

## **Pupil Premium-End of year review statement for 2019-20**

Shortly after completing our mid-year review of Pupil premium expenditure in February 2020, schools in England were affected by the coronavirus pandemic. Throughout the period of closure, we continued to provide care and support for the children of key workers and our most vulnerable pupils.

We know from research that disadvantaged children's learning is likely to be adversely affected by the school closure and we have worked hard to mitigate this. We provided home learning activities, both online and in paper-based format. We are aware that internet access has been problematic for some families and have endeavoured to provide support where this is the case, e.g. delivery of learning packs to children's addresses. We also contacted our most vulnerable families weekly. Staff went above and beyond to support families, this included for some families: delivering FSM food parcels/vouchers and socially-distanced doorstep visits.

At the beginning of June 2020, following government and local authority guidance, additional children in foundation stage and year 1 returned to school and in September there was a full return to school for all children. We have worked hard to ensure that these returning pupils are safe and happy in their bubbles. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school has been minimised. With this in place, we have now turned our attention to identifying any learning gaps which have come about during the lockdown period, particularly for disadvantaged children.

### **Pupil Premium Impact 2019-2020**

In academic year 2019-2020 16% of the children at Stondon Lower were eligible for Pupil Premium.

Total number of pupils on roll = 146

Total number of pupils eligible for PPG = 24

Total amount received 2019-20 (Sept 19 - March 20= £15,075 April 19 - Aug 19= £6,130) = £21,205

Carry forward from financial year 18/19= £209.08 Total amount- £21,414

Total amount spent in academic year 19/20= £10,955.40 (detailed below)

Strategies to	Cost	In school	Impact of strategies on closing gaps 2019-20
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close gaps for Academic year 2019-2020			Barrier strategy linked to	
1	Teaching intervention	£675.00	A	<p>HLTA provided additional teaching of English and Maths through personalised interventions with Pupil Premium children as directed by the class teacher based on gaps and needs analysis.</p> <p><b>Evidence: mid-year data and pupil progress meetings:</b>  As we do not have any end of year data to show the impact of this strategy due to the national pandemic, the mid-year data saw 50% of the children were on track to achieve ARE in reading, 25 % on track in writing and 40% on track in maths.</p> <p>When HLTA was able to provide the interventions, this strategy was a successful one which helped fill gaps in the children's learning and in conjunction with other strategies were helping to have a positive impact to the children's progress. However, other commitments such as covering classes meant that the delivery of interventions was not always regular which is why other strategies were also used to support this identified in school barrier. It will be a strategy that will continue to be used to maximise the use of HLTA when not covering classes.</p>
	Teaching intervention	£160.00	A	<p>An identified child received 5 weeks of 1:1 tuition prior to enforced school closure by a teacher after school once a week. This 1:1 tuition focused on reading, writing and maths. This was an approach used to avoid the child who was at risk of falling behind because of absences due to regular medical appointments to remain on track to meet ARE.</p> <p>Evidence: mid-year data</p> <p>At midyear the child was on track to make ARE in reading. If the sessions were able to continue it was likely that the child would have made good progress in writing and maths to make ARE. This is a strategy that is effective and would be used again.</p>
2	Additional classroom support	£7465.00	A B C	<p>A variety of support staff have some of their salary apportioned to support specific children that are eligible for PP funding. The activities include some of the following:  Speech and language interventions  1:1 support in class and at break times  Small group work</p>

				<p>Spelling interventions</p> <p><b>Evidence: data, pupil progress meetings, pupils work</b></p> <p>Effective deployment of teaching assistants who have been trained in delivering specific interventions ensures targeted children are supported and receive the required intervention.</p>
3	Teacher time with Subject leaders	£90.00	A C	<p>HLTA was used to cover the class teacher/subject leader each half term to discuss, track and evaluate interventions. This amounted to an average of ½ day per term. This has significant impact on understanding how these children can best be supported and evaluate interventions and their impact.</p> <p><b>Evidence: Pupil progress meetings, Pupil passports</b></p> <p>This is a very successful strategy and will be continued.</p>
4	Intervention across the school with behaviour for learning with personalised individual activities.	£1898.55 + £233.00 (Parental support)	D	<p>The Behaviour support worker has worked with groups of children and individuals supporting those identified PP children and their families. This helps to develop their confidence in learning, supports their concentration and resilience and establishes strategies for improving behaviour both at home and school.</p> <p><b>Evidence: Pupils accessing support from the behaviour support worker clearly having their emotional and social needs addressed</b></p> <p>This is a very successful strategy. The role of the behaviour support worker will continue to support children across the school and where necessary their families. During lockdown the behaviour support worker continued to work with families and children supporting their needs and additional needs arising due to the impact of COVID 19.</p>
5	1 TA to deliver Social and Emotional support (SMILE) Level 1	£115.00	D	<p>A number of our PPG and other vulnerable children worked with the SMILE mentor 1:1 or in small groups giving them a listening ear, an opportunity to talk, to learn strategies for helping them to learn, regulate behaviour and provide them with more confidence.</p> <p><b>Evidence: staff, children and parent feedback, soft outcomes as a result of the support</b></p> <p>This is a very successful and much needed strategy which will continue allowing our vulnerable children to have an accessible mentor within the school as recommended in Keeping children safe document.</p>
6	Funding to provide	£91.50	Other approaches	<p>Educational visits were subsidised so that no PPG children felt excluded or isolated.</p> <p><b>Evidence; pupil feedback, parent feedback, equal opportunities</b></p>

	inclusion of school trips/visits, swimming lessons/ASC and clothing etc			This strategy enables all pupils' access to the widest range of activities and opportunities and no pupil at Stondon Lower school will miss out on an opportunity because they are disadvantaged.
7	Music tuition	£77.35	Other approaches	<p>Music tuition was provided to enable a child who expressed an interest in learning a musical instrument and wanted the opportunity to have lessons that they would not have ordinarily have been able to do due to the financial implications.</p> <p><b>Evidence: child's confidence, behaviour and engagement in learning improved, positive parental feedback.</b></p>
8	Other (Health and well-being)	£150.00	Other approaches	<p>A variety of sporting activities are provided during the school holidays, promoting a healthy lifestyle and enable those children who attend the opportunity to participate in activities they would not ordinarily be able to due to the financial implications.</p> <p><b>Evidence: improved wellbeing for child</b></p> <p>Funding was allocated during lockdown for an identified child as a means of supporting their mental and emotional well-being as a result of a safeguarding concern.</p>

**Total spend: £10,955.40**