

## **Stondon Lower School Pupil Premium-End of year Impact review 2020-21**

The national pandemic continued to affect schools in England with further enforced school closures. 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 and daily live lessons. 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 and loaning devices to our families without sufficient access to devices. 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 start of March 2021, following government and local authority guidance, 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 second lockdown period, particularly for disadvantaged children.

### **Pupil Premium Impact 2020-21**

In academic year 2020-2021= 14% 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 = 21

Total amount received 2020-21 (Autumn 20 - Spr 21= £18,390 Summer 21= £7,466) = £25,856

Carry forward from financial year 19/20= £10,458.60 (unspent from Lockdown 2020) Total amount (incl carry forward)- £36,314.60

Total amount spent in academic year 20/21= £36,852.11 (detailed below)

Strategies to close gaps for Academic year 2020-21		Cost	In school Barrier strategy linked to	Impact of strategies on closing gaps 2020-21
1	Teaching intervention	£10,683.32	A B C	<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: internal data, pupil progress meetings and Teacher assessment end of year data:</b></p> <p>As all statutory assessments were cancelled due to the national pandemic, teacher assessment provided the end of year data to show the impact of this strategy: 58% of the children year 1-4 achieved ARE in reading, 47 % in writing and 63% in Maths. From Jan- March 8<sup>th</sup> 2021 during enforced school closure, 24% (5) children eligible for PP attended regularly with an additional child attending the last week prior to a full school return. These children benefited from focused daily support. Upon a full return to school the needs of the remaining children were quickly ascertained and interventions put in place to try and diminish the difference for our most vulnerable pupils.</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 provided essential support for those who did not engage in remote home learning during school closures. In conjunction with other strategies it helped to have a positive impact on 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>
2	Additional classroom support	£20,423.72	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:</p> <ul style="list-style-type: none"> <li>Speech and language interventions</li> <li>1:1 support in class and at break times</li> <li>Small group work</li> <li>Spelling interventions</li> </ul> <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. During periods of lockdown and when bubbles were in isolation, TAs provided online interventions to identified children. Upon a full return to school the</p>

				needs of the children were quickly ascertained and interventions put in place to try and diminish the difference for our most vulnerable pupils.
4	<b>Emotional/pastoral/behavioural support:</b> Intervention across the school with behaviour for learning with personalised individual activities.	£4,169.09+ £1,091.48 (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. PASS survey outcomes</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 school closure the role of the Behaviour support worker has been invaluable in giving timely and consistent support to our children and families. This support has included pastoral support for families and children finding lockdown difficult supporting their needs and additional needs arising due to the impact of COVID 19. When children returned to school, emotional and mental wellbeing of the children was prioritised. Children completed a Pupil Attitudes to Self and School Survey (PASS) which was used to help identify barriers to learning, in order to ensure wellbeing and positive outcomes. Identified children through the outcomes of the survey were supported by the Behaviour support worker.</p>
5	1 TA to deliver Social and Emotional support (SMILE) Level 1			<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 particularly this year when many children have needed additional emotional support due to the pandemic. Identified children through the outcomes of the PASS survey were supported using this strategy. Meeting the emotional needs of our children is very important so that it does not become a barrier to their learning. This strategy will continue allowing our vulnerable children to have an accessible mentor within the school as recommended in Keeping children safe document.</p>
	Strategies to close gaps for Academic year 2020-21	Cost	External Barrier strategy linked to	Impact of strategies on closing gaps 2020-21

6	Monitoring attendance	£44.50	F	<p>At the time of compulsory school closures owing to COVID the attendance of Pupil Premium children was 96.4%. At the end of the academic year Pupil Premium attendance was 93.1%. We recognise that continuing to improve attendance of Pupil Premium children remains a priority and this will be reflected in the school's recovery and development plan.</p> <p><b>Evidence: attendance records</b></p> <p>Attendance is monitored regularly and absences are followed up by office staff. One child's attendance and punctuality was a barrier to their learning as parents struggled to get child to and from school. After school club sessions were partially funded to help remove this barrier. Attendance improved as a result of this.</p>
7	Access to technology to facilitate remote learning	£0	G	<p>With the move to remote learning during enforced school/ bubbles closures, lack of technology was a potential barrier to those children eligible for Pupil premium funding as they are more likely not to have access to digital devices, meaning that their education may regress.</p> <p><b>Evidence: Parent survey</b></p> <p>All families were surveyed and no family was without access to some kind of device. When school closures were enforced we were able to access our DfE allocation of 3 devices which were allocated to families with multiple siblings within the school to support remote learning. A further 6 devices were obtained via the High Sherriff of Bedfordshire. The school now has additional devices to support access to technology to facilitate remote learning should there be future enforced closures.</p>
8	<b>Enhancing Cultural Capital:</b> Funding to provide swimming lessons	£350	H	<p>Swimming lessons were subsidised so that children eligible for pupil premium funding had the opportunity to have the experience of swimming and make progress towards achieving the 3 national curriculum requirements in swimming:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul> <p><b>Evidence; pupil feedback, parent feedback, equal opportunities</b></p> <p>This strategy enables all children 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.</p>
	Culture challenge	-		<p>The Culture Challenge is an initiative backed by Bedford Borough and Central Bedfordshire. The scheme enables schools to work with providers on a creative and cultural activity. This activity saw children eligible for pupil</p>

				premium funding working with an artist to create a mosaic. This activity provided children with an experience that they may not have ordinarily have been able to have done.
9	Other: Food Voucher	£90.00	Other approaches	Through the Covid Summer (2020) Food Fund, schools could support eligible pupils with a £90 voucher to cover the 6-week holiday period. The family were unable to access any of the supermarkets available through using Edenred eGift cards, therefore alternative voucher arrangements were made with a local supermarket. School was unable to claim this money back through the exceptional costs fund in the autumn term due to not meeting the dates criteria stipulated. <b>Evidence: Helping to meet basic needs for child and family</b>

Stondon Lower School uses Pupil Premium funding in a range of ways that **over time** aim to impact on learning outcomes.

**Total spend: £36,852.11**