

Review of previous year's approaches to PPG 2019-20

1. Review of expenditure				
Previous Academic Year 2019-2020		Including time school closed due to COVID pandemic		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p>Better progress for PPG pupils- so that it is more in line with none- PPG than at present</p>	<p>Meta-cognition and self-regulation</p> <p>Mastery learning Short blocks of 1-to-1, bespoke learning to tackle specific issues. Quality verbal feedback given to move on learning.</p> <p>Study of research to better understand ways forward, whole school priority.</p> <p>Additional release time for teachers to work with pupils individually/ groups</p> <p>Determination of staff (recognised in PPG Review with County lead)</p>	<p>Up to the February 2020 data point Tracking data continued to show <u>more</u> significant positive progress in reading and writing when compared to Non-PPG pupils- this is accelerated learning and means we are seeing the gap closing. Progress for PPG pupils in maths is now broadly in line with that of non-PPG pupils (4% difference)</p> <p>Other factors such as multiple-vulnerability with SEN or attendance have been considered- this has highlighted the most vulnerable (RAG rating used). Other pupils who are vulnerable but not PPG have been identified and can be supported through the same approach as our strategy for PPG pupils. Improving outcomes for the disadvantaged has been a key priority for the past 3 years and is embedded in daily practice. Ofsted in January 2020 recognised that, “Disadvantaged pupils achieve well in English and maths because teachers quickly identify any gaps in their (pupil’s) knowledge and understanding and make sure they get the right support to catch up.”</p>	<p>We have continued to make significant gains for these pupils, as recognised by Ofsted up to March 2020</p> <p>However, we know that the lockdown period for these pupils was particularly challenging and many did not take up offered places to attend school during the lockdown.</p> <p>We know they often will have missed out socially and on the positive, nurturing relationships they have with staff. Also they may have raised anxieties/ poorer mental health. A small number did not have access to remote learning and schools provided weekly resources for these pupils via post. We need to have systems in place to respond quickly to future lockdowns etc.</p> <p>We have good systems in place for recognising the needs of these pupils in core subjects and are now wanting to extend this to the whole curriculum.</p>	<p>Actual spend</p> <p>£18 000 plus main school budget</p> <p>Projected was</p> <p>£18 000</p>

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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
Improved progress for under- performing high attaining pupils	<p>Providing stretch for high attaining pupils. Meta- cognition and self-regulation (EEF) Explicit next steps and “learning to learn” approaches Quality feedback (EEF) from teachers and peers, chance to work with other able pupils on stretching tasks Release time for Y2/6 staff</p>	<p>Our strategy approach, along with whole school work done on greater depth in writing and maths, has highlighted these pupils as a focus</p> <p>Staff are focused on having high expectations for this group.</p> <p>Since we have no formal end of year data we can only call on the mid-year data where the majority of pupils targeted locked on track to achieve at GD where it was predicted.</p>	<p>This is embedded in our whole school approach and with continued action we need to make sure all previous higher attainers reach expectations. Teachers now need to expand their expertise into all wider curriculum areas for these pupils</p> <p>We are seeing that knowledge of the world (cultural capital) and access to wide vocabulary needs to be fostered so that these pupils have the skills required to sustain</p>	<p>Actual spend was £4000 (plus main budget for teaching)</p> <p>Projected was £4 000 contribution to this work</p>
Improved oral language skills in Reception/Y1	<p>Staff training on high quality feedback. Development of metacognitive approaches to develop learning capacity (EEF toolkit)</p> <p>Staff training on developing greater language skills in EYFS /Y1</p>	<p>TA hours enhanced in EYFS and enhanced TA time in Y1 to deliver this.</p> <p>A word learning tool kit was used (provided by the NHS Speech and Language Therapy Service) to boost vocabulary with all PPG learners.</p>	<p>This is an important area for development as we understand that the more limited exposure to language that PPG pupils may have received pre-school is a limiting factor on their educational progress</p> <p>We intend to promote vocabulary development with all disadvantaged learners and link this with the wider theme of reading.</p>	<p>Actual spend was £3000 plus main budget</p> <p>Projected was £3000</p>
iii. Other approaches				

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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Better aspiration and motivation for pupils receiving PPG	<p>Research shows wider family lives affects progress at school.</p> <p>Comprehensive Clear, responsive leadership/ regular meetings Inclusion lead and Headteacher</p> <p>Enhanced communication during lockdown to vulnerable families.</p>	<p>Motivational work has improved engagement for some pupils and they have become more resilience. This is impacting on their better progress, as seen in data up to February 2020 Health/ well-being had improved by physical activity as a result of attending PE club, for example, up to the lockdown. Well-being has been improved for several children who attended play therapy or other counselling. This was continued remotely during lockdown where possible and regular phone calls to all vulnerable families made.</p>	<p>It has become evident that this approach is vital and sits alongside our drive with teaching and learning to support the whole child. After lockdown this is likely to be an increased area of need to ensure these vulnerable children feel safe and well. When this is achieved the children will be in a better place to learn.</p>	<p>Actual spend was £19 757</p> <p>Projected was 18 500</p>

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<p>Better parental engagement with, and trust in, the school.</p>		<p>Our HfL Lead Advisor said “The school is exemplary in its approach to parental engagement.” Staff have explored all ways to secure engagement in order to accelerate progress both through formal and more informal communication. Parents have been +able to come into school to discuss their child’s progress and any concerns, as seen good engagement with PPG pupils’ parents attending parent’s evenings or signing up for “Marvellous Me” During lockdown, parents were phoned regularly to see how things were and pupils invited into school during the closure if this would benefit them. Resources provided for home learning.</p>	<p>We have good strategy plans in place and need to continue in our open approach to embed this practice. No opportunity should be missed to engage in a positive way with parents. We also need to continue to work with parents in improving attendance where this is an issue, as any attendance below 95% would be detrimental to already disadvantaged pupils. Post lockdown, we will need to continue to keep regular communication with parents as part of closing any gaps.</p>	
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Actual total spend was £44 757

Total amount available £44 880