

## **2019-2020 Pupil Premium Funding Governors Report- Thursday 15<sup>th</sup> October**

### **What were our priorities?**

- Whole school Oracy development to raise standards in Reading & Writing through the development of a whole school culture of oracy with a focus on language skills and vocabulary across an integrated curriculum pedagogy.
- Targeted small group interventions / 1:1 support to maximise TAs impact on academic achievement. (Children who did not pass phonics check in Y1 and 2 received extra phonics booster lessons after school twice a week, which was successful.)
- Children identified in all classes during Pupil Progress Meetings in Autumn/Spring term and received 1:1/ 1:3 tutoring after school from a designated TA to enable accelerated learning to close the attainment gap between pupil premium and non-pupil premium pupils.
- Increase outdoor learning opportunities & life experiences so All children experience at least one local and national trip per year. Trips and Learning Outside of the Classroom experiences are mapped across school life.
- Pastoral Support for children and families from our extended welfare team.

### **Brief on how we spent the money?**

- Voice 21 partnership completed.
- WORD AWARE training attended by key members of staff to develop further strategies.
- Training and support to maximise use of TAs to deliver High Quality Interventions and pre/post teaching.
- Triads had started in autumn term for all staff to improve their own professional development. Staff training continued on a weekly basis, which included Makaton for some staff.
- T4W embedded throughout the school and approach is consistently used, units used over Lockdown by all teachers. Impact is evident when monitoring quality of teaching, book scrutiny and high engagement in lessons.

### **Impact**

- Whole school agreed approach for reading and writing which will impact on outcomes in reading and writing in 2020-21.
- Consistent whole school approach using Oracy framework to enable and empower children to become confident, articulate and engaging speakers. Planned purposeful Oracy outcomes and skills integrated into the curriculum each term to support the development of reading and writing skills, which are purposeful and meaningful.
- Teaching assistants used effectively and professionally developed in line with whole school priorities.
- Welfare team offered a high level of support to families throughout the duration of lockdown. SLT/ teachers supported families with home learning by weekly phone calls, messages, home visits and registers were kept to record and communicate to all staff.

### **How Covid impacted on the funding spend and what we wanted to achieve?**

- End of year assessments did not happen and so impact of priorities could not be measured.
- Lockdown impacted on engagement in learning and therefore a loss of learning. Although we maintained a fairly consistent high level of engagement during school closure, we know from returning to school that this has impacted on basic skills such as phonics, maths and reading.
- Opportunities for Oracy were provided as a challenge activity as part of the home learning provision.
- Monitoring of the whole school approach by reading/ writing lead.
- Reduced visits/ experiences, limited to autumn term only.

### **As a result of this impact what are we planning to do?**

#### Whole School Approach to Literacy & Vocabulary Acquisition

- **Overview:** Talk 4 Writing and Talk for Reading whole school approaches and implementation of the teaching of vocabulary through WORD AWARE strategies.
- **Outcome:** Tried-and-tested whole-school approaches that have been developed in high attaining schools, often in challenging areas, and proven to raise standards. 'Word Warriors' bespoke approach to the explicit teaching of vocabulary

#### Whole School Oracy & language Development:

- **Overview:** Improve oral language skills through an explicit, coherent and consistent focus on oracy, supporting learning through debating, discussions and deliberating philosophical questions.
- **Outcome:** To enable and empower children to become confident, articulate and engaging speakers

#### Targeted Small Group Interventions

- **Overview:** Interventions support the teaching of basic skills, language and reading identified using robust approaches (Wellcomm, Basic Skills, Benchmarking, Baseline Assessments) and credible research based interventions ( Early Talk Boost, NELI, X-Code, Switch -On, Accelerated Reader)
- **Outcome:** Diminish the gap on attainment between PP children and Non- Pupil Premium

#### Pastoral Support for Individuals

- **Overview:** We welcome a high proportion of pupils from vulnerable or disadvantaged backgrounds  
**Outcome:** A strongly integrated PHSE curriculum and Pastoral team develops ALL children socially, emotionally and behaviorally. Specific SEMH issues are targeted through 1:1 and small groups.

#### Pastoral Support for Families

- **Overview:** Welfare, Attendance & Family Liaison Officers support all of our families  
**Outcome:** Improved home links and support parenting skills and engagement Interventions.

## **Parental Engagement**

- **Overview:** To help support a recovery curriculum we have set high expectations from our parents to support home learning using Class Dojo & Google Classroom.
- **Outcome:** Reconnection for children to previous learning and prevent any barriers to learning if a child needs to return to online learning.

**Please see Pupil Premium impact report on the school website for any further details.**