



# Annual Pupil Premium Impact Review 2020-2021



Number of Pupils and Total Amount 2020-21	
Total Number of Pupils on Roll (September including FS1, will rise in January)	308
Total Number of Pupils on Roll (September excluding FS1)	282
Total Number of Pupils Eligible for Pupil Premium Grant	105 (based on January census) (37% of school, F2-Y6)
Amount of Pupil Premium Grant Received per Pupil	£1320
Total Amount of Pupil Premium Grant Received	£141.225

Pupil Premium Grant (PPG) is an additional amount of funding given to schools with the aim to raise the attainment of disadvantaged pupils, close the gap between these pupils and their peers and to support these pupils in reaching their full potential, both academically and socially. Pupil Premium Grant is available for children registered as eligible for free school meals at any point in the last six years (Ever 6 FSM), Looked After Children (LAC) and children whose parents are in the Armed Forces (Service Pupil Premium-SPP). Schools can spend this money as they see fit in order to 'close the gap' between pupils who are perceived to be 'disadvantaged' and other pupils. It is not linked to a specific child but used for overall impact. This funding is provided directly to the school from the Government therefore schools are held accountable for the expenditure and impact of this funding.

2020-21 Expenditure Plan		
Item/Projects Planned	Objective/ Expected Impact and Outcome	Cost 2020-21
Procure additional services from Educational Psychologists and Outside Agencies	<ul style="list-style-type: none"> <li>Support teachers, parents and carers, where there is concern about pupils' educational development and/or behaviour in school.</li> <li>Support multi agency development and implementation of Education, Health Care plans (EHC).</li> <li>Children are better equipped to cope with their emotions and feelings and as such be ready to learn.</li> <li>Families are involved in developing strategies to help with their child both at home and at school.</li> <li>Due to the Pandemic the face to face offer was limited this year. However, to overcome these obstacles, support was still accessed on a virtual basis.</li> <li>Tailored support was procured for two children with complex needs and meetings were held regularly to monitor progress towards outcomes.</li> <li>Working with other agencies, we have submitted two applications to seek EHCPs for two children and a further</li> </ul>	£5,500

	<p>three children have now been offered specialist provision after a series of plan, do and review cycles, conducted in collaboration with specialist colleagues. Parents of all children have also received support and advice from our partner agencies.</p>	
Employ an EWO	<ul style="list-style-type: none"> <li>To continue to raise attendance with an aspirational target for all at 96.5%.</li> <li>The EWO will continue to develop relationships with families and support the school in improving attendance, particularly where there is persistent absenteeism.</li> </ul> <p>The EWO worked closely with our PSA, and where appropriate Social Care too, to tackle poor attendance and support improvements. During covid enforced school closures, the EWO also supported with safeguarding and welfare visits. EWO involvement includes all children across school, including F1. We feel it is imperative that good habits are instilled from F1, in preparation for full time school. Our EWO was also involved in a number of our EHA plans, offering support, advice and guidance to support families as part of a multi-agency approach.</p>	£4,444
Use of CPOMS safeguarding tracker	<ul style="list-style-type: none"> <li>To continue to use the CPOMS safeguarding online system.</li> <li>The CPOMS system continues to be a crucial tool in our safeguarding procedures. All information is stored securely and instantly accessible to the appropriate staff. Information is recorded in a timely and efficient manner and information can be filtered and shared with colleagues, external professionals and partner agencies as required. The system is fully electronic and as such information is fully secure at all times.</li> </ul>	£1100
Continue to employ a PSA and Learning Mentor	<ul style="list-style-type: none"> <li>To support parents, carers and pupils with educational, emotional and behavioural issues.</li> <li>To extend positive working relationships with hard to engage families, supporting the whole family.</li> <li>To support parents in supporting their child's learning.</li> <li>To provide adult learning support for Parents and Carers.</li> <li>To be lead professionals on EHA plans and co-ordinate support packages</li> <li>The PSA and Learning Mentor have supported numerous families and individuals across the year. The school currently has 25 families with an EHA, supporting 39 children. Of the 25 plans, school is the lead professional for 21.</li> <li>In addition to the support offered to those on EHA plans, a further 10 children subject to Social Care involvement have been supported on an ongoing and/or as and when basis and we continue to offer a package of children to 6 individuals subject to SGO arrangements.</li> <li>Both the Learning Mentor and PSA have supported families and individuals in addition to those noted above. This has included signposting to different agencies and services, completing relevant paperwork and providing social and emotional support. During the pandemic they have also facilitated virtual sessions for children with outside specialists.</li> </ul>	£52,416

	<ul style="list-style-type: none"> <li>The PSA and EWO worked weekly to analyse and monitor attendance using the school's SIMS attendance tracking document. Internal School Attendance Panels (ISAPs) and home visits were conducted where appropriate and concerns and poor attendance patterns tackled early. Referrals for formal involvement and action were made when attendance remained an issue despite school intervention and support.</li> <li>Unfortunately, due to the pandemic some groups (e.g. SEND support) have not been able to operate due to social distancing and risk assessment restrictions but these will be reinstated from September 2021. This has not affected the support offered, but has meant there has been more telephone and virtual support as opposed to face to face.</li> </ul>	
Increase teaching capacity in KS1 during Term 1 initially, employ an additional LSA in KS2, 1 Early Years Practitioner and two additional SMSAs	<ul style="list-style-type: none"> <li>To raise children's self-esteem and their basic skills</li> <li>To support the challenging needs of the school community and ensure early intervention, language development and support to meet individual needs in EYFS and KS1</li> <li>To provide additional targeted support in key areas of learning for those transitioning from EYFS to KS1, addressing gaps resulting from C-19 impact</li> <li>To support children's physical development in the EYFS to aid writing skills.</li> <li>To employ additional SMSAs to meet the increased challenging needs of the current school community</li> <li>Increased staffing capacity allowed the NELI project to be delivered in EYFS and this provided additional support for children in developing their language skills, complimenting work already taking place.</li> <li>Smaller RWI groups and RWI 1:1 tutoring helped to accelerate children's learning and we achieved our best ever outcomes in the Y1 phonics screening check (with the Y2 children assessed in Autumn, in line with all schools nationally due to the covid delay).</li> <li>Additional SMSAs enabled the children to be supported, during a difficult year, with their social and emotional needs at lunchtime through smaller staff to pupil ratios.</li> </ul>	£51,326
Scrap Shed Replenishment	<ul style="list-style-type: none"> <li>To enable the resources in the scrap shed to be replaced and refreshed throughout the year, offering children new challenges to develop their problem solving skills.</li> <li>The pandemic has restricted access to the scrap shed, but over the course of the year it has been used in a covid secure way where possible. The children fully engage in scrap shed sessions, show high levels of enjoyment and develop their problem solving skills.</li> </ul>	£2,100
Staffing Costs to run Breakfast and After School Clubs	<ul style="list-style-type: none"> <li>To provide children with an opportunity to develop personal interests, individual and life skills.</li> <li>Despite the pandemic, a breakfast club continued to be facilitated, in line with Government guidelines. Additional staffing was sourced (using staff from school already familiar to the children) and separate bubbles meant we were still able to ensure that children who attended were prepared well for</li> </ul>	£13,484

	<p>the start of the school day, enjoying a nutritious breakfast and time with their friends in a covid secure environment.</p> <ul style="list-style-type: none"> <li>• After school clubs were limited due to government restrictions but will fully resume in September 2021.</li> </ul>	
Barnsley Music Services	<ul style="list-style-type: none"> <li>• To provide children with the opportunity to access musical instrument tuition.</li> <li>• Despite the pandemic, all children in Y5/6 received musical tuition (brass and percussion) and there was subsidised 1:1 tuition for children with opportunities for children to learn the piano and woodwind instruments. Two pupils who have been learning for two years now have progressed from absolute beginners to taking their exams 😊.</li> <li>• The annual Barnsley Music 'in person' Festival at the Metrodome was cancelled but this year the children were able to join in virtually and this enabled them to showcase their talent, join with other children and schools across Barnsley to perform together and to see their music teachers perform too.</li> <li>• During the school lockdown in Term 2, the music teachers were able to provide materials to be shared with the children working in school, and those learning virtually at home. This ensured continuity and helped support the children in their festival performance.</li> </ul>	£4,338
Curriculum Enhancement, Educational Visits and Life Experiences	<ul style="list-style-type: none"> <li>• To provide children with life experiences to support their learning.</li> <li>• To subsidise a residential allowing children to develop their self-esteem, team building and confidence while experiencing different activities.</li> <li>• To celebrate achievements within the four school teams</li> <li>• Educational visits were suspended due to Government restrictions enforced by Covid. This meant that the annual residential has had to be moved to the next academic year.</li> <li>• The Y6 visit to Crucial Crew was able to be facilitated once some restrictions were lifted and it was felt the educational value of this trip meant it should be accommodated, in a covid secure manner.</li> <li>• While the Team Trips could not be facilitated off site, and there were limitations on visitors to site, each term the team with the most success stones were given with a non-class based (covid secure) reward afternoon.</li> </ul>	£2,700
Training and Development	<ul style="list-style-type: none"> <li>• To source/access specific training for Class Teachers, Learning Support Assistants, Learning Mentor and Parent Support Advisor to support and enhance the life and academic success of vulnerable children and their families.</li> <li>• To work with other schools to continue to develop early language and reading</li> <li>• Despite the pandemic, RWI training, consultation and support for staff has been maintained and this has been key to the children achieving well in their sessions due to ongoing tutoring of staff and collaboration with RWI trainers.</li> <li>• CPD has been sourced and accessed as appropriate by a number of members of staff in different roles across school. While training has been largely virtual, statutory training</li> </ul>	£4,000

	<p>requirements have been maintained alongside additional courses to support the leadership of EYFS, the implementation of the NELI programme, reading and maths CPD (including the Number Sense programme which has been adopted) and safeguarding training for the PSA and Learning Mentor.</p> <ul style="list-style-type: none"> <li>• Furthermore, staff have continued to forge links across the ECM trust to support one another, to review and implement new initiatives and to share best practice.</li> </ul>	
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### Impact

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement. Termly Governor meetings, and work with the ECM Trust ensure high levels of challenge and accountability. In addition, over the past 18 months and for the next 12 months we will continue to work with the English Hub and as part of their support, data is scrutinised regularly.

- Assessment Data is collected termly but reviewed regularly between data collection points by individual teachers, subject leaders and the Deputy Headteacher and Headteacher. Teaching staff, learning support assistants and the Learning Mentor attend and contribute to pupil progress meetings once a term. Individual needs are discussed and the impact of interventions is reviewed. They are adapted or changed if they are not working and children who have not made sufficient progress or who need to make accelerated progress to achieve challenging targets are monitored on year group commentary sheets.
- Leadership time is allocated to enable Leaders of Learning to monitor progress, achievement and attainment in their subject area and to enable the SENDCOs to monitor SEN children. It has also enabled them to provide support to colleagues where appropriate.
- Assessments are moderated regularly within Year Group teams to ensure they are accurate and staff attend LA events where available to further support secure judgements.
- Feedback about performance is given to children and parents.
- National Statistical Data, SATS data and the results of the Y1 Phonics Screening Task, along with internal whole school data tracking systems are used to evaluate impact in terms of attainment and progress.
- *\*\*N.B. Although formal testing at national level did not take place this year, the school still conducted rigorous assessment throughout the year and Y6 and Y2 children completed SATS papers from a previous year in June 2021. In addition our Y2 children completed the national phonics screening check in November 2020 and the Y1 children completed a mock phonics screening check in June 2021 ahead of their formal check in Autumn 2021.*