



Impact of Pupil Premium Spending - June 2021

Period covered from September 2019 to end of June 2021

Circumstances surrounding this year's evaluation of the impact our Pupil Premium grant spending has had on the progress of our disadvantaged pupils are unique.

The COVID 19 pandemic has meant that school has unexpectedly been closed twice between March 2020 until 8th June 2020, closed until September for some year groups and then again from 1st January 2021 until 8th March 2021. A significant proportion of children (35% of children) were in school continuously. All other pupils were engaged with remote learning.

The UK government has taken the decision to cancel all primary national assessments for summer 2020 and summer 2021 including the cancellation of Year 6 and Year 2 SATs, EYFS end of Reception assessments, Year 1 phonics screening checks and Year 4 multiplication checks.

Early Years progress

Our published Pupil Premium Strategy makes clear key barriers to learning including:-

- A. Social and economic factors – including life experiences
- B. Safeguarding and emotional barriers
- C. Speech and Language development
- D. Level of mobility and attendance of some children
- E. Children having the necessary equipment to be effective learners

WELLCOMM programme and assessments

As so many children enter Nursery with communication, speech and language difficulties, school uses a speech and language toolkit, which screens children enabling us to identify those who require support.

WELLCOMM programme has been used across Nursery and children new to Reception classes in 2020 - 21.

September 2020	% of children working at their age related expectation – comprehension and expressive language	% of children working significantly below their age related expectation
Full Cohort	30%	70%
Pupil Premium Only	14%	86%
July 2021	% of children working at their age related expectation – comprehension and expressive language	% of children working significantly below their age related expectation
Full Cohort	52%	48%
Pupil Premium Only	43%	57%

Progress of pupil premium children is better (29%) increase compared to non FSM children (22% increase)

Data suggests a very positive impact on the rate of progress for disadvantaged pupils in the Early Years.

Nuffield Early Language Intervention

This is an evidenced based early language intervention for children in Reception who show weakness in their early oral language skills and who are therefore at risk of experiencing difficulties with reading.

Five target children, the children who had received the intervention had improved their expressive language skills, including the use of vocabulary and grammar. Their confidence to talk with both adults and peers improved and their willingness to instigate conversations.

Their letter-sound knowledge and spelling also improved particularly during phonics sessions. These children will continue to be monitored throughout Year 1.

Speech and Language Therapist

The enhanced Speech and Language Service was purchased by school to support staff with the identification and subsequent support for children with speech and language needs. This was commissioned after careful consideration of SLCN need within the school and also the impact of COVID on speech and language development in the Early Years particularly. The impact of having the enhanced provision is as follows:

- Children and their families benefitted from reduced waiting times for assessment and therapy
- Children have benefitted from early identification of need and school referrals are triaged and children allocated quickly to the most appropriate areas of the service
- Early years staff have benefitted from the therapist modelling strategies to support early SLCN need
- Improved speech and language involvement in the annual review and referral process for high needs children with EHC plans and assessments
- Online training provided for staff on areas of SLCN
In the two terms 35 pupil premium children have benefitted from early identification of need and/or direct therapy from the link Speech and Language Therapist
- Therapy has benefitted children with early receptive and expressive language skills in Reception and Nursery particularly
- Social communication difficulties have also been identified quickly enabling timely referrals to the neuro developmental pathway for assessment
- The speech and language therapist has supported SENCO and school staff in parent meetings
- Regarding support next year, the enhanced SLT will aid the SENCO in providing additional professional development opportunities for school staff as well as ensuring that provision in school remains effective

Monitoring Activities – September 2020 to July 2021

School has continued to monitor the quality of its curriculum and its implementation within the constraints of the COVID 19 risk assessment.

Monitoring activities have included pupil voice activities, an audit of talk in the classrooms, alongside book scrutiny.

Evidence from all of these monitoring activities clearly demonstrates that disadvantaged pupils make at least as good as progress as non-disadvantaged children and some make more progress.

Assessments were completed in October 2020 in reading, writing and mathematics for years 1 to 6.

Analysis shows that the percentage of all children working at age related Expectations (ARE) was less than the comparable assessment in 2019. The school closure from March 2020 to September 2020 had impacted negatively on overall levels of attainment.

Detailed analysis showed that regression in learning was not more pronounced for disadvantaged groups.

This effect on our disadvantaged groups was mitigated by strong remote provision and targeting of vulnerable groups for in school provision during the period of closure.

Monitoring activities have continued throughout school during the pandemic however, this has been done within the limits of class bubbles and the school's Risk Assessment.

There is clear evidence from regular book scrutiny that disadvantaged pupils make at least as good progress as their non-disadvantaged counterparts and often make more progress.