



REPORT ON USE OF PUPIL PREMIUM GRANT TO SUPPORT DISADVANTAGED PUPILS

- i. Evaluation 2019/20**
- ii. Action Plan 2020/21**

This Report is different as a result of the disruption to education in 2020: the national lockdown resulted in the cancellation of all externally verified assessment and led to the vast majority of pupils undertaking remote learning from 23rd March up to the end of the academic year; the looming national lockdown resulted in significant impact on attendance after the February half-term break.

This Report should be completed by appropriate Academy staff, approved by the LGB, and posted on the Academy website by 5.1.2021.



i. Evaluation 2019/20 Gilbert Scott Primary

NB	Disadvantaged Pupils	DPs	Pupils for whom pupil premium funding is provided
	Others	Oth	Pupils who are not categorised at Disadvantaged
	All		All pupils

Key Data

Total PPG allocation	£113,520	All pupils on roll at January 2020 census		DPs on roll at January 2020 census	
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1. Outcomes 2020

As a result of lockdown, no outcome data is provided on the performance of DPs or Others. However, since the return to fulltime education we have identified the following learning or behavioural issues in our DPs:

Reception - 15 pupils out of 21 are DP	<p>A new year group, although some were in nursery. Are performing at a higher level than previous year groups and have clearly benefitted from being at home in terms of social skills</p> <p>There was a 13% gap between DP and the rest for attendance in the first half term (82% for DP's and 95% for the rest)</p>
Year 1 - 15 out of 24 are DP	<p>Phonics and early reading in year 1 has suffered due to missed learning and catch up in place</p> <p>Mathematics skills lower than you would expect but as with phonics, catch up in place and we can already see the impact.</p> <p>Pupils are well motivated, ready to learn and overall have an excellent attitude towards their learning</p> <p>There was no gap between DP and the rest for attendance in the first half term (both 96%)</p>
Year 2 - 14 out of 23 are DP	<p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments</p> <p>Those children that were below expected at lockdown have required catch up for phonics and early reading</p> <p>Those with behaviour and social issues have returned with higher levels of need. Some are very tired when they first arrive and again at the end of the day.</p> <p>Attendance has been good to this point with 99% for DP's as opposed to 93% for the rest.</p>

<p>Year 3 - 13 out of 28 are DP</p>	<p>A significant group of children have certainly missed out on discussion, talking in complete sentences and new vocabulary. This has tended to be those children who have also gone backwards in reading and writing as well.</p> <p>GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. This is especially the case in this year group, where almost 50% of the class have been identified.</p> <p>Access for books at their reading level has been challenging for many children especially in key stage 2.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments</p> <p>Behaviour overall has not been affected but some children are coming into school very tired lacking motivation, stamina and resilience especially at the beginning and end of the day. Attendance is the lowest in the school. (80% for DP's and 93% for rest). Punctuality has been a real issue for this year group as well.</p> <p>Gaps between those children meeting expectations and those that do not has grown especially in English.</p>
<p>Year 4 - 12 out of 19 are DP</p>	<p>GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments</p> <p>Access for books at their reading level has been challenging for many children especially in key stage 2.</p> <p>Those with behaviour and social issues have returned with higher levels of need and are having extra support from the inclusion team. Number of children in the class has reduced. There was a 5% gap between DP and the rest for attendance in the first half term (91-96)</p>
<p>Year 5 - 8 out of 20 are DP</p>	<p>GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Access for books at their reading level has been challenging for many children especially in key stage 2.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments</p> <p>Attitude to learning and general behaviour unaffected and has continued to be good</p> <p>There was no gap between DP and the rest for attendance in the first half term (both 96%)</p>

Year 6 - 10 out of 27 are DP	<p>GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments</p> <p>Access for books at their reading level has been challenging for many children especially in key stage 2.</p> <p>Behaviour overall has not been affected but some children are coming into school very tired lacking motivation, stamina and resilience especially at the beginning and end of the day. Behaviour overall continues to be very good.</p> <p>Gap between those not working at the expected level and the rest has increased especially in writing.</p> <p>There was a 3% gap between DP and the rest for attendance in the first half term (94.5 - 97.5)</p>
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2. Attendance 2019/20 (up to February half-term 2020)

Year Group	No of DPs	Attendance of DPs	Attendance of All
1	11	84.5	89.1
2	14	87.7	91.9
3	13	91.6	93.2
4	12	91.8	93.7
5	14	90.5	92.9
6	18	92.2	92.2
Total	84	89.7	92.2

3. Review of Action Plan 2019/20 (please note limiting nature of lockdown on evaluation / impact)

Action	Evaluation / Impact
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<p>i. Attendance & Punctuality (£9,820)</p>	<p>Please provide a qualitative comment on the overall impact in each area. If a quantitative comment is possible, please also include.</p>
<p>The school community has a clear understanding of the correlation between attendance and academic progress</p> <ul style="list-style-type: none"> • Continue with class points in assembly • Identify those children who have attendance rates of between 90-94.9% and write to them informing them of their responsibility. EWO to continue to meet with persistent absentees and take proceedings further, where appropriate, including fines, court and mash referrals. • Letters and further proceedings for those families who are persistently late. • Visit schools with a similar cohort to see what measures they are taking that are different to ours 	<p><u>Positive Impact</u></p> <p>Whole school assemblies on a Monday continued to be a focal point for talking about attendance and punctuality. Weekly class percentages continue to be put on the attendance board in the main corridor.</p> <p>Despite continued efforts to improve attendance, the overall percentage remains stubbornly below the national average. The school percentage is negatively affected by a minority of pupils who have emotional, social and wider family issues. A group of 10, (5% of the school population), have attendance of well below 50% and these take up most of the time of the school's EWO (half a day a week) which impacts on the time for those just below the national average. The situation has been a greater challenge this year following several redundancies at the end of the summer term 2019</p> <p>The number of significant cases increased significantly during the year before lockdown. All the families concerned have at least one outside agency working with them. The schools Education Welfare officer met/phoned these families weekly and liaised with our inclusion team. This certainly reduced the capacity of the school to deal with those children below 95% effectively.</p> <p>During lockdown, contact with any pupils not in school continued through phone calls from both staff and EWO</p> <p><u>Continued focus</u></p> <p>Attendance will continue to be a focus. Dedicated member of staff for attendance in the mornings, new EWO giving us greater capacity. Already having an impact (October 2020). Pupils who were living a long distance away have decided to go to schools closer to home due to issues with travelling in lockdown. This has included up to 75% of our most challenging cases.</p>
<p>ii. Readiness to Learn (£24,307)</p>	
<p>To increase the academic resilience of our pupils, which in turn will improve their resilience in both competitive situations and in everyday life</p> <ul style="list-style-type: none"> • Identify all vulnerable pupils that need to build their academic resilience - Go through every child in the school and identify what support / resources they need that helps to ensure academic resilience. (use Young Minds Pyramid of Need) • Ensure that the school does everything it can to improve academic resilience - Identify what is already in place/what is missing (Young Minds – Resilience framework) • Each pupil to have a named adult if identified as a vulnerable child in the framework – that person to ensure they have what they need in order to focus on learning • All new pupils to receive a book bag and PE bag • Counsellor to work with identified pupils • Family support worker to work with identified families – early help, food banks etc 	<p><u>Positive Impact</u></p> <p>Inclusion team worked with identified pupils on confidence/relationships/behaviour strategies – this linked with work completed with families in conjunction with other agencies. Overall pupil attitudes and behaviour has been good and well supported by the Inclusion team. For the couple of children who did not respond as quickly, referrals to CAHMS or SEND support were made.</p> <p>Really effective co-ordination with other agencies, including Early Help enabling a large number of families to get the support required whether it was financial, behaviour, domestic violence or housing. Family support work was very</p>

<ul style="list-style-type: none"> EYFS team to home visit all new nursery and reception 	<p>effective with at one point 15 families receiving Early Help. This reduced the number of families moving onto higher levels of support from Social services and other agencies.</p> <p>During lockdown, the inclusion team supported pupils and families through phone calls and messages on a weekly basis. Pupils were encouraged to attend and those that did had support in school as required.</p> <p>EYFS were able to complete home visits in September 2019 with support from the Inclusion team. This gave them a very good insight in to the children before they arrive at school. This was unable to happen in September 2020, but all families were able to visit the school before their child started.</p> <p><u>Continued focus</u></p> <p>As last year, identify all vulnerable pupils that need to build their academic resilience - Go through every child in the school and identify what support / resources they need that helps to ensure academic resilience. A real focus on social skills with these children. Work to start with Write-time charity, who will work with a selected group of year 6 pupils, mentoring them and where necessary supporting parents.</p>
<p>iii. Teaching & Learning (€67,390)</p>	
<p>Review and reform the design of the curriculum so that it meets the needs of all pupils (intent); providing rich and varied learning experiences alongside provision mapping (implementation), which results in accelerated progress for all pupils from their starting points and especially the more and most able pupils (impact).</p> <ul style="list-style-type: none"> Ensure that the teaching of phonics helps to close the gap – all staff to receive two days of Read Write Inc training and school to receive 3 development days for the phonics lead Ambition Institute to work intensively with the school to ensure that the culture helps to enable the quality of teaching to be consistently good in all classrooms. That support staff are used to target underperforming pupils through pre-teach and precision teaching. Tutors to work with targeted pupils daily on sounds and key words 	<p><u>Positive Impact</u></p> <p>Progress in phonics up until March was good. Expected to have 75% pass the phonics screening check (not including pupils from the ELP - Now being tested in November as year 2.</p> <p>Staff development days were thorough, informative and gave all staff the confidence to carry out the programme. Impact has been on both the progress of the children and also on the confidence and expertise of the support staff who manage and run their own groups. These groups change every six weeks after the children are assessed.</p> <p>RWI development days for the phonics lead helped ensure that the scheme was well established quickly. Phonics lead spent time observing and supporting all staff, ensuring consistency of teaching which has led to good progress as of March 2020. It has also enabled her to make informed decisions about the most effective way to re-introduce phonics in September following lockdown.</p> <p>As of Mach 2020, in KS2, progress of disadvantaged is now in line with non-disadvantaged in mathematics as well as year 4 and 5 writing. Although closing, there is still a gap in reading across years 3, 4 and 5, as well as writing in year 3. The whole class reading strategy is having a positive impact on the gap but a greater focus from teachers on pupil book choices is required for the gap to continue to close.</p> <p>Pupils receive regular feedback from teachers and this is having an impact in some subjects including English, but this does not always inform the most useful next steps in learning in all subjects; as a result, feedback across subjects and</p>

	<p>classes does not consistently add value to learning. The focus is moving on to foundation subjects, using the examples of best practice in English and mathematics.</p> <p>Up until March, Support staff and teaching staff targeted underperforming pupils during assemblies. This has had impact but has not been possible since lockdown. Staff have tried to ensure that this continues in some form September</p> <p><u>Continued focus</u></p> <p>Catch up for phonics was seen as essential in September and children were in class groups until the end of September, revising the phonics covered up to March and work completed at home. Children were assessed at the end of September and new phonics groups begun at the beginning of October. Early indications suggest pupils are making good progress.</p> <p>Ambition work had started to lead to improved teaching across most classrooms. Impact most seen in classrooms where management and culture for learning was weaker. The programme was halted during lockdown and started again in September with a greater focus on memory.</p> <p>The work with two Teacher Educators has got us to the point where a coaching programme can be put in place. This will start after half term 2020. This will focus on teachers making small changes to their practice leading to high impact.</p> <p>Focus on embedding effective feedback in mathematics and the foundation subjects.</p>
<p>iv. Learning Environment (£8,000)</p>	
<p>Books and resources for a new library and workspaces</p> <p>To create a learning area that enables a love of reading for all pupils, a workspace for them to feel comfortable in and one that they will take responsibility for and respect</p>	<p>New library in place - delayed by Covid (Oct '20) Unable to currently use the library effectively due to Covid restrictions.</p>
<p>£112,517</p>	

4. Summary

Impact of the work carried out this year was hindered significantly by COVID. This was especially the case with embedding the learning in phonics and not being able to show the expected improved results at the end of Key Stage 2 results. The pupils in year 2 have come back, along with year 1 as the two-year groups were not in school during lockdown. As shown above, one or two things will carry into next year where there is a real emphasis on support for families both in terms of learning and welfare alongside the continued focus on quality first teaching and attendance.

ii. Action Plan 2020/21

Total PPG allocation	£121,050	All on roll at October 2020 census	176	DPs on roll at October 2020 census	82
Allocated to:	Amount:	Actions:		Expected Impact:	
Attendance and Punctuality	£15260	<p>A member of staff to be employed for 10-15 hours per week with a focus on attendance and punctuality</p> <p>To work closely with both the office and Education Welfare Officer</p> <ol style="list-style-type: none"> Parents are fully aware of the school's expectation for attending school every day – this will be done through phone calls, letters, information flyers and where necessary face to face meetings including with SLT and EWO Parents are fully aware of the consequences should their children not attend school every day – this includes not only what the law states but also the impact academically and on life chances. Contact with families who are causing concern is daily and where possible supportive. However, it will be made clear to parents that procedures will be followed Pupils will continue to be praised for being on time and in school. Current reward systems to be reviewed and where appropriate, new ones established. 		<ol style="list-style-type: none"> All parents understand and support the importance of ensuring their child is in school All parents understand the consequences of their child not being in school Daily contact and support have been effective in improving the attendance rates across the school Weekly class competitions and individual rewards continue to have an impact on attendance and punctuality 	
Teaching and Learning	£68390	<p>Continue to embed high impact oracy strategies across The Burrow (new EYFS Unit) to ensure accelerated outcomes for all pupils across all areas</p> <ol style="list-style-type: none"> Baseline pupils on entry (EYFS Leader and teachers to set interventions and review regularly) Updated EYFS curriculum map (focus on C&L) Re-audit of resources relevant for oracy programme The Burrow Talking Time sessions timetabled to develop language and provide opportunities to review learning / Weekly Talk focus planned and delivered through Talking Time groups (including ERIC sessions) / Daily Pobble365 <p>Children leave the EYFS competent in applying phonic skills to reach the Early Learning Goals for Reading and Writing</p> <ol style="list-style-type: none"> Embed high impact, effective RWI phonics sessions RWI across The Burrow to begin from first week (3 x SEND pupils to join The Nest for Bucket Time). Nursery Phase 1 aspects taught progressing through to RWI Set 1 in Spring term. Book club set up (identified pupils from baseline) 		<p>Children moving into key stage 1 with better oracy skills, leading to improved</p> <ol style="list-style-type: none"> Rapid 'catch up' made from on-entry with oracy strategies in place whereby children gain confidence in their communication and language skills Progressive curriculum across a two-year cycle with oracy woven throughout the curriculum New resources have impact on the outcomes for all A culture of meaningful talk embedded as part of the EYFS ethos. <ol style="list-style-type: none"> Highly effective phonic sessions have impact with the systematic teaching of early reading and phonics. Children leave nursery prepared to excel in Reception phonics knowing Set 1 sounds. Identified pupils make accelerated progress. Pupils are exposed to tricky words in a variety of contexts and apply them to their reading. 	

		<ul style="list-style-type: none"> iv. Red sight words 'passwords' introduced to Reception v. Development of reading areas indoors and outdoors <p>To ensure that all groups, including disadvantaged, acquire the knowledge and skills they need to succeed in life</p> <ul style="list-style-type: none"> i. Teachers ensure that disadvantaged are well prepared for their next stage of learning ii. Any gaps between peers are identified and steps are taken to close them iii. Planning across the curriculum takes into consideration any significant groups iv. Teachers ensure there is effective scaffolding to support pupil learning <p>Continuous assessment is effectively used to inform planning and future learning</p> <p>Assessments are regularly moderated across school/trust/local cluster to ensure accuracy and consistency</p> <p>Implementation</p> <ul style="list-style-type: none"> i. Type, regularity and use of assessments reviewed and agreed with staff ii. Planning formats reflect opportunities to assess iii. Children are clear about their response to assessment, including feedback and how it will improve their learning iv. Formative and summative assessment are used to set targets for pupils both in terms of attainment and progress v. Whole school moderation, internally and with other settings is used for accuracy and consistently as well as professional development 	<ul style="list-style-type: none"> v. Children are excited and engaged in love for reading. <ul style="list-style-type: none"> i. Disadvantaged children have the skills and knowledge that will mean that they can succeed at the next stage of learning ii. Identified pupils are closing the gap with their peers and/or supported effectively in accessing the curriculum iii. Evidence in books and discussions with pupils show clear evidence of where the curriculum has been adapted iv. Observations/drop ins, books show effective scaffolding has led to at least good outcomes for pupils <ul style="list-style-type: none"> i. New assessment policy is in place ii. Monitoring of planning, including 1-1 reviews show explicit examples of planned assessment opportunities iii. 1-1 curriculum reviews including drop in book looks show evidence of how assessment, including feedback have supported progress iv. Challenging but realistic targets are set (each half term for writing) <ul style="list-style-type: none"> i. Teachers are confident and skilled in making accurate assessments of their children and this is reflected during moderation
Ready to Learn	£30600	Ensure home learning (homework) and remote learning effectively support pupils to make progress in learning	

	<p>There is a clear purpose and expectation for both home learning (homework) and remote learning that is shared with pupils, parents and staff</p> <ul style="list-style-type: none"> i. Develop google classroom experts ii. Develop teacher knowledge and effectiveness of using online learning platform. iii. Provide quality home learning materials vis google classroom as a blended approach (for pupils learning in school and those learning at home) iv. Establish approached to recording lesson content to enhance home learning resources. v. Ensure all families have tools and resources needed to allow access to home learning. vi. Improve parental accessibility, confidence and knowledge of online learning tools, through parent workshops. vii. Provide topic webs on website. <p>All vulnerable pupils that need to build their academic resilience are identified and a programme of support put in place</p> <ul style="list-style-type: none"> i. Go through every vulnerable child in the school and identify what support / resources they need that helps to ensure academic resilience. (use Pyramid of Need) ii. Identify what is already in place/what is missing (Young Minds – Resilience framework) iii. Mentor from Write-time to work with year 6 pupils iv. Inclusion team to support staff in how to build resilience in all pupils <p>EYFS</p> <p>Raise confidence levels and upskill parents so that home learning has impact.</p> <ul style="list-style-type: none"> i. Parents to be reintroduced to ‘Class Dojo’ as a tool for sharing positive achievements / Weekly celebration / Home Learning challenges ii. The Burrow / The Nest to use Class Dojo for portfolio for photographs (Learning Journals) to encourage and show parents what learning can look like. iii. Class Dojo to be used for weekly home learning challenges (or remote learning if local lockdown/child in isolation) / Teachers to use Google 	<ul style="list-style-type: none"> i. There are individuals who can provide support to ensure barriers to using online learning are removed. ii. All teachers can effectively provide learning through a blended approach. iii. Learning resources and materials are of high quality and accessible to pupils and families, so expected rates of learning continue when pupils learn at home. iv. Lesson materials replicate approaches in the classroom to ensure learning is not limited. v. No pupils are disadvantaged by lack of access. vi. Parents have the confidence and knowledge needed to support learning at home. vii. Families are clear on curriculum content <ul style="list-style-type: none"> i. Every child/family identified by inclusion team and appropriate support put in place leading to improved attendance, behaviour and academic performance ii. Clear provision maps in place for relevant pupils leading to targeted support iii. Year 6 pupils are clear about their personal targets and how they can achieve them leading to improvements in academic performance and where relevant improved attendance and behaviour iv. Staff can use a variety of resources / teaching methods to ensure greater resilience in their pupils leading to improved progress. <ul style="list-style-type: none"> i. Parents are confident and understand how the school is using Class Dojo ii. Photographic part of the Learning Journals is online and shared with parents. Parents know what learning looks like in EYFS. iii. Pupils/parents clear about expectations for home and remote learning / Staff and children confident in the use of Google classroom
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		Classroom in class modelling to pupils in preparation for using in later school years	
Learning environment	£6500	<p>Continued focus on stimulating and challenging EYFS Environment ensuring pupils make rapid progress and can be independent curious learners.</p> <ul style="list-style-type: none"> i. Environment review with EYFS team self-evaluating learning opportunities (in line with Covid protocol) + SLT learning walk ii. Teachers to ensure consistency of highly stimulating areas within both rooms. iii. EYFS Leader and teachers update and review timetable of developments to the environment. iv. The environment encourages the development of vocabulary and language <p>To ensure there are banks of computers throughout KS2, enabling research opportunities, interventions and Accelerated Reader to take place within or very close to the classroom.</p> <p>Cloakroom areas are converted to a music room and small learning room</p>	<ul style="list-style-type: none"> i. EYFS Environment is inviting and stimulating (and in line with Covid protocols) providing breadth of opportunities and enhancing learning outcomes ii. Nursery room to Reception room provides progressive challenge. iii. Timetable reflects sustained periods of time for child-initiated play / Pupils are inspired and learn a wider range of skills iv. Pupils absorb and use a breadth of language demonstrating independent curious learners <p>All children can have access to computers in order to enhance learning</p> <p>New music teacher (1 day per week) has a well-resourced room in which to promote a love of music.</p> <p>Intervention groups including phonics have a space appropriate for learning.</p>
Other			
Total			