an intrinsic part of school life (Creativity, Challenge, Courage, Collaboration, Care) Nurture groups have enabled vulnerable children to enjoy their lunch times and have opportunities to discuss their concerns and talk to someone in a safe and secure environment. For those children who find lunch time difficult a range of clubs have been provided to enable children to socialise together in supervised situations where they feel supported and learn to play together harmoniously. Lunchtime computer/ home-learning enables children to take time with friends and teachers to extend friendships and support home learning. Following school closure, due to Covid-19 in March 2020, regular phone contact was made with 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 class set up from Years 1-6.
Gaps in learning with reading, and writing are filled through targeted interventions in spelling, vocabulary and prior knowledge and no longer limiting progress	• 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. • Tracks literacy – specialist literacy programme years 1, 2 and 3 • Nessy phonics programme years 2 and 3 • Units of Sound years 4, 5 and 6	C	The phonics programme has had a positive impact on the acquisition of phonic skills. The phonics screening has been deferred until Autumn 2020 Tracks literacy, Nessy phonics and Units of Sound 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.

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	D	In KS2, children who are working 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. In Year 5, all other children in the mainstream class had access to 3 times weekly maths sessions during assembly slots in order to go over key learning from that day. It was a way of bridging some gaps using quality teaching with fluid groups of children only when intervention was required.
Access to wider experiences	- Financial support for the Year 6 school journey, trips and visits and holiday camps. - Provision of free places for a range of extra-curricular clubs including: Sports clubs, Art clubs, Language clubs, Theatre lessons, Horse riding – in school provision, Music lessons, 1:1 or small group swimming tuition, forest schools. - Research from the Education Endowment Foundation shows that provision of a nutritious breakfast has positive effects on children's health, attainment and behaviour. Breakfast is offered to all pupils entitled to the PPG.	E	Children were invited to attend our excellent holiday clubs, which provided strong support for families with specific needs. In addition, children were able to participate in a range of opportunities, which helped them to socialise and develop a positive sense of self. During the Covid 19 lockdown, some of our children attended a holiday camp during the school holidays run from another school site nearby. The Year 6 school journey did not go ahead due to Covid-19 restrictions. As a priority, Year 6 children were the first year group to return to school before the end of the summer term in order for self-esteem, confidence, positive relationships and a readiness for Year 7 to be reinforced. All PPG pupils are offered free places at our after school clubs. The high take up of this offer demonstrates that places are valued by parents and children. Life skills, such as swimming, are developed. Creative activities including craft club enable children to develop a range of skills as well as enabling them to express themselves creatively. Breakfast club has enabled children to be at school on time, ready to start learning at 8.50. It has also allowed them to focus and concentrate better during morning sessions.
Parents are encouraged to engage in their child's learning and provide opportunities at home and at school	Family learning opportunities are developed at every opportunity to encourage parents to take an active role in their child's education.	F	Positive relationships are developed between parents and our well-being teacher and this has resulted in tailored support and guidance for families in a wide range of areas. Following Covid-19 restrictions these relationships extended to weekly phone calls from staff members. Children with SEND either accessed the main Year Group learning or a bespoke home learning program via Google Classroom. Children with EHCP's received more regular communication and some face-to-face online teaching from their LSA See section above for other actions

for the children to consolidate and continue their learning	Circle of security parent group to develop parenting skills Dyslexia conference 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		The Circle of Security parent group meeting was unable to proceed due to Covid-19 lockdown. This is to be re-convened as per guide lines . The dyslexia session for parents was well-attended and very well received. Feedback from parents cited a greater understanding of dyslexia and ways of supporting their children effectively. This session will be repeated again this year. The OT workshop provided parents with a range of practical activities and strategies to support their children. Feedback was extremely positive. Parents of children with and EHCP had a talk on the transition process from SENDIASS.
To work closely with families to improve attendance and punctuality.	We will work closely with families through meetings with staff members, senior leaders, school nurse and the Education Welfare Officer to identify ways of supporting them.	G	We have worked closely with a number of families where attendance is an issue. In all cases, attendance has improved following our intervention. Attendance data for 2019- March 2020: All pupils = 96.13% All Pupil Premium children = 94.4% All Persistent Absentees = 86.20% Pupil Premium children and Persistent Absentees = 90.4% Attendance data for period during lockdown. 23 March – 22 May When we only had KWVC children 1 June – 17 July KWVC and Years R, 1, 2, 5, 6 Please note that not all Year groups came back for the same number of days/week therefore it is impossible to divide them by the same number of sessions to get a percentage, unless you want to break it down by year group. For the first period 23/2 – 22/5 2 x children attended everyday 6 x children attended between 2 – 6 sessions (a session is half a day) For the second period 1/6 – 17/7 41 x children attended between 17 – 70 sessions The KWVC children had the opportunity to attend a max of 70 sessions, the children in Year groups far fewer. 20 x children did not attend at all, either because Years 3&4 did not come back or because parents chose not to send them back.