

**1. Summary information**

- Due to Co-vid lockdown and cancellation of national measures of attainment and progress, no published data is available for comparison.
- A lot of TA time last year was taken by SEND children (behavioural issues from other classes) therefore some classes were left with very little TA support because this support was required somewhere else. This has mainly impacted on the small group interventions teachers were planning with vulnerable children in order for them to catch up, be on track or exceed.
- We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure (March-July 2020) and Edward Field School have worked hard to mitigate this. We have provided home learning activities, both online and in paper-based format and a wide range of resources for all pupils. 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 laptops/learning packs to pupils' addresses. We also contacted by phone or email all our vulnerable families weekly/fortnightly. Staff went above and beyond to support families, this included for some families working with additional services such as social care, health teams and education welfare to ensure that families are supported.
- At the beginning of June 2020, following government and local authority guidance, additional children in some key stages begun to return to school. The school has worked very hard to ensure that these returning pupils were safe and happy in their bubbles and we have prioritised encouraging returning to school for our PP children. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised. With this in place, we turned our attention to beginning to identify any learning gaps which have come about during the lockdown period, particularly so for disadvantaged children. We have, of course, continued to provide home learning opportunities for those children who have not re-joined us until September. During this time, we also added to our home learning provision by having two face-to-face sessions to pupils each week via Google Classrooms where learning was shared and presented and then questions asked and learning celebrated.
- We are now thinking ahead of the new academic year and to what a 'recovery' curriculum needs to look like for our children, including our disadvantaged and vulnerable pupils.

**Alongside our original plans implemented in 2019, we will focus on:**

- ❖ Identifying learning gaps and putting high impact strategies in place to address them
- ❖ Embedding our Feedback strategy
- ❖ Developing good emotional health, self-regulation (Zones of Regulation), happiness and wellbeing
- ❖ Increased parental engagement and participation seen by those parents/carers who currently demonstrate limited parental engagement
- ❖ Ensuring the curriculum is exciting, rigorous, relevant and fit for purpose in the changed world in which we all now find ourselves

<b>School</b>	EDWARD FEILD PRIMARY SCHOOL				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£56490	<b>Date of most recent PP Review</b>	2016
<b>Total number of pupils</b>	328	<b>Number of pupils eligible for PP</b>	36	<b>Date for next internal review of this strategy</b>	2021

<b>2. Attainment (ARE = Age related expectation)</b>		<b>ON TRACK FOR ARE IN MARCH 2020</b>		
<u>Year 6 attainment (2019-2020)32pupils in total/4 PP</u>	<i>Pupils eligible for PP EF</i>	<i>Pupils not eligible for PP EF</i>	<i>Pupils eligible for PP Nationally</i>	<i>Pupils not eligible for PP Nationally</i>
<b>% achieving ARE in reading, writing and maths</b>	0	56%	51%	70%
<b>% making ARE or above in reading</b>	25%	74%	64%	80%
<b>% making ARE or above in writing</b>	25%	67%	67%	83%
<b>% making ARE or above in maths</b>	0	81%	64%	81%
<u>Year 2 attainment (2018-2019)- 43 pupils in total/7 PP</u>	<i>Pupils eligible for PP EF</i>	<i>Pupils not eligible for PP EF</i>	<i>Pupils eligible for PP Nationally</i>	<i>Pupils not eligible for PP Nationally</i>
<b>% making ARE or above in reading</b>	29%	86%	62%	79%
<b>% making ARE or above in writing</b>	29%	83%	55%	74%
<b>% making ARE or above in maths</b>	57%	80%	63%	80%
	<i>Pupils eligible for PP EF</i>	<i>Pupils not eligible for PP EF</i>	<i>Pupils eligible for PP Nationally</i>	<i>Pupils not eligible for PP Nationally</i>
<u>Year 1 Phonics Screening (2018-2019)-46 pupils in total/3 PP</u>	<b>Not yet done-Due October</b>			
<b>% achieved expected standard or above in Year 1</b>				
	<i>Pupils eligible for PP EF</i>	<i>Pupils not eligible for PP EF</i>	<i>Pupils eligible for PP Nationally</i>	<i>Pupils not eligible for PP Nationally</i>
<u>EYFS Good Level of Development- 43 pupils in total/3 PP</u>	<b>Not Done</b>			
<b>% achieving a good level of development in Reception</b>	0	0	0	0

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Language Acquisition is poor which has led to a number of pupil premium pupils making less than expected progress in Reading, Writing, Maths.
<b>B.</b>	Social, emotional and behavioural problems have a detrimental effect on academic progress compared to their peers.
<b>C.</b>	Learning Behaviour-levels of resilience, low self-esteem which means some of our pupils have an over-reliance on adult help and children feeling defeated when faced with challenging tasks.
<b>D.</b>	Some children have complex additional needs and school must ensure all these needs are met to allow children to reach their full potential. The school is committed to meeting their individual needs which is reflected in our SEND policy.
<b>E.</b>	Some children require an enriched curriculum to provide them with a wide range of experiences. School to ensure that identified children are supported and given additional time in school to achieve mastery in areas and opportunities to experience a wide range of areas outside the core curriculum.

#### **External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>F.</b>	Lack of support from home.
<b>G.</b>	Social, emotional and behavioral difficulties due to complex family situations, including limited life experiences or high levels of deprivation.
<b>H.</b>	Attendance and punctuality rates are improving but for some of our pupils eligible for PP they are still below our school target.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress/attainment for PP pupils across the school.	<p>Pupils eligible for PP identified as behind with progress in Reading (R), Writing (W) or Maths (M) make rapid progress by end of the year, so that all pupils eligible for PP funding have closed the gap towards ARE or GD (greater depth)</p> <p>PP children are enthused, motivated and supported by well-planned Maths and English curriculums, with a focus on Reading and the Wider Curriculum, so that they achieve better.</p> <p>Measured by teacher assessments and successful moderation practices.</p>
<b>B.</b>	Appropriate, individualised and effective support given to all PP pupils to diminish the difference between them and mainstream children.	<p>Close monitoring of attainment and progress of Maths on the Boil objectives</p> <p>Implement teaching of Phonics in year 3 (Recovery of Phonics)</p> <p>Daily or Three times a week revision of Maths concepts across the school (Maths basic facts Recovery)</p> <p>Rapid progress in Reading and Writing through Wider Curriculum engagement</p>
<b>C.</b>	Barriers to learning for PP pupils identified as needing social, emotional well-being or other support are reduced.	<p>Increase attendance and lateness (95% +)</p> <p>Higher engagement in lessons</p> <p>Lower level of disruption than in 2028-2029, especially of PP children with behavioural difficulties</p>

1. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Improved progress/ attainment for PP pupils across the school.</b></p>	<p>Challenging and supportive Performance Management which will also target children in receipt of PP.</p> <p>High quality, first hand teaching and learning is ensured by supporting teachers in their professional learning- planning, teaching and pedagogy across the Curriculum, with a focus on Oracy and Vocabulary in the Wider Curriculum.</p> <p>Effective, appropriate Feedback</p>	<p>Gaps in attainment between school PP and national PP. However, positive PP results at the end of KS1 and KS2.</p> <p>Teachers are school's best asset so we support them in becoming reflective and responsive practitioners through the professional learning we continue to foster.</p> <p>NFER 7 Building Blocks of Success: High quality teaching for all</p> <p>NFER 7 Building Blocks of Success: Whole school ethos of attainment for all</p> <p>EEF &amp; Sutton Trust research-low cost, feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. Its aim is to improve student learning by redirecting or refocusing the learner's actions to achieve a goal. It can be verbal, written or given through quizzes/tests.</p> <p><b>Progress +8 months</b></p>	<p>Teachers' Performance Management</p> <p>Long-term and medium-term planning support given to all teachers for leading their Wider Curriculum Subjects</p> <p>Learning Walks, Lesson Observations, Book Monitoring provide evidence of PP strategies being consistently used in classrooms, resulting in better attainment /more progress being made</p> <p>Twilights INSET Days Staff meetings Key Stage Meetings</p>	<p>RC/SJ</p> <p>RC</p> <p>SLT</p> <p>SJ/RC All Subject Leads</p>	<p>July 2021</p>

	<p>Focus on Oracy, Speaking and Listening Skills across the Curriculum</p> <p>Vocabulary-high profile throughout the Curriculum, with impact on reading comprehension and reading for pleasure</p> <p>Raising the profile of Reading for Pleasure</p> <p>Mastery Learning (ML)</p>	<p>EEF&amp; Sutton Trust Research-‘<i>Oral language intervention- studies of oral language interventions consistently show positive impact on learning</i>’.</p> <p>Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion on content or the processes of learning, or both.</p> <p>Approaches to include: targeted reading aloud and discussing books with young children, explicitly extending pupils’ spoken vocabulary and use of structured questioning to develop reading comprehension.</p> <p><b>Progress +5 months</b></p> <p>PP children mainly struggle with understanding and acquiring new vocabulary (Tier 2 and 3 words)- without understanding vocabulary, the content of our Curriculum can’t be accessed</p> <p>The planning of the Wider Curriculum, across the school, creates opportunities for children to access a variety of texts, outside the reading lessons, so that they can engage, motivate and support all children, especially those in receipt of PP.</p> <p>EEF &amp; Sutton Trust Research - ML involves breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of</p>			
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	<p>Collaborative learning (CL)</p>	<p>content in a series of sequential steps and must achieve a level of success, measured through testing, before processing the new content. Students who do not reach the required level are typically provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level. <b>Progress +5 months</b></p> <p>Verbal feedback, quizzes or written tasks will be used to ensure mastery learning is happening across the Wider Curriculum</p> <p>EEF&amp; Sutton Trust Research - CL involves teachers setting tasks or activities where students work together in a small group and each participant has an equal opportunity to contribute. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. The most effective approaches are those which promote interaction between group members. <b>Progress +5 months</b></p>			
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Appropriate, individualised, effective support will be given to all pupil premium pupils to diminish the difference between them and mainstream children.</b></p>	<p>1:1 Teacher feedback-to address misconceptions, gaps and weaknesses.</p> <p>Small group Teacher in the Morning Maths/Reading/ Phonics Intervention</p> <p>Small group-targeted, in the moment intervention for R, W, M-after the lesson, led by class teacher</p> <p>Small group, TA intervention to support well-being, behaviour</p>	<p>Good <b>focus on the needs</b> of Pupil Premium children to be reflected in the content taught across the curriculum</p> <p>'One-to-one tuition ...small group additional teaching are all supported by evidence of effectiveness in the Sutton Trust Education Endowment Foundation (EEF) Teaching and 'Learning toolkit'</p> <p>Supporting the attainment of disadvantaged pupils: Articulating success and good practice Shona Macleod et al [2015]</p>	<p>Data Pupil voice Learning Walks Lesson Observations Book Monitoring</p> <p>TA training on Maths subject knowledge.</p> <p>Impact overseen by Pupil Premium Lead</p>	<p>SJ RC Class Teachers SLT</p>	<p>July 2021</p>

**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Barriers to learning for Pupil Premium pupils identified as needing social, emotional well-being or other support are reduced.</b></p>	<p>Regular meetings with Mrs Doyle, our pastoral support, or class teacher, to discuss targets and barriers to learning or to provide effective support and challenge to vulnerable families, especially after Lockdown</p> <p>Pastoral support from TAs Therapy/ Counselling sessions/ pastoral support. Whole staff training on mental health needs</p> <p>All children in receipt of PP have access to high quality learning opportunities through an enriched curriculum- Increased PP involvement with learning initiatives promoted by lunchtime/after-school clubs (Change for life, Chess, Book, Science, Code, Team games etc), Music lessons</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils</p> <p>More regular contact with parents so they are aware of their child’s learning and how best to support it as family support is essential for child’s engagement in education.</p> <p>Children with low self-esteem and wellbeing needs will have pastoral support.</p> <p>High quality educational experiences promote engagement and therefore progress.</p>	<p>Use PP provision map- PE/BOOKS/TRIPS-and review 3 times per year, at assessment points</p> <p>Ensure careful identification of target pupils and appropriate confidentiality.</p> <p>Monitor effects but also monitor whether these translate into improved attainment</p> <p>Monitor meeting notes and ensure actions are addressed promptly.</p> <p>Monitoring of interventions</p> <p>Feedback from counsellor/ pastoral support</p> <p>CPD feedback.</p> <p>Monitor involvement with clubs and other opportunities</p>	<p>SENDCO SD RC</p>	<p>July 2020</p>

	<p>To ensure that all PP children are able to own school uniforms, books and attend events, trips, residential.</p> <p>Pupil voice and parent surveys to analyse where improvements could be made</p> <p>Supporting transition to secondary school</p> <p>Attendance of PP children is at least national average and in-line with non-PP children. Punctuality needs to improve.</p>	<p>Support for vulnerable families</p> <p>Raised awareness among all staff of barriers faced by children. Whole staff commitment to promoting pupil wellbeing (and staff wellbeing). Reinforcement of growth mindset and school values by leadership team and staff in assemblies - positive impact evident in pupil voice during observations.</p> <p>To develop further their resilience skills so they become more independent</p> <p>Attendance and punctuality promoted, leading to greater progress. PP attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being. Poor attendance can have a significant impact on progress but also social interactions/friendships.</p>	<p>PP children take a full part in school life.</p> <p>Pupil voice</p> <p>Successful transition</p> <p>Monitoring of attendance and punctuality shows an improvement.</p>		
<b>Total budgeted cost</b>					56,490

**2. Review of expenditure £55,440 for 38 PP pupils**

**Previous Academic Year**

**2019-20**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b>Improved progress/ attainment for PP pupils across the school.</b></p>	<p>Challenging and supportive Performance Management which will also target children in receipt of PP.</p> <p>High quality, first hand teaching and learning is ensured by supporting teachers in their professional learning- planning, teaching and pedagogy across the Curriculum, with a focus on Reading and Wider Curriculum.</p> <p>Effective, appropriate Feedback</p> <p>Focus on Oracy, Speaking and Listening Skills</p>	<p>Considerable progress was made to support teachers with delivering Reading sessions, especially introducing the Vocabulary focus during these sessions</p> <p>PM not possible to perform due to March Lockdown</p> <p>Feedback strategies were revisited, and teachers worked in teams to trial them</p> <p>Embedding wasn't possible because of March Lockdown. These are to continue to be embedded this year</p> <p>RC and teachers worked together during school closure to ensure appropriate planning (which includes Vocabulary, Oracy) is in place across the Wider Curriculum</p> <p>Mastering Learning will be a next step</p>	<p>All approaches were not enough embedded, therefore they are a focus for 20-21 academic year-Vocabulary, Oracy and Speaking and Listening Skills, Reading for Pleasure</p> <p>RC to investigate further Mastery Learning in the Wider Curriculum</p>	<p>English Consultant-Vocabulary</p> <p>RC and KF-Vocabulary course</p> <p>Staff meetings focused around reading and vocabulary</p>

	<p>across the Curriculum</p> <p>Vocabulary-high profile throughout the Curriculum, with impact on reading comprehension and reading for pleasure</p> <p>Raising the profile of Reading for Pleasure</p> <p>Mastery Learning (ML)</p>			
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Appropriate, individualised, effective support will be given to all pupil premium pupils to diminish the difference between them and mainstream children.</b>	1:1 Teacher feedback- to address misconceptions, gaps and weaknesses.	This intervention impacted on children's outcome-children were making good progress by March  Good impact. Most pupils moved up in terms of reported data.	We will continue these interventions next year.    Taking into consideration the complex needs of some of the pupils in receipt of PP a new central document, a provision map for all children, to be updated 3 times a year, will be created.	8 hrs pw TA time £4400
	1:1 Third Space Learning Maths intervention support for selected PP pupils	Not carried out		10 hrs pw TA time £5500
	Small group Teacher in the Morning Maths/Reading/Phonics Intervention	High impact, however, sometimes there are more children who need these interventions and PP would only benefit if in a small group. This intervention, pre-learning, provided more intense support for addressing misconception or consolidating learning		15 mins teacher time in every class daily £14,400
	Small group-targeted, in the moment intervention for R, W, M-after the lesson, led by class teacher	Has proved difficult to be carried out due to lack of teaching support staff last year		1 hour teacher time per child per year. £1200
	Small group, TA intervention to support well-being, behaviour	This was more beneficial when carried out by class TA or SD		

iii. Other approaches

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
<p><b>Barriers to learning for Pupil Premium pupils identified as needing social, emotional well-being or other support are reduced.</b></p>	<p>Regular meetings with Mrs Doyle, our pastoral support, or class teacher, to discuss targets and barriers to learning or to provide effective support and challenge to vulnerable families.</p> <p>Pastoral support from TAs Therapy/ Counselling sessions/ pastoral support. Whole staff training on mental health needs</p> <p>All children in receipt of PP have access to high quality learning opportunities through an enriched curriculum- Increased PP</p>	<p>Good progress for some of the targeted pupils, however, external barriers (see above) which are sometimes beyond our reach have slowed progress in some cases. Punctuality of these PP who were targeted as needing interventions, has also slowed progress.</p> <p>Proving helpful to encourage a joined-up approach between home and family</p> <p>All pupil premium pupils are very keen on the approach and have made significant progress in reading and maths Some PP pupils have made good progress</p>	<p>This approach has been helpful and will continue</p> <p>Pupils achieved medals/trophies/certificates/for the school through various enrichment activities, contributing to their growing confidence and further developing their self-esteem</p> <p>Participation for pupil premium pupils has been enhanced by a regular PE club- Change for life</p> <p><b>Current approaches will continue</b></p>	<p>Approx 75% of Pastoral Support Worker</p> <p>£19,400</p> <p>Support from TA's 20 mins per class per day £5,700</p> <p>Approx 3 hrs per week Sports TA's plus teacher time for clubs (time off in lieu) £4600</p>

	<p>involvement with learning initiatives promoted by lunchtime/after-school clubs (Change for life, Chess, Book, Science, Code, Team games etc), Music lessons</p> <p>To ensure that all PP children are able to own school uniforms, books and attend events, trips, residential.</p> <p>Pupil voice and parent surveys to analyse where improvements could be made</p> <p>Supporting transition to secondary school</p> <p>Attendance of PP children is at least national average and in-line with non-PP children. Punctuality needs to improve.</p>	<p>PP children have additional life experiences and opportunities. Many have represented the school in sport.</p> <p>All children who want to go on trips are taken, including residential</p> <p>Not performed due to March Lockdown</p> <p>Weekly achievement assembly rewarded outstanding class attendance rate, also, individual end of year certificate.</p> <p>All lates and non-arrivals monitored closely and followed up.</p>	<p>The concern is the late arrivals-they prove to be, according to teachers, exactly the PP children who need the interventions. As a school, we need to follow up the punctuality closely and teachers might have to schedule their interventions differently so they can impact those intended to.</p>	<p>Trips £4100 incl residentials</p> <p>Free jumper, t-shirt, book bag for every child £500 Books 3-5 per year per child £900</p> <p>Office and PSW time to monitor, follow up actions, work with families. - approx 1/3 hr per day £1530</p>
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