

**Pupil Premium Impact Report September 2020**



Number of pupils and pupil premium grant (PPG) received					
April 2017 – March 2018		April 2018 – March 2019		April 2019 – March 2020	
Total number of pupils on roll	420	Total number of pupils on roll	420	Total number of pupils on roll	420
Total number of pupils eligible for PPG	51	Total number of pupils eligible for PPG	39 9.29%	Total number of pupils eligible for PPG	51 12.14%
Total amount of PPG	£57,340	Total amount of PPG	£51,480	Total amount of PPG	£67,320

Figures correct at the time of the update of this report (September 2020)

**TOTAL ALLOCATION AND USE OF PUPIL PREMIUM**

The school was provided with £67,320 (pupil premium grant/PPG) in the financial year 2019-2020, as part of the budget to support vulnerable pupils. This supports pupils in the academic year Sept' 2019 to Sept' 2020. The pupil group identified as benefitting from this additional fund are those pupils entitled to Free School Meals (FMS), those pupils who have been entitled to FSM in the past six years (Ever 6, E6), those pupils who are looked after (LAC/PLAC) and pupils who parents are in the armed forces. In the academic year 2019-2020 10.5% of pupils were entitled to support through the PPG fund.

We have used the Pupil Premium Grant to:

- Provide targeted intervention programmes such as colourful semantics, talk for writing and phonics.
- Part fund the training of a school based counsellor to provide emotional support
- Provided training for Teaching Assistants so that in class support is effective, (eg colourful semantics, speech and language therapy, lego therapy) giving TAs the skills to plug gaps through pre and post teaching.
- Given 1:1 support where necessary for social skills development especially at playtime
- Developed effective feedback and marking
- Continued to embed the Maths Mastery scheme of work
- Bought additional reading resources to support the teaching of and enjoyment in reading.
- Enabled disadvantaged pupils to benefit from a wide range of extra-curricular activities including; music tuition, support with residential trips, before and after school clubs
- Provided additional 1:1 support for Post Looked After Child (PLAC)
- Provide subsidised (70-100%) breakfast and after school club.

**IMPACT**

Pupils in our school are given access to a wide range of enrichment opportunities and do not miss out because of their circumstances. A greater number of disadvantaged pupils were targeted for after school and enrichment activities. 40% were signed up to after school clubs compared to 30% of all pupils. 20% of the choir is made up from

disadvantaged pupils. There is an equitable representation in such things as school council and cyber mentors.

However all these interventions and enrichment activities stopped in March 2020 with the closing of schools due to lockdown. The most vulnerable pupils were encouraged to attend school during lockdown but this could only be a small number due to restrictions. Families were provided with food vouchers during lockdown and those pupils attending school were provided lunch by the school.

Data is less secure than in previous years for outcomes and progress for all pupils and there is no national or Ealing data to compare. Governors must also be aware that KS1 data is based on attainment as of March 2020 and KS2 data is based on evidence of outcomes in July 2020 when pupils had missed 12 weeks of learning in school.

### **Performance of pupils eligible for Pupil Premium Funding**

#### **KS1 DATA – SHOWING % of disadvantaged pupil meeting and exceeding expectations compared with all pupils (data taken from March 2020)**

	Maths				Reading				Writing			
	Expected	Above	APS	Progress	Expected	Above	APS	Progress	Expected	Above	APS	Progress
<b>Year 2 All</b>	75%	20%	25.6	+2.1	75%	20%	25.7	+2.1	75%	20%	25.7	+2.1
Year 1 All	80%	22%	23.6		80%	23%	23.6		80%	23%	23.6	
<b>PP yr2 (11)</b>	45%	9%	24.7	+4.1	36%	9%	24.6	+4.2	36%	9%	24.7	+4.2
PP Yr 1 (7)	33%	0%	20.6		33%	0%	20.4		33%	0%	20.5	

Data shows that at KS1 fewer disadvantaged pupils have met expectations compared with all pupils in that year group. However when comparing progress from year 1 to year 2 we can see that overall this group has made better progress.

**KS2 DATA – SHOWING % of disadvantaged pupils meeting and exceeding expectations compared with all pupils**

	Reading		Writing		Maths	
	Expected+	Above	Expected+	Above	Expected+	Above
All Pupils	82%	35%	85%	22%	80%	32%
All pupils at KS1	67%	7%	58%	2%	65%	7
Disadvantaged(Sch) 8 pupils	75%	25%	75%	0%	75%	25%
Disadvantaged at KS1	63%	0	50%	0%	50%	0%
<b>Disadvantaged Progress from KS1 to KS2</b>	100%	25%	100%	25%	100%	38%

In 2020 there is no clear progress data so we have compared attainment at KS1 with attainment at KS2 to make a crude measure of progress. The data shows that the attainment of this year group at the end of year 2 was very low compared with school trends. This was the first co-hort of a new national assessment system and attainment normally dips when these are introduced. Data at KS2 shows an increase in attainment for all pupils and disadvantaged pupils. We have measured the progress of the individual pupils who are disadvantaged and found that all pupils made at least expected progress from their starting points and 25% (2 pupils) made more than expected progress in reading, 25% (2 pupil) made more than expected progress in writing and 38% (3 pupils) made more than expected progress in maths.

**Main Areas to Develop based on End of KS data:**

1. Ensure that diagnostic assessments are used effectively to target interventions so that the GAP in pupil attainment continues to diminish in all year groups.
2. Continue to ensure that disadvantaged pupils (including the more able) are targeted for support in class and through interventions.
3. Develop approaches to teaching so that the more able disadvantaged are achieving greater depth.