



**Providing the rich soil that enables  
our children to develop deep roots and flourish.**

**Impact of Pupil Premium Grant: July 2021**

**2020 – 2021 Pupil Premium Grant Summary**

<b>Pupil numbers</b>	98
<b>Number of pupils eligible for PPG</b>	7 children and 1 service child
<b>Funding</b>	£9,725

**Please Note:** *There is no data displayed due to extremely low numbers. It is a concern that individual children may be identified. During our last Ofsted inspection, the school was advised, by the inspector, not to publish this data due to low cohort numbers.*

<b>Focus</b>	<b>Impact</b>
<p>To ensure that the PAD (practise, apply, deepen) approach to teaching mathematics is fully embedded within the school's progression alongside building upon quality reasoning and mental maths skills.</p> <p>Identify gaps using summative and formative assessments, planning quality first teaching alongside interventions to close these gaps.</p>	<ul style="list-style-type: none"> <li>• Observations, books and data show that Quality First Teaching is evident across the school.</li> <li>• Rigorous monitoring has identified that the PAD approach has been embedded.</li> <li>• The school has identified that reasoning and mental maths are to be the next focus, as remote learning did provide a slight barrier for these elements.</li> <li>• CPD and support have been implemented, where appropriate, which has impacted on QFT.</li> <li>• Gaps have been identified and addressed where possible.</li> <li>• Remote teaching has been a barrier, however, data has shown that PP children have closed gaps.</li> <li>• Gaps still remain across the school, however they have got smaller.</li> </ul>

<p>To deliver quality spelling and PVG (punctuation, vocabulary and grammar) lessons daily across the school ensuring continuity and progression.</p> <p>Increase the amount of time children are taught and able to practise handwriting.</p> <p>To increase the attainment in boys' reading through the choice of reading and writing material.</p>	<ul style="list-style-type: none"> <li>• Observations, books and data show that Quality First Teaching is evident across the school.</li> <li>• Rigorous monitoring has identified that PVG daily teaching has provided continuity and progression across the school.</li> <li>• Due to COVID, the teaching of handwriting skills was restricted.</li> <li>• As a school, we have implemented changes to suit the boys, however feel we need to further develop and have placed this on the school development plan.</li> </ul>
<p>Children will be able to access therapeutic story writing sessions as well as being able to discuss their concerns with the learning mentor.</p>	<ul style="list-style-type: none"> <li>• Due to COVID, the whole unit of TSW was unable to be delivered.</li> </ul>
<p>To provide full access to the wider curriculum by providing first hand experiences. PP children to participate fully in aspects of school life; residential trips, art experiences, outdoor learning, musical tuition, uniform, PE kit and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>• All PP children attended the residential trip and were able to access the same opportunities and experiences as their peers. Feedback from parents and children was extremely positive.</li> <li>• Pupil conferencing outlines how special the residential was for these pupils in terms of building confidence, self-esteem and having the opportunity to experience being away from home.</li> </ul>
<p>Teachers and TA to have release time to discuss interventions and support.</p>	<ul style="list-style-type: none"> <li>• Narrowing the Gap forms identified pupils' needs and these were addressed through measureable targets to identified the impact.</li> <li>• Even through COVID, some interventions were delivered remotely depending on the pupil and the need. Data shows the impact of these targets.</li> </ul>
<p>Tutoring</p>	<ul style="list-style-type: none"> <li>• Tutoring was based upon classroom objectives and delivered by class teacher or teaching assistant.</li> </ul>
<p>Pastoral Support</p>	<ul style="list-style-type: none"> <li>• The pastoral support lead supported 25% of pupils or families in this year. This has included working with both PP and vulnerable children and their families.</li> <li>• There were a range of needs including: well-being, medical issues, low self-esteem, lack of confidence, anxiety, the effects of COVID and transition fears. These children have benefited from 1 to 1 pastoral support. Where appropriate, meetings were held to identify how the school could support individual families.</li> </ul>
<p>Remote Learning</p>	<ul style="list-style-type: none"> <li>• Every pupil in the school accessed remote learning. Where appropriate, the school provided laptops for pupils and key worker support. Attendance was very good during these sessions and children made progress. Refer to data.</li> </ul>