

Impact Report

Pupil Premium Strategy

2020- 2021



Quality of teaching for all

Desired outcome	Chosen action / approach	Impact								
<p>Achieve the best outcomes for PP eligible pupils in Reception Class to ensure the attainment gap closes</p>	<p>Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching Additional staff will ensure quality first teaching across the Phase and provide targeted intervention</p> <p>Promote additional outdoor learning opps to improve engagement and language/communication skills</p> <p>Speak Write speech therapist to provide CPD for staff, small group work, 1- 1 support for identified EYFS children including KS1 children.</p> <p>EYFS parent workshops to support the early years development</p> <p>Conversation corners being a new driven area with the EE EYFS provision</p> <p>Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support</p> <p>Colourful semantic to be integrated within the curriculum provision</p>	<p>Autumn review</p> <p>Baseline showed that all 6 were working below in all areas. 2 were new to Knypersley</p> <ul style="list-style-type: none"> A strict basic skills timetable was implemented once baseline was completed. DA children received additional intervention and communication with home. Curiosity cubes and colourful semantics have been implemented and training given to staff to support. <p>As a result 100% made expected progress and 67% made acc progress in W and 83% in R and M. There are 50% (3 children) OT now in Reading and maths and 17% (1 child) in writing.</p> <p>Next steps</p> <p>Intervention to focus on application of phonics into writing and a further two children are targeted to become OT in W in Spring</p>								
<p>Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation</p>	<p>Appointment of intervention teacher High quality CPD based on quality first teaching.</p> <p>Introduction of new higher level text based reading. Review of existing topics</p>	<p>Y1 child was targeted with intervention as a potential HAP in R and W and Autumn data shows that he is working at ID (HAP).</p> <p>Triple A profiling has been undertaken in Y2 and children selected for Intervention to ensure they are working above in Reading.</p> <p>Ability levels</p> <table border="0"> <tr> <td>Baseline</td> <td>Y1 (2 SEN, 6 LAP, 1 OT)</td> </tr> <tr> <td></td> <td>Y2 (1 SEN, 3 LAP, 4 OT, 3 HAP)</td> </tr> <tr> <td>Data 1</td> <td>Y1 (2 SEN, 2 LAP, 4 OT 1 HAP)</td> </tr> <tr> <td></td> <td>Y2 (1 SEN, 2 LAP, 5 OT, 3 HAP)</td> </tr> </table> <p>Gaps between DA v NDA (higher ability) Y1 7% in R, 2% in W, 1% in M) Y2 5% in R, 1% in W, 7% in M</p> <p>Next steps</p> <p>Further intervention to ensure secure and increase Y1 HAP HAP Intervention in Y2 based on GDS criteria for 5 pupils OT intervention for 2 children</p>	Baseline	Y1 (2 SEN, 6 LAP, 1 OT)		Y2 (1 SEN, 3 LAP, 4 OT, 3 HAP)	Data 1	Y1 (2 SEN, 2 LAP, 4 OT 1 HAP)		Y2 (1 SEN, 2 LAP, 5 OT, 3 HAP)
Baseline	Y1 (2 SEN, 6 LAP, 1 OT)									
	Y2 (1 SEN, 3 LAP, 4 OT, 3 HAP)									
Data 1	Y1 (2 SEN, 2 LAP, 4 OT 1 HAP)									
	Y2 (1 SEN, 2 LAP, 5 OT, 3 HAP)									

		Target 82% OT and 45% working above by end of year
<p>Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p> <p>Y1 R, W, M</p> <p>Y4 R and W</p>	<p>Improve the opportunities for phonics and reading CPD</p> <p>Increase the opportunities for application of writing across the curriculum and for pleasure.</p> <p>Access and CPD to LAP toolkits to enhance progress</p> <p>Focussed additional support from TAs and additional teacher. Broaden range of learning opportunities to promote engagement eg visits, visitors, outdoor learning. Creative writing, physical development, reading & maths workshops, for parents.</p>	<p>The gap is significant in Y1 in all subjects 48% in R, 36% in W and 31% in M at expected attainment level, however it is not significant at above expected.</p> <p>It remains significant in Y4 in English 27% in R and 24% in W</p> <p>Next steps Targeted intervention in these year groups (RF in Y1 and CT in Y4) Decodable Phonics reading books to be introduced and personal phonics and reading plans for those working below</p>
Total budgeted cost		£63, 500

Targeted support

Desired outcome	Chosen action / approach	Impact
<p>Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation</p>	<p>Provide additional small group work/intervention for Highest ability PP eligible pupils</p> <p>Gold challenge is pushed – exposed more from the potential Silver challenge group</p>	<p>Triple A profiling has been used in all year groups to identify and target potential HAP children</p> <p>Non negotiables from the Triple A have been devised to ensure all children receive additional intervention and reasonable adjustments in class to support them achieving their best</p> <p>Targeted Intervention in Y1 in R and W has taken place during Aut 1</p> <p>Targeted intervention for R in Y4 has been undertaken by CT</p> <p>Accelerated Progress Y1 R - 22%, W – 11%, M – 44% Y2 R – 9%, W – 0, M – 18% Y3 R – 21%, W – 7%, M – 0 Y4 R – 33%, W – 0, M – 0</p> <p>Next steps W in all year groups needs to be targeted. Continue with R interventions as less children are working above in English</p>

<p>Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p> <p>Y1 R, W, M Y2 M Y4 R and W</p>	<p>Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.</p> <p>Implement some formal interventions to support gross and fine motor skills</p> <p>Apply the strategies from the toolkits and make the reasonable adjustments</p>	<p>Next steps Targeted intervention by RF for M in Y2 and Y1 Targeted intervention in these year groups (RF in Y1 and CT in Y4) Decodable Phonics reading books to be introduced and personal phonics and reading plans for those working below</p>
<p>Create a whole school approach to identifying, supporting and assessing SEMH issues and provide a wider range of opportunities for social and emotional development</p>	<p>Employ a specialist counsellor for 1/2 day per week to support on a 1:1 and group basis as required</p> <p>Trailblazers to support children with mental health needs</p> <p>Mental health team to support families with availability at parents evening and half termly dropins</p> <p>Broaden staff awareness of specific SEMH issues Develop growth mindset approaches in staff and pupils</p> <p>Forest school KS1 &2 intervention to support mental health wellbeing</p>	<p>This is on hold at present due to COVID</p> <p>Next steps Trailblazers to be used more effectively to support in school Explore remote options with both Trailblazers and Visyon</p>
Total budgeted cost		£9000

Other Approaches

Desired outcome	Chosen action / approach	Impact
<p>Significantly close the attendance gap between PP and NPP pupils</p>	<p>Daily contact/monitoring Support clinics Accessibility to support online, face to face and paper based Target focus families for intense support Provide breakfast club Provide for basic needs- clothes /equipment Provide transport</p>	<p>Attendance data for DA is not consistent however since focusing VIP Education further since October it is improving month on month September - 96.1% October – 95.8% November – 97.6%</p> <p>This is 96.7% Cumulative compared to All pupils – 97.3%</p>
<p>Improve both parental and pupil engagement and support for the parents of pupils eligible for PP</p>	<p>To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.</p> <p>Ensure a range of clubs are offered throughout the school day and many without a cost attached</p>	<p>This is on hold due to COVID</p>

	<p>Increase the pupil leadership team to provide a sense of responsibility and raise self-esteem</p> <p>Become more involved with community and MAT events</p>	
<p>Improve both parental and pupil engagement and support for the parents of pupils eligible for PP</p>	<p>Ensure all PP parents have access to written and verbal communication- via workshops, information evenings, website fun engagement events and informal events.</p> <p>Invite parents in for Secret reader</p> <p>Select parents for trip helps – don't ask for volunteers.</p> <p>Weekly parent dropins</p> <p>Parent engagement days</p> <p>Refer to agencies for help –eg Home Start.</p>	<p>This is on hold due to COVID</p>
Total budgeted cost		£8,000