

# St Maddern's (Madron Daniel) C of E School Pupil Premium 2019-21



## Coronavirus: flexibility in reporting requirements

Due to coronavirus and school closures, it has not been possible for to fully evaluate the impact of your pupil premium for the 2019/20 academic year.

Instead, we have monitored and report on the grant's impact at the end of the 2020/21 financial year.

This report covers the whole period between September 2019 and March 2021,

As we plan for the academic year and again due to the impact of further school closes in January -March 2021 we will evaluate the impact again at the end of this academic year in July 2021.

## Pupil premium spending 2019-2021

| SUMMARY INFORMATION                          |            |   |   |
|--|------------|---|---|
| Date of most recent pupil premium review:    | March 2021 | Date of next pupil premium review:          | July 2021   |
| Total number of pupils:                      | 38         | Total pupil premium budget:                 | 2019-20 £22,440<br>2019-20,<br>2020-21 £24, 210<br>(£7.958 cf from 2019-20) |
| Number of pupils eligible for pupil premium: | 20         | Amount of pupil premium received per child: | £1345.00  |

## STRATEGY STATEMENT

- What has worked well to date:

*Using PP funding to improve quality first teaching has had the most impact on standards. By focusing on the delivery of phonics, decoloping early reading and and maths mastery approaches in 2019-20 the school made significant changes to pedagogy which has benefited all children.*

- What hasn't worked so well

*Delivery of targeted intervention work with children due to changes in teaching assistants and needing to ensure that delivery of these was effective. The PP children in these groups also have high SEN needs and need a personalized approach.*

- The core approaches that are currently implemented and how these will contribute to closing gaps

*For 2020-21 the core approach is the improvement in the teaching of reading (See School Improvement plans) and ensuring that the Early Teaching of reading is exemplary so that impact on standards can be made at the start with all children but especially PP.*

*We are also focusing on Early language and are part of the DFE NELI programme.to improve expressive and receptive language skills and awareness of language in EYFS and into Year 1. We know from following this intervention in other schools that when delivered well this is a powerful intervention*

*Also due to the effect of COVID 19 and school closures there is a whole school emphasis on social and emotional literacy and learning for 2020-21..*

- The overall aims of your pupil premium strategy:

To raise the in-school attainment and progress of both disadvantaged children and their peers

To raise aspiration of both disadvantaged children and their peers

To increase engagement of parents and carers to support their child's learning

## Assessment information

*Due to coronavirus, we have no SATS assessment data available for the 2019/20 and will not be able to benchmark our progress against other schools.*

*The data below is based on formative assessment from 2019-20 and includes the Yr 1 Phonics screening test*

### EYFS 201920

Formal assessments could not be completed in the Summer term so this data is based on working at expected level - Entry data in Autumn term 2021

Pupils eligible for pupil premium (PP)

Pupils not eligible for PP

Reading\*

0% 3 children

33% 1/3 children

| EYFS 201920 |               |                  |
|-------------|---------------|------------------|
| Writing*    | 0% 3 children | 33% 1/3 children |
| Maths*      | 0% 3 children | 33% 1/3 children |

\*by Autumn 2 2/3 PP children on track across all areas in Year 1, 3/3 non PP children on track.

| END OF KS1   |                        |                            |
|--|------------------------|----------------------------|
| Formal assessments could not be completed in the Summer term so this data is based on working at expected level - Entry data in Autumn term 2021 | Pupils eligible for PP | Pupils not eligible for PP |
| Reading  | 0% 0/3 children        | 100% 4/4 children          |
| Writing  | 0% 0/3 children        | 75% 3/4 children           |
| Maths  | 33% 1/3 children       | 75% 3/4 children           |

| YEAR 2 PHONICS SCREENING CHECK* |                            |                  |
|---------------------------------|----------------------------|------------------|
| Pupils eligible for PP          | Pupils not eligible for PP | National average |
| 100%                            | 100%                       | TBC              |

\* Year 1 pupils who missed the summer 2020 check because of coronavirus took the check during the second half of the autumn term in year 2.

## END OF KS2

| END OF KS2   |                        |                            |
|--|------------------------|----------------------------|
| This shows the progress made by the Year 6 children 2019-20 until March 2020.<br>Both children were joiners in Year 6 and both children were PP. | Pupils eligible for PP | Pupils not eligible for PP |
| % making expected or better than expected progress in reading  | 2 100%                 | Both year 6 were PP        |
| % making expected or better than expected progress in writing  | 2 100%                 | Both year 6 were PP        |
| % making expected or better than expected progress in maths  | 2 100%                 | Both Year 6 were PP        |

## Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT |  |
|-------------------------------|--|
| Academic barriers:            |  |
| A                             | Low levels of literacy and Maths   |
| B                             | Poor language skills all children with SEN were also PP in 201920                              |
| C                             | Social and emotional learning poor affecting self-esteem and resilience for effective learning |

| ADDITIONAL BARRIERS |  |
|---------------------|--|
| External barriers   |  |
| D                   | Low levels of parental engagement in children's learning – this is an area for development |

|   |                             |
|---|-----------------------------|
| E | Low aspiration for children |
|---|-----------------------------|

| INTENDED OUTCOMES |  |  |
|-------------------|--|--|
| Specific outcomes |  | Success criteria   |
| A                 | Improve CCL scores in EYFs for 2020-21 for all children  | EYFS CCL scores improve 2021   |
| B                 | Improve phonic acquisition across KS1 and through effective catchup strategies for KS2 for all children                            | Year 1 phonics 100% embedding progress made in 2019-20   |
| C                 | Improve social and emotional learning to increase self-esteem, resilience, self-regulation and self-efficacy for targeted children | Improvement in qualities listed ensuring improvement in Behaviour for learning for targeted children |
| D                 | Improve targeted teaching for children to ensure that all make at least expected progress from starting points                     | Interventions are effective showing good or accelerated progress for children taking part in these.  |

## Planned expenditure for current academic year

| ACADEMIC YEAR   |  |  |   |                |                            |
|---|--|--|---|----------------|----------------------------|
| Quality of teaching for all   |  |  |   |                |                            |
| Action  | Intended outcome   | What's the evidence and rationale for this choice?   | How will you make sure it's implemented well?   | Staff lead     | When will you review this? |
| <p>Reading focus – (see whole school improvement plan )</p> <p>Embed approaches to Early Reading and Phonics teaching</p> | <p>All children making good progress in phonics across EYFS and Year 1</p> <p>All Year children pass Year 1 phonics check</p><br><p>In KS2 children make good progress on phonic acquisition and this is enabling them to read more fluently</p> | <p>Standards for all children need to continue to improve in reading throughout the school.</p> <p>The school has been through rapid change and review of teaching and learning in early reading. Good impact was seen last year but this was affected by the pandemic and lockdown from March – September. This strategy needs to be further embedded especially with gaps in learning due to absence with the pandemic</p><br><p>Focus on additional phonics teaching in early KS2 to ensure that children catch up,</p> | <p>Rigorous and regular monitoring of all aspects of learning through planning Learning walks with an emphasis on learning of PP. Timely assessments are acted on sharply with targeted catch up and intervention as soon as any child is behind</p><br><p>Monitoring of delivery, assessments of phonics teaching in KS2</p> | Hilary Tyreman | July 2021                  |

| <p>Improving reading in KS2</p> <p>See SIP for development of reading of whole school reading comprehension strategies using VIPERS</p> <p>Purchase resources for reading in KS2 to support class teaching and targeted group work, improve range of texts, readability and progression.</p> | <p>Children are more engaged in reading.</p> <p>Excellent resources for teaching of reading in KS2 for children who need to develop fluency</p> | <p>PP children with SEN need finely graded resources for reading that engage and motivate learning but also provide a good structure for reading development</p> | <p>Reading is a SIP focus and will be closely monitored to ensure that phonics teaching continues into KS2 for children who need this approach.</p> <p>New resources will be purchased to widen range of texts at appropriate level.</p> <p>VIPERS for reading comprehension will be further used in small group teaching for children needing targeted support</p> | <p>Hilary Tyreman</p> <p>Class 2 teachers</p> <p>HLTAs supporting targeted groups</p> | <p>July 2021</p>           |
|--|---|--|---|---|----------------------------|
| Total budgeted cost:   |   |  |   |   | £5,000                     |
| Targeted support   |   |  |   |   |                            |
| Action   | Intended outcome  | What's the evidence and rationale for this choice?   | How will you make sure it's implemented well?   | Staff lead  | When will you review this? |
| <p>Improve teaching of CCL in EYFS</p>   | <p>Children make good progress on CCL and more are achieving GLD in this area which is a foundation for good academic achievement</p>           | <p>Poor entry level scores in CCL mean that this is a barrier to future learning.</p>  | <p>The school has been selected for the NELI programme as part of the COVID catch up.</p> <p>Training will be facilitated online and a named member of staff will receive this and carry out the intervention.</p> <p>There will be regular times to touch base and evaluate the progress of children involved.</p>   | <p>Sian Miles</p> <p>class teacher</p> <p>Robert price</p> <p>HLTA</p>                | <p>July 2021</p>           |

|  |   |  |   |   |                         |
|--|---|--|---|---|-------------------------|
| Targeted support for phonics throughout KS1 and KS2  | Children are given additional support as soon as assessments indicate that they are not keeping up              | Rapid intervention is crucial to close gaps. The intervention needs to be in addition to quality first teaching          | Part of school improvement plan<br>Monitoring, pupil progress meetings and                                    | Class teachers<br>Additional TA support                                 | July 2021               |
| SEN support  | SENCo has dedicated time to assess children's needs, support class teachers and develop engagement with parents | Children with PP and SEN have needs clearly identified and strategies put in place to secure at least good progress      | Monitoring teaching and learning, data, SEN/Class teacher meetings, meetings with parents                     | SENCo Emma Hope   | July 2021               |
| Additional HLTA support for Class 2 to support day to day learning for PP children in Spring term 2021 | PP children making good progress  | Additional high quality support mirroring quality first teaching in place to ensure PP children are making good progress | Monitoring teaching and learning.<br>Book look shows improvement in day to day progress<br>Data reflects this | Class teacher responsible for additional adult support in the classroom | April 2021<br>July 2021 |
| Total budgeted cost:   |   |  |   |   | £15,210                 |



| Other approaches                                   |  |  |  |                |                            |
|--|--|--|--|----------------|----------------------------|
| Action   | Intended outcome   | What's the evidence and rationale for this choice?   | How will you make sure it's implemented well?  | Staff lead     | When will you review this? |
| Develop a staged approach to SEL needs of children | Children's SEL is not a barrier for learning<br>Children able to self regulate and show good attitudes to learning | Securing good attitudes to learning and behaviours is crucial to secure learning. The impact of COVID on some children has shown this to be an area of need. | <p>Update Behaviour for Learning policy is implemented sharing and updating this with all staff on INSET day September 2021.</p> <p>Further development of whole school approach SEL leading to a bespoke policy for the school, as part of Pupil Wellbeing.</p> <p>Collaborate with 'Culture of the Heart; initiative starting in 2020-21 to help provide a framework for staff and children for developing social and emotional learning.</p> <p>Lego Therapy training for key staff to deliver</p> <p>Lockdown to Learning resources form Jenny Moseley purchased to ensure children get back into learning in an emotionally secure way</p> <p>Continue with TIS support for children as needed.</p> | Hilary Tyreman | July 2021                  |

|   |  |   |   |                |             |
|---|--|---|---|----------------|-------------|
| Ensuring PP children have additional opportunities for learning and that there is no barrier for taking part in all school activities | PP children are accessing wider aspects of school life, learning musical instruments, attending all trips and visits, taking part in the full curriculum   | All children need to know that they can be aspirational and achieve. The school does not want there to be any financial barriers to this.   | Ensure that families of PP children know about opportunities. Ensure this is clear in communication to all. |                |             |
| Engagement and support from parents and carers<br>Support engagement with additional meetings<br>Cost of supply                       | Develop Pupil Premium conferencing with families and child to identify individual needs and targets with parents.<br>Timetable additional time for these meetings in school time for these discussions | Developing a model for engagement with families to support learning will build aspiration from parents and carers. Involvement of the child will also focus the approach and ensure that targets are individually targeted. | Autumn 2021 as part of Parent consultation meetings. Meetings then to be held each term for PP children.    | Hilary Tyreman | March 2021. |
| Total budgeted cost:  |  |   |   |                | £4,000      |

#### ADDITIONAL INFORMATION

We will use teacher assessments and standardized assessments (NFER) for assessing reading.

Phonic groups will have half termly assessments on phonics tracked by the class teachers. The SENCo will be involved in supporting class teachers with specific assessments and strategies for example, provision for children with Specific Learning difficulties

We will use staff and pupil conferencing to gather views about reading and SEL initiatives.

We will keep records of attendance for all children and address any issues robustly.

## Review of expenditure from previous academic year

| PREVIOUS ACADEMIC YEAR 2019-20  |  |  |  |               |
|---|--|--|--|---------------|
| Total amount: £23, 760  |  |  |  |               |
| Quality of teaching for all   |  |  |  |               |
| Action  | Intended outcome   | Impact   | Evaluation   | Cost          |
| <p>Focus on improving early reading</p> <ul style="list-style-type: none"> <li>- Join Kernow English Hub for additional support</li> <li>- Phonics provision</li> <li>- Action plan to include training for all staff</li> <li>- Purchase of new reading scheme to ensure that reading books are finely graded to closely match phonic phases.</li> </ul> | <p>Improvement in Phonics skills<br/>Improvement in % of children reaching expected standard in phonics 2020</p> | <p>Phonics teaching improved -see monitoring file and external SIP reports<br/>Teaching is consistently improved pace..<br/>Correct language being used by all staff.<br/>Improvement in Year phonics screening test (taken in November 2020) 100% children achieved the expected standard, including PP children.</p> | <p>Good impact up until March.<br/>Continue with strategy in from September 2020 to embed changes.</p> | <p>£4,000</p> |

|   |  |   |  |               |
|---|--|---|--|---------------|
| <p>Focus on improving Maths developing mastery approach that ensure Maths is accessible for all children</p> <p>Support from Maths Lead at St Mary's to lead staff meetings and work with KS1 staff to improve Quality First Teaching of Maths</p> <p>As all children with SEN are also PP ensure that needs are fully supported in the classroom so children can participate fully in lesson</p> | <p>SEN and all PP children are accessing quality first teaching for Maths with opportunities for misconceptions to be sorted out quickly in the classroom environment and flexibility with staffing ensure that there can be targeted catch up as needed</p> | <p>Overall to March 2020 an improvement was seen in delivery of Maths across the school with vulnerable children taking a full part in the lessons,</p> | <p>Overall good impact up until March 2020 but the sudden stop to schools meant that formal assessment of this was interrupted.</p> <p>Continue this strategy from September 2020 ensuring that changes of support staff strengthen the in class support for children.</p> | <p>£2,000</p> |
| <p>Total cost</p>   |  |   | <p>No expenditure on this in Summer Term 2 due to the pandemic.</p> <p>Excess carried forward for 2020/21</p>  | <p>£6,000</p> |
| <p>Targeted support</p>   |  |   |  |               |
| <p>Action</p>   | <p>Intended outcome</p>  | <p>Impact</p>   | <p>Evaluation</p>  | <p>Cost</p>   |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>Focus on reading catch up for Year 1 and 2</p> <p>Additional HLTA support to run intervention phonics groups for children that need to improve.</p> | <p>Children in Yr 1 and 2 are fluent with phonics to apply this to reading</p> | <p>Some good impact from this with good progress for some children</p>   | <p>Up to March 2020 Children with SEN needs did not benefit as much from this.</p> <p>Need to check intervention delivery and ensure that this is meeting needs of children with specific language difficulties</p> <p>Continue with action point in September 2020.</p> |  |
| <p>Focus on reading catch up for Year 3 and 4</p> <p>Additional TA support to run intervention phonics groups for children that need to improve</p>    | <p>Children in Yr 3 and 4 are fluent with phonics to apply this to reading</p> | <p>Some good impact from this with good progress for some children</p>   | <p>Up to March 2020 Children with SEN needs did not benefit as much from this.</p> <p>Need to check intervention delivery and ensure that this is meeting needs of children with specific language difficulties</p> <p>Continue with action point in September 2020.</p> |  |
| <p>Focus on speech and language support for PP children with SEN</p> <p>Additional TA support to deliver this with children</p>                        | <p>Children with SAL needs making good progress</p>                            | <p>Overall good progress for children with specific SAL difficulties</p> | <p>March 2020, limited impact,</p> <p>Need to ensure that intervention timetable is strictly adhered to.</p> <p>TA also needs more time to liaise with SAL therapist to ensure intervention is as effective as possible.</p> <p>Continue September 2020</p>              |  |

|  |  |   |  |             |
|--|--|---|--|-------------|
| TIS support to be available for any PP children with SEMH needs<br>Additional HLTA TIS time<br>HLTA to attend supervision as part of this,                             | SEMH are not barriers to learning – children have learnt self-regulation strategies that are mainly effective. | Limited impact as children who needed this did not attend school from March - September   | Up to March 2020 this was not needed,<br>Roll forward funds for 2020-21 to ensure pupils are effectively supported on return to school.<br>More support in class will be needed here.  |             |
|  |  |   | Total Cost<br><br>Not all of this was spent due to pandemic.   | £15.670     |
| <b>Other approaches</b>  |  |   |  |             |
| <b>Action</b>  | <b>Intended outcome</b>  | <b>Impact</b>   | <b>Evaluation</b>  | <b>Cost</b> |
| Ensure that there are no financial barriers to PP children engaging in music tuition and taking part fully in school like e.g. Attending swimming and all school trips | Children have a broad and balanced curriculum with no barriers to opportunities                                | Year 6 children attend London trip on February 2020<br>4 children attending music lessons in school building self worth and esteem.<br>All children took part in swimming session from September to March at no cost, | Up to March 2020 there had been good impact in widening opportunities for individual children. These included taking part fully in all school trips and visits, learning musical instruments and all PP children attending swimming – ensuring cost was not a barrier to learning.<br>Continue as part of action plan for PP September 2020. | £2,000      |

Overall at end o 2019/20 £7.958 PP was carried forward to 2020/21