



The Deans Primary School

Pupil Premium Strategy Statement March 20 to March 21

Number of pupils and Pupil Premium Grant (PPG) received				
Total number of pupils on roll	346			
Total number of pupils eligible for PPG	73 Free School Meals (FSM) 3 Classed as Looked After (LAC) 9 Post classed as Looked After 90 total PPG Sept			
Amount of PPG received per pupil	£1320 FSM £1200 LAC £1900 POST LAC			
Total amount of PPG received	£126,974 Proposed Spend vs Actual Spend £99,739			
Date of the most recent PP Strategy Review	Spr2 2020	Sum2 20	Au2 20	Spr1 20
Covid Statement	During this period that is evaluated there were two lockdowns - March through to June 2020 and then limited phasing in. Then Jan to March 2021 for whole school. Decisions that were made around the spend and allocation of the Pupil Premium monies were taken in line with the school best endeavours to provide the best possible education and that maximum possible impact on PPG pupils across the pandemic between March 2020 and March 2121 when they were only in school effectively for one term. All spending decisions should be reviewed within this context.			

In-school barriers (These are issues to be addressed in school)	
	PPG children need to be identified as early as possible in EYFS
	PPG children particularly in EYFS have missed significant schooling due to Covid 19
	Increased focus required for PPG children in EYFS and Early intervention particularly around speech and language
	Parental support for PPG parents around behaviour and also Early help identification - Pastoral
	Need to focus on PPG children working in all combined subjects.
	Ks1 PPG children do not perform as well in Phonics
	KS1 PPG attainment at higher levels to improve
	Consistency and frequency of reading support for PPG at home.
	Vocabulary range below that of Non-PPG
	Maintain PPG progress from KS1 outcomes to KS2 outcomes
	Increasingly mobile PPG intake need to be accurately assessed on entry.
External barriers (These are issues that also require action out of school)	
	Attendance of PPG children needs to be constantly monitored
	Parents of PPG held accountable for support that the children require out of school
	Covid 19 - Global pandemic - not all PPG children able to attend school
	Covid 19 - Those PPG that could attend school have to maintain Bubble integrity
	Covid 19 - current FSM pupils needed to be provided with food parcels across holidays

Objectives		
1	To ensure that the school has a clear understanding of the impact of the Pandemic on PPG pupils attainment and to minimise any impact through high quality remote quality first teaching and learning in a Covid secure environment.	£20,323
2	To ensure that where face to face and remote learning takes place PPG pupils continue to receive bespoke intervention and support of the highest quality.	£45,696

3	To support vulnerable PPG pupils and families through Lockdown and ensure that they do not drop off the radar. To improve attendance of PPG children when they return to school full time..	£6,837
4	To remove individual barriers for key PPG pupils	£26,883
	Total Spending	£99,739
	Unspent Resources	£27,235
	Carry Forward 19/20	£8,500
	Carry Forward to 20/21 Plan	£35,735

Overall Success Criteria

Objective 1:

To ensure that the school has a clear understanding of the impact of the Pandemic on PPG pupils attainment and to minimise any impact through high quality remote quality first teaching and learning in a Covid secure environment.

OVERALL IMPACT

KEY STAGE ASSESSMENT POINTS

- EYFS, KS1 and KS2 external assessment points were not conducted in Summer 2 2020 in line with government guidance, therefore it is impossible to evaluate the impact of the PPG spending against this criteria.
- School is able to demonstrate the impact that First lockdown had on PPG pupils Current Y1-6 in school by comparing end points at Spr1 20 and Au1 20
 - This is not possible for Current Rec children as half were not attending school Nursery
 - Should be noted that the Assessments that were made in Au1 20 were after a full half terms teaching so the real learning loss may well have been far greater.

EVALUATION on Impact of first lockdown on PPG

- Where there is comparable data (Current Y2 to Y6) clear evidence on the impact of Lockdown on PPG
- This impact was greater than on Non- PPG pupils
- PPG pupils can be seen to be progressing positively towards pre Lockdown levels at ARE
- By the end of Au2 PPG pupils had recovered pre Lockdown levels at ARE in Maths, were moving steadily towards in Reading and were well below in Writing
- By the end of Au2 PPG pupils had surpassed pre Lockdown levels Above ARE

- When compared to Non PPG pupils at ARE the Lockdown had a broadly similar impact on Reading at ARE, a greater impact on Maths for PPG and significantly larger impact in Writing for PPG
- At Above ARE both Non-PPG and PPG pupils can be seen to surpassed the levels of attainment that they had prior to lockdown by the end of Au2 20
- This data overall shows that the PPG pupils were impacted more by the first lockdown.
- Actions taken by the school across the Lockdown and across the Autumn term have supported a positive recovery of the PPG children at all levels.
- PPG Recovery is stronger than Non-PPG at ARE in Writing and Maths but not in Reading.
- PPG attainment still remains below pre-Lockdown levels, Non- PPG are much closer to pre Lockdown levels.
- Recovery of non PPG children is stronger at Above ARE

Impact of FIRST lockdown on PPG

69 pupils		Missing Assessment	On Track or Higher			Higher		
Reading	No. (%)	No. (%)	Spr1 19-20	Aut1 20-21	Aut2 20-21	Spr1 19-20	Aut1 20-21	Aut2 20-21
All Pupils	69 (100%)	2 (2.9%)	73.1%	67.2%	68.7%	22.4%	23.9%	23.9%
Change:				-5.9	1.5		1.5	0.0

69 pupils		Missing Assessment	On Track or Higher			Higher		
Writing	No. (%)	No. (%)	Spr1 19-20	Aut1 20-21	Aut2 20-21	Spr1 19-20	Aut1 20-21	Aut2 20-21
All Pupils	69 (100%)	2 (2.9%)	70.1%	55.2%	59.7%	11.9%	7.5%	16.4%
Change:				-14.9	4.5		-4.4	8.9

69 pupils		Missing Assessment	On Track or Higher			Higher		
Mathematics	No. (%)	No. (%)	Spr1 19-20	Aut1 20-21	Aut2 20-21	Spr1 19-20	Aut1 20-21	Aut2 20-21
All Pupils	69 (100%)	2 (2.9%)	76.1%	68.7%	76.1%	22.4%	17.9%	23.9%
Change:				-7.4	7.4		-4.5	6.0

Change Key: Increase in % Decrease in % Unchanged

PPG vs Non PPG Impact of Lockdown

205 pupils		Missing Assessment	On Track or Higher			Higher		
Reading	No. (%)	No. (%)	Spr1 19-20	Aut1 20-21	Aut2 20-21	Spr1 19-20	Aut1 20-21	Aut2 20-21
Pupil Premium	69 (33.7%)	2 (2.9%)	73.1%	67.2%	68.7%	22.4%	23.9%	23.9%
Change:				-5.9	1.5		1.5	0.0
Not Pupil Premium	136 (66.3%)	10 (7.4%)	84.9%	80.2%	84.1%	38.9%	33.3%	47.6%
Change:				-4.7	3.9		-5.6	14.3
205 pupils		Missing Assessment	On Track or Higher			Higher		
Writing	No. (%)	No. (%)	Spr1 19-20	Aut1 20-21	Aut2 20-21	Spr1 19-20	Aut1 20-21	Aut2 20-21
Pupil Premium	69 (33.7%)	2 (2.9%)	70.1%	55.2%	59.7%	11.9%	7.5%	16.4%
Change:				-14.9	4.5		-4.4	8.9
Not Pupil Premium	136 (66.3%)	10 (7.4%)	82.5%	79.4%	78.6%	29.4%	24.6%	30.2%
Change:				-3.1	-0.8		-4.8	5.6
205 pupils		Missing Assessment	On Track or Higher			Higher		
Mathematics	No. (%)	No. (%)	Spr1 19-20	Aut1 20-21	Aut2 20-21	Spr1 19-20	Aut1 20-21	Aut2 20-21
Pupil Premium	69 (33.7%)	2 (2.9%)	76.1%	68.7%	76.1%	22.4%	17.9%	23.9%
Change:				-7.4	7.4		-4.5	6.0
Not Pupil Premium	136 (66.3%)	10 (7.4%)	90.5%	85.7%	87.3%	32.5%	29.4%	42.1%
Change:				-4.8	1.6		-3.1	12.7
Change Key:			Increase in %	Decrease in %	Unchanged			

Objective 2.

To ensure that where face to face and remote learning takes place PPG pupils continue to receive bespoke intervention and support of the highest quality.

OVERALL IMPACT

Strategies employed had a definite impact in terms of pupils being able to access online remote learning that actually meant something. It provided appropriate challenges for pupils at home and provided excellent assessment information to teachers in order to develop next steps in learning.

Engagement on remote learning was enthusiastic and well received by parents and carers. Pupils were able to meet with an adult that they could see on a daily basis and this supported engagement.

Objective 3.**To improve the attendance of PPG children across the school.****OVERALL IMPACT**

Attendance of PPG children across the pandemic and in remote learning sessions has remained high throughout.

PPG 92.7% vs Non PPG 94.5%

Objective 4.**To remove individual barriers for key PPG pupils****OVERALL IMPACT**

The Administration officer effectively organised and delivered the food parcels that the families needed throughout the lockdown, subsequently adapting the system to an electronic voucher based system that meant that no child was without food during the pandemic.

All PPG pupils across the school were able to access remote learning through the loan of a device from school and support in setting up devices. Families were given the very best chance of engaging with remote learning.

Across both lockdowns pupils engagement checked 3x per week by DHT. Parents contacted directly if not seen by TA or class teacher. Where required individuals were escalated to external agencies. Individual welfare checks conducted by the school.

Objective 1:**To ensure that the school has a clear understanding of the impact of the Pandemic on PPG pupils attainment and to minimise any impact through high quality remote quality first teaching and learning in a Covid secure environment.**

Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
Target Tracker Subscription	£1,240	SLT need to have quality summative data to be able to make the best decisions regarding the position and effectiveness of PPG strategies in school.	- SLT able to evaluate PPG position and make decisions re provision - Impact of decisions measurable over time
Impact -	Target Tracker has provided a mechanism to quickly and effectively allow SLT to focus on the provisions and not the calculation of statistics. This has allowed us to fully understand the issues facing PPG pupils and the impact of our		

	actions and the Pandemic on PPG attainment.		
Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
Employment of an additional Teacher to work in Y6	£19,832	One third of the Y5(then) and Y6(currently) class are PPG. At the time that the appointment was made at the height of the pandemic bubbles had to keep their integrity so any additional staff had to be allocated to one year group only. It was unclear at the time when the Lockdown would finish and when or if SATs assessments would be going ahead in the Summer. Strategic decision was made to support the Y5/6 cohort across the pandemic and into the recovery	Y5(then) and Y6(currently) children make rapid progress toward recovering learning loss after first lockdown

Impact -

Y6 - Pupil Premium (11 pupils)

Year 6: 11 pupils		On Track or Higher		
Reading	No. (%)	Spr1 19-20	Aut1 20-21	Aut2 20-21
All Pupils	11 (100%)	54.5%	81.8%	81.8%
Change:			27.3	0.0

Year 6: 11 pupils		On Track or Higher		
Writing	No. (%)	Spr1 19-20	Aut1 20-21	Aut2 20-21
All Pupils	11 (100%)	72.7%	81.8%	81.8%
Change:			9.1	0.0

Year 6: 11 pupils		On Track or Higher		
Mathematics	No. (%)	Spr1 19-20	Aut1 20-21	Aut2 20-21
All Pupils	11 (100%)	54.5%	54.5%	81.8%
Change:			0.0	27.3

Change Key: Increase in % Decrease in % Unchanged

Objective 2.

To ensure that where face to face and remote learning takes place PPG pupils continue to receive bespoke intervention and support of the highest quality.

Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
TA contributions across 1st Lockdown to ensure that individual and group remote learning could be supported within each bubble	£7500	Wherever possible PPG pupils should have the same support and access to intervention groups and small group support during the lockdown.	All PPG pupils that are in school or working remotely have access to small group sessions to support their learning either in person or remotely.
Impact -	Every year group and bubble was able to engage in twice daily meetings with the teacher and the TA throughout the lockdown. Where pupils were struggling TAs were able to create additional meetings and support children's		

	learning. This started within the first week of lockdown and was a continuous feature throughout. TAs rota to support bubbles that were in school also.		
Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
TA / HLTA contribution Sept20 to March 21 to ensure that each bubble had a dedicated TA / HLTA available	£38,196	Returning to school in Sept 20 in bubbles did not match the staffing plan where TA's were intended to be shared across year groups. Therefore in order to maintain the integrity of the bubbles and also allow for interventions to happen and for the teacher to be supported in the	All PPG children who are below ARE to have additional support either through direct intervention or additional support within the classroom.
Impact -	The Impact of these actions can be seen in the strength of the recovery of the PPG children across the Autumn term at both ARE and above ARE. PPG children were well supported to progress quickly back to starting points pre Lockdown.		
Objective 3. To improve the attendance of PPG children across the school.			
Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
Education Welfare Officer Contribution	£2,023		
Impact -	There was no way to evaluate the impact of the EWO across this period of time as attendance meetings were not able to be held with him as he was on long term sickness and the LA was not able to support another EWO. The school continued to manage attendance internally - however the contribution still had to be honoured.		
Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
Contribution towards grounds development scheme	£4,814	The school has an ambition to create a world class learning environment which engages and helps support children's development.	- PPG children able to engage in a much more dynamic and environmentally conscious environment - Opportunities for enhanced creative play, growing and outdoor learning.

		This small contribution enabled the completion of a major grounds development scheme that will be of benefit to PPG children and the whole school for years to come.	
Impact -	Funding supported the addition of a biodome to enable us to grow throughout the year and create a living jungle environment. Also supported the creation of shared talking boxes for children to have communication friendly spaces to engage in. Work to be completed by Summer 2021		
Objective 4. To remove individual barriers for key PPG pupils			
Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
Contribution to Administration Officer	£4,220	See attendance Above Significant administrative burden on office staff in preparing and organising food parcels and deliveries for all of the FSM pupils that were not in school during the pandemic. Also significant burden on ensuring that all PPG pupils had a working device that was able to access the internet to allow them to engage in remote learning	• All FSM pupils to receive appropriate food parcels and support across the pandemic. • All PPG pupils to have access to a usable device for remote learning.
Impact -	The Administration officer effectively organised and delivered the food parcels that the families needed throughout the lockdown, subsequently adapting the system to an electronic voucher based system that meant that no child was without food during the pandemic. All PPG pupils across the school were able to access remote learning through the loan of a device from school and support in setting up devices. Families were given the very best chance of engaging with remote learning.		
Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?

Contribution Apr20 to Aug 20 for DHT to support and check on vulnerable pupils including PPG that were not in school.	£10,400	The majority of PPG pupils were not able to attend school during the first lockdown as their parents and carers were not defined as critical workers. This meant that most of the PPG pupils were having to access the remote learning offer from the school during the first lockdown. DHT tasked with ensuring that PPG and vulnerable pupils were accessing remote learning and that bespoke mental health support offered where required.	• PPG attendance and engagement online throughout lockdowns monitored • Those that not engaged followed through on LA processes and Welfare checks
Impact -	Across both lockdowns pupils engagement checked 3x per week by DHT. Parents contacted directly if not seen by TA or class teacher. Where required individuals were escalated to external agencies. Individual welfare checks conducted by the school.		
Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
Contribution from Sept 20 to March 21 to enable individual and family support through the creation of a pastoral team led by the DHT DHT also led the mental Health recovery plan for all children returning to school in Sept 20	£9,550	PPG families in our school tend to be some of the most complex, with difficult and involved support packages needed to help. The Pastoral Team is newly created and is to ensure that there is a group of people in school that can spend the time engaging with key PPG families and supporting their needs the best that we can.	• Parents and families of PPG pupils to have dedicated support available to them in school. • Designated member of SLT to deal with most complex cases and link to key agencies outside of school that can offer support. • Pastoral team have time to undertake key training on additional and complex issues that might effect families and carers.
Impact -	There has been a significant upturn in the number of parents who have needed to access support from the DHT over the past year and across lockdown. These cases have become increasingly complex and take up a huge amount of time. Without those capacity families and therefore children would not have the support that they need to access education appropriately. Whilst difficult to directly quantify the is no doubt about the positive impact of this work.		

Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
1 -1 support for individual child to enable them to access learning after funding removed by another council part way through a financial year.	£2,000	PPG child needed additional support even though this was withdrawn by the authority.	Ability to access mainstream education.
Impact -	Child able to be accommodated within the mainstream setting, before moving to specialist provision.		
Item / Project	Cost	Reasoning	Success Criteria - what impact are we aiming for?
Taxi to enable PPG child to access specialist provision whilst local authority processed transport application.	£713	Child offered full time place at specialist provision at another school that was able to meet their needs. However the local authority took several months to process the transport application. School decided to fund the transport independently to allow the child to get to school and for the mum to get their other child to The Deans on time.	
Impact -			