

Review of Pupil Premium Grant expenditure 2019-20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)
Improved attainment and progress in Mathematics	<ul style="list-style-type: none"> • Assistant Head Teacher role with Maths Subject Leader responsibility. • Implementation of Maths Mastery in years Reception to Year 2. • Implementation of the mastery approach for years 2 to 6. • Introduction of Maths with parents • Implementation of daily maths meetings across the whole school. • Implementation of recall sessions across the school • Role of Head Teacher overall assessment responsibility. 	<ul style="list-style-type: none"> • Impact on attainment and progress cannot be measured due to COVID and suspension of assessing against the curriculum in the Spring and Summer Terms. • Maths with parents has been introduced to Reception, Year 1 and Year 2 and engagement is increasing. • Monitoring shows that children are increasingly answering in full sentences using mathematical vocabulary. • Monitoring shows that daily opportunities are given to develop fluency and problem solving linked to Mathematics Mastery. 	<ul style="list-style-type: none"> • Continue to monitor the use of full sentences and recall sessions as the use of this was sporadic during school closures and home learning. • Assistant Headteacher will continue to be 0.5 teaching based to lead English across the school. • Maths with parents to roll out to Year 3. • Mathematics Mastery approach to be rolled out to Year 3. Year 3 teachers trained in MM. • Resources for maths need to be organised and COVID19 measures put in place to allow all children to have access to concrete manipulatives.
Improved attainment and progress in Reading	<ul style="list-style-type: none"> • Develop the Cornerstones 'Love to Read' scheme and link to Cornerstones assessment. • Staff training on content domains • Implementation of Accelerated Reader • Role of Assistant Head Teacher with English Subject Leader responsibility. • Role of Head Teacher with overall assessment responsibility. 	<ul style="list-style-type: none"> • Impact on attainment and progress cannot be measured due to COVID-19 and suspension of assessing against the curriculum in the Spring and Summer Terms. • All children are engaged with reading in school and have access to a 'Love 2 Read' text. • Before COVID-19, all teachers were using a variety of content domain questions which could be evidenced in children's books and teacher's planning. • All KS1 (including PPG) children have access to appropriate take home books matched to their phonic RWI levels. • All KS2 (including PPG) children have access to appropriate take home books that have been matched to their comprehension and ability to decode. Teacher Assessments are accurate using the Accelerated Reader programme. 	<ul style="list-style-type: none"> • The Love to Read curriculum has been very successful and we will continue to use this scheme of work to inform planning. • Accelerated Reader is in its infancy and teachers will continue to receive training on how to use information to inform interventions. • Home Connect needs to be introduced to parents in KS2 so they can become more engaged with their children's reading. • Due to the changing climate, the use of take-home books will be monitored in line with COVID-19 safe measures throughout the year. • Cornerstones Maestro will be introduced to assist in the assessment of Reading which will be in line with COVID-19 secure measures of limiting the handling of children's books. • Continue to monitor the use of content domain questioning as the use of this was sporadic during school closures and home learning. • Assistant Headteacher will continue to be 0.5 teaching based to lead English across the school.

<p>Improved attainment and progress in Writing</p>	<ul style="list-style-type: none"> • Encourage engagement of reluctant writers by linking writing themes and genres to the Cornerstones curriculum • Develop links with Cornerstones Curriculum • Link Grammar strategies to Writing lessons • Separate VGPS and composition sessions. • Implementation of English meetings and recall sessions. • Employment of Assistant Head Teacher with English Subject Leader responsibility. • Introduce Cornerstones Assessment. 	<ul style="list-style-type: none"> • Impact on attainment and progress cannot be measured due to COVID-19 and suspension of assessing against the curriculum in the Spring and Summer Terms. • Cornerstones curriculum is being delivered by all staff and continued to be so when delivering home learning. • Grammar and punctuation progression maps introduced to staff which means that now whole school progression can now be seen for VGPS. • When monitoring children's books, appropriate age related VGPS skills are seen within writing. • All classes now have recall sessions at the end of the day which reinforce new learning. The impact of these will be measured next academic year due to COVID 19. 	<ul style="list-style-type: none"> • The Cornerstones curriculum has enhanced our curriculum this year and therefore standards in writing have improved. We will continue to link our writing to the Cornerstones topics this year. • Monitoring will continue to ensure that VGPS skills are embedded into Writing. • Monitoring will continue to focus on progression and recall of key English facts.
<p>Support pupils through use of teaching assistants and inclusion assistants to work with small groups to ensure progress data shows expected and more than expected progress.</p>	<ul style="list-style-type: none"> • Teaching assistants support small groups within classes during Maths and English. • Teaching assistants run English and Maths interventions for pupils in groups or one to one. • Intervention Teacher runs and plans for targeted small group and 1:1 interventions across the school. • Employment of Deputy Head Teacher to be SENDCO and intervention team leader. • Nurture group supports lower ability pupils in a small group to make progress. • Extend Teaching Assistant/Cover Supervisor hours to full day ensuring they are well trained and fully involved in monitoring process. • Inclusion Team to work in phases to support all children. 	<ul style="list-style-type: none"> • Interventions ran up until school closures due to COVID-19 in the Spring Term. • All interventions are evidenced and monitored in pupil progress meetings once a term. All evidence monitored in these meetings showed progress is being made by all pupils accessing additional support for learning in English and Maths. • Intervention teacher supported small groups in Year 6 until school closures and the impact of this is reflected in our forecasted end of Key Stage results: <p>Reading: EXS 72% GD 17% Writing: EXS 72% GD: 21% Maths: EXS 79% GD: 16%</p>	<ul style="list-style-type: none"> • Continued use of Intervention Teacher to support targeted groups on children in Year 6. • Nurture groups will now run in the next academic year to support inclusion of all children with behavioural and academic additional needs. • Interventions have been successful and so all classes will have a Cover Supervisor who can support groups of children to ensure interventions that show progress can continue.
			<p>Total Cost £184,165</p>

ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)
Continue to improve attainment of disadvantaged pupils in the Year 1 phonics test	<ul style="list-style-type: none"> • Appropriate groupings • Provide training and support for Rec and Y1 staff in Read Write Inc • RWI training for all teaching staff from Nursery to Year 4 and all Cover Supervisors. • Identify pupils with gaps in learning to implement intervention programmes quickly and effectively. • Assistant Headteacher with overall responsibility for English. • Implementation of phonics tracker 	<ul style="list-style-type: none"> • COVID-19 measures postponed the KS1 phonics Screening into Autumn 2020. • All Cover Supervisors received in house RWI training. • Pupil Progress plan identified gaps in learning and plans to close these gaps. These were discussed in pupil progress meetings and pupil progress RAG rated accordingly ensuring all pupils were receiving adaptable interventions that suited their individual needs. • All EYFS and KS1 staff have been trained and use phonics tracker and this is used regularly to target children's gaps in their phonics knowledge meaning interventions are tailored to each individual's needs, 	<ul style="list-style-type: none"> • Cover Supervisors have received training and the impact of this needs to be monitored as we now have returned post COVID-19 school closures. • Approaches to interventions need to be reviewed under COVID-19 measures in the next academic year. More children will return to school with gaps in their learning and a responsive curriculum needs to meet the needs of returning children. • The use of phonics tracker is very successful in EYFS and KS1 and should be rolled out to Year 3 to track progress of lowest 20%.
Problem behaviours across the school are reduced, including reducing the amount of exclusions.	<ul style="list-style-type: none"> • Identify a targeted behaviour intervention for identified students. • Employment of Behaviour Team Leader. • Use Behaviour Intervention Team Workers and Children's and SENDCO/ Inclusion Manager to engage parents. • Employment of Welfare Team Leader • Use Inclusion Room resources and Butterfly Room staff to manage behaviour across the school. • Subsidy of Breakfast Club • Play time and lunchtime provision. • Educational Psychologist. • Counselling Services 	<ul style="list-style-type: none"> • Exclusion breakdown: 9 children have been excluded: 5 were Universal Free School Meals/4 were PPG. • Freedom to support children who are struggling in school and work alongside staff in school has mostly had a positive impact in classrooms for both PPG and non-PPG alike. • Throughout the year, including school closures, parental engagement was good using Class Dojo • SENCo met parents as they arrived and left the site daily • Behaviour team leader contacted families about behavioural concerns/conducting Early Help Assessments • Welfare Team leader ensured that welfare needs of families are being met through regular meetings and phone calls. • Inclusion Team used to contact vulnerable families during March lockdown to offer advice and support • Accessed funding (Magic Breakfast) so every child had something to eat each morning and regular food was given out to families such as bagels and Cereals • 3 children have been supported by the EP 	<ul style="list-style-type: none"> • We will continue to have an inclusion team who work with children who may be at risk. We will also continue to use the R and C rewards/ consequence system. • All inclusion provisions to continue into next academic year to meet developing needs of children and families due to COVID. • Class dojo will continue to be chosen method of communication between school and home. School website to be introduced so that staff can upload more tailored lessons in light of a bubble closure.

<p>Improve wellbeing of pupils</p>	<ul style="list-style-type: none"> • Inclusion Team to run interventions and to address pupil wellbeing needs. • ELSA Training for Welfare Assistant • Bought in Services for Counselling. • Subsidy of Breakfast Club • Play time and lunchtime provision. • Purchase resources for Intervention Team such as clothing and equipment for disadvantaged pupils. • Educational Psychologist • Counselling Services • DSL and Welfare Team Leader • Deputy Head Teacher as SENDCO and Inclusion Team Lead 	<ul style="list-style-type: none"> • Interventions completed were: My Hidden Chimp, ELSA, Volcano in my Tummy. • ELSA training is an immediate need but member of staff is off a long term absence – no impact over the last 12 months. • Weekly meetings were held around families with an identified need and the children had regular check-ins from Welfare team leader and other DSLs. Very robust systems in place. 	<ul style="list-style-type: none"> • Continue to buy in to external services to support identified families and children. • SENCO continues to manage the Inclusion Team members. • Alternative staff members to be trained in ELSA.
<p>Improve parental involvement</p>	<ul style="list-style-type: none"> • Employing DSL/ Welfare Team Leader to address identified needs for parents which impact upon pupils. • Parental engagement activities to include school-home links, support and training for parents and family and community based interventions • Engagement of parents of pupils in EYFS at the earliest possible time through parties and home visits. • Use of EWO • Introduction of school radio and tv stations 	<ul style="list-style-type: none"> • DSL/ Welfare Team Leader has supported many families over the course of the year. The number has really fluctuated with the growing number of families needing support due to COVID19. • 2019 we had 36 children on TAC plans 7 children in care / 6 Child in Need and 5 child protection. • Meetings for new Reception intake had to be cancelled due to COVID-19 restrictions. • Good home-school links were made throughout school closures due to COVID-19 through the use of Class Dojo. • Inclusion Team members contacted families once a week to keep good open dialogue and support offered where necessary. • School radio and tv stations were not set up due to COVID-19. 	<ul style="list-style-type: none"> • Engage parents of new Reception intake through the use of Class Dojo. • Continued role of Welfare Team Leader to support families. • School radio and TV stations have been put on hold due to COVID-19 safety measures. • 2020 we're currently supporting 85 children 6-CIC 5- CP – 19 TAC 6 CIN /5 EHCP.
<p>Improved oral language skills in reception (and improve phonics outcomes in KS1)</p>	<ul style="list-style-type: none"> • Identify a targeted intervention that support oral literacy skills in EYFS • Use RWI to develop phonics • Small group provision of oral literacy Intervention for children in Reception. • Use NFER as an accurate baseline 	<p>Monitoring has shown outstanding practice using RWI in EYFS.</p> <p>NFER identified 28% made the criteria for phonological awareness. Before COVID19 school closures, 87% were on track to meet ARE.</p>	<ul style="list-style-type: none"> • NELI to be introduced in 2020 as a result of COVID 19 gaps in learning and increased need for language and literacy development in EYFS. • Monitoring showed that more staff need to receive RWI training across KS1. This will be scheduled in 2020/2021.
			<p>Cost: £55540.10</p>

iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)
Increased participation in the arts through music tuition	<ul style="list-style-type: none"> • Music2the4 music tuition bought in to teach whole class and small groups. • Small group provision with specialist music teachers. 	<ul style="list-style-type: none"> • Music2the4 continued to be accessed by children but had to stop due to COVID19 school closures and restrictions. 	Consider the impact of COVID19 on music tuition.
Increased participation with digital technology through ICT provision.	<ul style="list-style-type: none"> • Tablets that interface with the display screens in the classrooms available for children to use. • Employment 0.5 ICT support. 	<ul style="list-style-type: none"> • Monitoring shows that tablets were accessed by pupils during ICT and other curriculum subjects. 	<p>ICT lead to support staff to develop well sequenced lesson plans for ICT.</p> <p>Continued employment of ICT support to support with additional ICT needs due to remote learning.</p>
Increased attendance rates	<ul style="list-style-type: none"> • Attendance lead to monitor pupils and follow up quickly on absences. • Bought in services for EWO 	<ul style="list-style-type: none"> • 55 children were classed as persistent absentees between 02/09/2019 and 20/03/2020. From that approx. 26 children received communication/action from the EWO. 	Continued support from the EWO to identify and target families with low attendance.
Participate in outdoor adventure learning	<p>Residential and/or outdoor learning opportunity for</p> <p>Year 6: Arthog Year 5: John Muir /The Wrekin walk Year 4: Conover Year 3: Outdoor Pursuits Year 2: Big Mose Year 1: Telford Town Park Reception: Madeley Woods Nursery: Forest School / Wildlife area Release time for one morning a week to Outdoor learning lead</p>	Limited trips went ahead this year due to COVID19.	Risk assessments need to be in place to consider COVID restrictions when planning trips and visits.
Provide deep and diverse opportunities	<p>Trips and visits to the local area for</p> <p>Year 6: Coalport China Darby Houses Year 5: Museum of the Gorge Year 4: Museum of Iron Year 3: Enginuity Year 2: Jackfield the Museum Year 1: The Ironbridge and toll house Reception: Blists Hill Nursery: Enginuity</p>	Limited trips went ahead this year due to COVID19.	Risk assessments need to be in place to consider COVID restrictions when planning trips and visits.
			Total Cost
			£11,087