

Pupil Premium Impact Report 2020 / 2021

Forecast Spend of Pupil Premium Grant 2020/2021

1. Summary Information

Total amount of PPG due (pre EYPPG) APPROXIMATION BASED ON NUMBERS AT CENSUS	£222,700 + LAC PPG
Total number of eligible pupils on roll in September 2020	363
Total number of pupils eligible for PPG	155
Date of most recent Pupil Premium	May 2020
Pupil Premium Grant	£1320 per eligible child
Pupil Premium Grant – Looked After Children	£1900 per eligible child
Pupil Premium Grant – Early Years	£300 per eligible child

2. Current attainment and progress

No data will be recorded for the 2019/2020 academic year as the national tests were cancelled due to Covid 19 and the national lockdown.

3. Barriers to future attainment for pupils eligible for Pupil Premium, including higher ability.

(i) In-school barriers (issues to be addressed in school, such as poor oral language skills)

September 2020 (Years 1 - 6)

- 25% (38 children) of the disadvantaged group are EAL learners.
- 12% (19 children) have additional special needs and are on the SEN register, including 3 EHCPs.
- 3% (5 children) of the disadvantaged group are on the SEN register and are EAL learners.
- Level of oral competence on average below national expectations, which impacts on learning.
- High number of EAL pupils.
- High mobility – gaps in prior learning

(ii) External barriers (issues which also require action outside school, such as low attendance rates)

- Parental concerns and anxiety regarding the Covid-19 pandemic
- Attendance and punctuality remains an issue for some of those eligible for PP funding
- Low aspirations; what can be achieved and how to be successful. Limited access to positive role models.
- Attendance and punctuality.
- Parental engagement with school and perceptions about education. Priority on learning and achievement.
- Access to resources, books, and life experiences.

4. Planned Expenditure

Academic Year | 2020 - 2021

The three headings below enable the school to demonstrate how it is using the PPG to improve classroom pedagogy, provide targeted support and support whole school strategies.

(i) Learning and Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>a) Improved rates of attendance for PP children.</p> <p>Better whole school attendance – aim to exceed the national target of #%.</p>	<p>ATTENDANCE OFFICER:</p> <p>Attendance monitored daily and implement support / guidance for families requiring it.</p> <p>Monitor attendance of pupil premium children. Target persistent absences.</p> <p>Clear expectations will be set in line with school policy.</p> <p>Early interventions and support will be put in place by school and the Local Authority.</p> <p>Attendance incentives – certificates, trophies etc. Information banners for attendance stats.</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance and punctuality has an impact on learning; amount of teaching time lost.</p> <p>Social emotional impact of entering a lesson late.</p>	<p>School policy will be followed – daily routines, procedures and follow up on pupil absence. Tracking and first day calling.</p>	DH	Termly
Impact:					
<p>b) Increased attainment and progress toward achieving or exceeding national age-</p>	<p>CPD opportunities; ongoing staff training on feedback, questioning and growth mindset.</p>	<p>EEF toolkit recognises pre-teaching and over-teaching as effective interventions.</p>	<p>Monitoring schedule: observations, book scrutiny, drop-in visits, and Governor learning walks.</p>	SLT	Half-termly at Pupil Progress meetings.

<p>related expectations for targeted groups.</p>	<p>Subject leaders' release time.</p> <p>Intervention Teaching</p> <p>Smaller Maths sets in targeted year groups led by HLTA and qualified teachers.</p> <p>Pre-teaching and over-teaching by LSAs to familiarise with vocabulary, revisit tricky concepts and skills taught in the morning.</p> <p>AIEP – Explore effective strategies for children working towards age expected and for those working at greater depth.</p> <p>AIEP - English working group looking at raising attainment in Reading across the whole school and the attainment of boys in writing.</p> <p>AIEP – Science co-ordinator to lead development of Science skills and understanding to further raise standards</p> <p>AIEP – further develop the Connected Curriculum</p>	<p>EEF toolkit recognises high quality feedback as an effective way to improve attainment.</p> <p>Raising the standard of teaching across the school will impact on learning and attainment.</p> <p>Aim for more teachers to consistently be delivering outstanding lessons.</p>	<p>NFER research shows schools who identify pupils underachieving or in danger of underachieving and target these pupils do well.</p> <p>Time for peer observation / reflecting each half term.</p> <p>Ensure that targeted pupils are identified early and tracked. Half-termly Pupil Progress meetings will be used effectively.</p>		
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<p>Impact: The limitations due to COVID, staff have been restricted to working in strict bubbles. This has led to fewer interventions occurring across year groups/classes. It has also reduced the ability to release subject leaders and for them to get into classes to support other teachers. Pupil progress meetings were conducted to identify those at risk of low progress, with particular reference to the impact of lockdown. Assessment data is difficult to compare from year to year due to the disrupted nature of the last two academic years and the lack of external assessments, however there was a significant bounce back in internal data between spring and summer assessment points last year as the children returned to school and staff expertly addressed any gaps which had formed.</p>					
<p>c) To enable children across the school to make progress with their language and communication skills, leading to increase in confidence and self-esteem.</p>	<p>Early Talk Boost Talk Boost KS1 Talk Boost KS2</p> <p>A better Start Southend project with Nursery.</p> <p>SEN LSA to implement Speech and Language Therapy Care Plans.</p>	<p>The EEF toolkit suggests that oral language interventions consistently show positive benefits in learning in oral language skills and reading comprehension.</p> <p>Pupils will improve their spoken language, expression and articulation of ideas with intensive support and guidance.</p> <p>Pupils will benefit from small group sessions allowing for development of self-esteem and confidence.</p>	<p>Planned schedule of support – target pupils to work in small groups with specialist trained LSAs.</p> <p>Purchase additional KS1 and KS2 sets.</p> <p>Training for staff leading the interventions.</p> <p>Reproduction of relevant materials.</p> <p>Purchase of dual language books.</p>	<p>SENCo / PPG Lead</p>	<p>Talk Boost every 6 – 8 weeks.</p> <p>ABSS SALT – on completion of data analysis – October.</p> <p>EAL – half-termly.</p>
<p>Impact: Talk boost was not able to occur due to class bubbles. The speech and language appointments from the local authority also did not consistently happen due to COVID which interrupted the progress which was being made. There were, however, a number of children who have since completed their sessions as a result of the progress which has been made in school.</p>					
<p>d) To enable children across the school to make progress in reading, leading to increase in confidence and self esteem.</p>	<p>Catch Up Literacy LSAs trained to run the intervention.</p>	<p>A book based approach that supports both dimensions of reading: word recognition (including phonics) and text comprehension.</p>		<p>SENCo / PPG Lead</p>	<p>Termly</p>
<p>Impact: Catch up literacy was only able to start up again in the summer term. With the additional use of COVID catch up funding, we were able to get additional staff trained and expect a bigger impact next year. Initial assessments and the early stages of the programme were carried out in the summer term with the expectation of hitting the ground running in the autumn term.</p>					
<p>e) Targeted children are better able to access learning</p>	<p>Learning Support for Inclusion – PP children with additional learning needs to</p>	<p>EEF toolkit and MITA recognise the impact of LSAs when the support is targeted</p>	<p>Progress will be checked half termly at Pupil Progress meetings.</p>	<p>SLT</p>	<p>Half-termly</p>

and manage their own learning.	work with SEN staff, class teachers and LSAs to implement interventions / support programmes.	and purposeful. John Hattie and EEF show that small group interventions with highly qualified staff are effective.			
Impact: Most year groups have two LSAs which add capacity, along with the Inclusion team to ensure that children receive the support they need. They have been crucial in addressing anxieties and gaps in learning as a result of lockdowns, particularly in our disadvantaged children.					
f) To enable all targeted children to be able to access online learning as required, either in the case of a wider lockdown or in the event they have to quarantine/isolate.	Appropriate technology to be purchased to bolster the number of devices provided by the Local Authority for vulnerable children.	Government advice is that disadvantaged children and families are less likely to have access to appropriate or enough devices.	Daily monitoring by class teachers and intervention teachers that the work set on Seesaw virtual learning platform is being accessed and completed.	SLT / teachers	weekly
Impact: We were able to obtain and distribute a large number of ipads from the DFE which vastly increased the accessibility of remote learning during the spring term lockdown. Unfortunately, we still found engagement amongst many of our disadvantaged children to be low. This was despite regular telephone and face to face contact. Where engagement was good, progress was made as a result of the excellent provision on offer.					
					Total cost
					£171000

(ii) Learning Behaviours, Social Emotional and Well-being					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
a) For pupils to have their basic needs met (Maslow's hierarchy) to ensure readiness to learn, both physically and mentally.	Parent and Pupil Well-being lead (DDSL) / Inclusion LSA / SENCo to support children and families in need or at risk: by referral to other agencies either directly or through the completion of EHFA forms; or by signposting children and families to members of staff who are able to support.	The EEF toolkit suggest that positive parental involvement is vital for pupils' success in school. Developing effective parental and familial involvement to improve their children's attainment is challenging but we have seen in the recent past a rise in family engagement.	Inclusion team will keep a log of support given / offered.	SENCo, KT, DD	Termly

	<p>Enable parents to support their children.</p> <p>To facilitate parenting sessions linked to need and / or family learning.</p> <p>MHST project / support worker to support children and parents to address lower level mental health concerns.</p>	<p>Specialist support workers to address concerns that parents have.</p>			
<p>Impact: MHST project had limited scope for impact during the last academic year due to their inability to visit schools. We are led to believe that this will be changing in the next academic year following the lifting of restrictions and we hope to see a bigger impact from our referrals. Our parent and pupil wellbeing lead continues to be highly effective with working alongside our families, identifying needs and making referrals to the relevant agencies.</p>					
<p>b) Children receive support and mentoring before the beginning of the school day ensuring that they are more able to access their learning.</p> <p>Positive impact on attendance – targeted invitations to some families.</p>	<p>Provision of Breakfast Club, staffing, additional food costs, pastoral support provided by Behaviour Support Team.</p>	<p>Maslow’s hierarchy of need. Caring for the children physically and emotionally on a daily basis has a positive impact on their attitude to the day’s learning, helping them to take full advantage of all learning opportunities.</p> <p>When a child is cared for and feels valued they are more receptive to their learning and to challenges in their learning – Growth mind-set.</p>	<p>Good communication between the staff at Breakfast Club, classroom staff and the Inclusion and Behaviour Support teams.</p>	<p>Breakfast Club staff</p>	<p>Termly</p>
<p>Impact: Our breakfast club was not able to operate due to our class bubble structure. This is due to recommence in the next academic year.</p>					

<p>c) Vulnerable children and families receive tailored support to help maintain pupil achievement. Improved attendance. Increased attendance of parents at family learning sessions and other events, including School Nurse sessions.</p>	<p>Parent and Pupil Well-being Lead / Safe-guarding (Deputy DSL) will work with identified children 1:1 as necessary; liaise with their parents and carers on a regular basis.</p> <p>Support for parents to get children into school during difficult periods.</p>	<p>EEF toolkit suggests that interventions have and identifiable and significant impact on children's attitudes to learning, social relationships and ultimately attainment.</p>	<p>Parent and Pupil Well-being lead (DDSL) will keep a log of support / meetings.</p>	<p>KT</p>	<p>Termly</p>
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Impact: For much of the year the normal 1:1 work with children was not possible. Throughout this very uncertain time the support provided to children and families has continued to be excellent. New ways of working have been embraced with professionals and families meeting over TEAMS and daily phone calls being made to the most vulnerable children and families during lockdown. Key staff have continued to sign post families to relevant agencies where support was still available.

<p>d) Behaviour Support Team</p>	<p>BST to identify children at risk of underachievement due to negative behaviour choices and learning behaviours.</p> <p>BST will support teachers in meeting the needs of these children in the classroom.</p> <p>Vulnerable children receive individualised and targeted support to enable them to better engage with learning opportunities, developing skills / strategies to access learning and experience success.</p>	<p>EEF toolkit suggests that interventions have and identifiable and significant impact on children's attitudes to learning, social relationships and ultimately attainment.</p> <p>Social and Emotional literacy interventions.</p> <p>Modelling of appropriate classroom / learning behaviours.</p> <p>Positive reinforcement.</p>	<p>BST will keep a log of support and its ongoing impact. Analysis of the behaviour logs / serious incident forms will be vital.</p> <p>Reinforce the need for all staff to be completing the behaviour logs and serious incident forms.</p>	<p>BST, SENCo / PPG lead</p>	<p>Termly</p>
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Impact: The behaviour team split their time during the year between proactive, preventative interventions working with those children identified as vulnerable or at risk as a result of SEMH difficulties and responding to immediate needs when they arose. Their work with our children with the most severe SEMH needs was highly effective at reinforcing positive behaviours whilst allowing other children to learn. They supported classroom staff, including trainee teachers, to deliver consistent behaviour management strategies. The calmness with how the school year has started is a testament to the good work they do with transition and the thought which goes into every decision.

e) Increased pride in appearance and pride in being a member of the school community. Pupils appropriately dressed for school and P.E.	School uniform loan and subsidy.	Developing confidence and a feeling of belonging allow children to better access learning.	Log kept by school office of use of loan uniform or fund.	Office Manager	Termly
Impact: Interventions that have helped develop relationships between the school and families have had a positive impact on the level of pride in being part of the Porters community and this is clear to see in the vastly increased number of children who consistently come to school in appropriate uniform. In cases where there is a genuine barrier to providing full uniform the school has been able to address this. The children are able to approach their learning with more confidence.					
f) Increased pride in being a member of the school community and representing the school. Pupils appropriately dressed for school sporting events.	Team kit available for sporting event.	Developing confidence and a feeling of belonging. Promoting pride in the school and their selection to represent the school.	Log of vulnerable children selected to represent the school at events and competitions.	PE Lead	Termly
Impact: There were no external sporting events for the duration of the school year.					
g) To provide targeted, expert support to enable children to develop life skills such as confidence, self-esteem and resilience in order to develop strategies to express themselves, work with emotions and access learning opportunities.	Play and Creative Arts Therapist	Pupils referred requiring support / play or art therapy will have an individualised 1:1 support package put in place.	Play therapist will provide the SENCo with session reports (non-specific) which will be stored electronically in the child's electronic file and password protected. Half-termly meetings to discuss the progress of the pupils. Parents and pupils are kept informed of support offered.	SENCo / PPG / TF	Half-termly
Impact: 9 out of the 10 recipients of play therapy sessions are eligible for pupil premium. This targeted, expert support enabled the children to further develop life skills such as confidence and resilience. This allowed them to develop strategies in order to express themselves, work with emotions and access learning opportunities more successfully. This has been able to address issues such as anxiety returning to school following lockdown, family bereavement and SEMH difficulties which might otherwise interfere with their learning.					

<p>h) To further develop and embed the principles of good health – both mental and physical well-being.</p>	<p>AIEP – Embed the principles of Growth Mind-set across the whole school. AIEP - Ensure our focus on healthy eating is reflected in all areas of school life. Opportunities to visit food workshops to explore different ingredients and recipes.</p>	<p>Maslow’s hierarchy of need. Caring for the children physically and emotionally on a daily basis has a positive impact on their attitude to the day’s learning, helping them to take full advantage of all learning opportunities</p>	<p>Regular visits will be booked and evaluated. Children will be encouraged to share what they learn in school and at home.</p>	<p>PPG lead/ Healthy School lead</p>	<p>Termly.</p>
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Impact: Unfortunately, trips were not able to happen last year. However, our growth mind-set principals were reinforced through our whole school assemblies. Despite not being able to meet together in the hall, we were able to continue these assemblies remotely and demonstrate progress towards chosen elements of growth mind-set in our weekly celebration assemblies.

<p>i) To raise pupil aspirations and expectations of their education and employability beyond primary school.</p>	<p>Fix Up Seminars - Embed the principles of Growth Mind set in Year 6. Encourage children to plan for a future that involves higher / further education (or alternative path) and greater choice of careers.</p>	<p>Data suggests that disadvantage pupils are more likely to be part of the NEET statistics. The 2014 Government research paper “School and College-level Strategies to Raise Aspiration of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation” suggests that a commonly-cited challenge in the survey (by students in KS4) included students not feeling like Higher Education is ‘for them’ and that early intervention before KS3 would be beneficial.</p>	<p>A day of workshops and a year group assembly will be booked for Year 6.</p>	<p>PPG lead / EK</p>	<p>On completion and then termly.</p>
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Impact: The Fix-Up seminars were again a very worthwhile investment both in terms of time and money. The team reinforced the school’s message and ethos around self-belief, determination and resilience. They taught the Year 6 students for coping with difficulties and challenges in day to day life as well as the more specific challenges that they were facing that year – namely SATs and transitioning to secondary school. Although they did not have SATs due to the pandemic their resilience was needed even more this year.

Total cost	£30000
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(iii) Enrichment					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
a) For all children to have experience of a professional theatre / drama performance. Link curriculum areas.	Book theatre / drama performance.	Watching live performances inspires children, encouraging a love of reading, developing skills for drama, speaking and listening; providing a 'hook' for writing opportunities across the school and curriculum	Liaison between Literacy leads and year groups to ensure that work is planned to take advantage of the opportunities presented before and / or after the performance.	PPG Lead	July 2021
Impact: This was not able to happen as a result of COVID.					
b) Increased participation in a variety of music lessons delivered by peripatetic music tutors. Opportunities to play in school events (carol concerts, consultation evenings, class performances) and to represent the school at larger events such as the Junior Music Festival.	Subsidy towards peripatetic music lessons.	Research has shown that learning to play an instrument enhances children's academic performance in all areas of the curriculum. The discipline of learning a new skill and commitment to practise helps foster skills of independent learning. Social music making enhances development in listening, social interaction and co-operation.	Music lead will invite all interested Pupil Premium children to sign up for peripatetic music lessons. Analysis to determine degree of impact on attainment / learning skills and strategies.	SB (Music lead)	Termly
Impact: Whilst there were no opportunities to perform in large public events this year, private subsidised lessons continued where possible. These were carried out remotely and enabled children to continue their musical education.					
c) All children will have equal access to school clubs. The range of activities offered will encourage development of social skills.	Subsidy of extra-curricular clubs. Resources for extra-curricular clubs.	Learning opportunities will be maximised. The pupils' social skills, confidence and self-esteem will be positively impacted.	Analysis of pupils taking part in activities in each year group.	Office Manager / PPG lead	February half-term 2020
Impact: Clubs were not able to operate last year as a result of COVID. The aim is to start them up as soon as possible in the next academic year following the easing of restrictions.					

d) All pupils will have equal access to a range of social, cultural, sporting experiences, visits and activities.	Subsidise trips and visits enabling access to enrichment activities.	Pupils' will have a broader experience allowing for new and different learning opportunities, encompassing culture, geography, history and the world they live in.	Analysis of pupils taking part in activities in each year group. Review of programme of activities.	SLT	February half-term 2020
Impact: No trips happened last year as a result of COVID.					
e) Increased parental engagement in PP children's educational development.	AIEP – further engage the parent community in the school. Parental Engagement Projects: Adult Education courses run by the local colleges; Workshops; Coffee mornings; after school drop-in sessions; good news texts / postcards	EEF toolkit and the NFER report on parental engagement (Aston & Grayson) detail the positive impact on learning of parental support and engagement. Increased parental engagement also allows for relationships to be built between the school, child and parents.	Record and monitor the parents who engage with opportunities to come into school.	SLT	Termly
Impact: Whilst we were not able to organise for workshops and large parental meetings last year, parents were regularly contact during lockdown to help them engage with online learning and our parent and pupil wellbeing lead was busier than ever ensuring that our families were safe both in lockdown and beyond. We hope to get parent workshops up and running in the new academic year following the lifting of restrictions.					
				Total cost	£16000