



Transform Pupil Premium

Transform understands that due to COVID and school closures, it is not possible to evaluate the impact of pupil premium for all of 2019/20 academic year. Transform will expect school leaders to monitor and report on the grants impact from September 2019 to July 2021, with more detail about the grants use and impact for the period September 2020 to July 2021.

Transform also expects school leaders to:

- Set multi-year pupil premium strategies
- Light touch review annually

Strategy Statement - Intent
To diminish the difference in attainment between pupil premium children and non pupil premium children, in order for more children to achieve ARE in reading, writing and maths.
To increase the percentage of pupil premium children achieving greater depth across the school.
To improve the wellbeing and involvement of pupil premium pupils.

Impact review 2019-20

Implementation	WWW	EBI	Costings £
Teaching	<ul style="list-style-type: none"> • The percentage of effective or better teaching increased, due to coaching and support across the school, including the deployment of the Associate HT. • The percentage of highly effective teaching increased. 	<ul style="list-style-type: none"> • Showbie training for staff had happened prior to lockdown • Wider impact of research into gender and learning. • Teachers and pupils having the resources available to deliver live lessons during lockdown. 	Initial costing for the year: £42,040

- TDPs supported and improved practice.
- Ipad project in Year 5 increased engagement in the classroom.
- Children appointed as digital leaders and support others with their digital learning
- Staff confidence in the use of technology increased
- Staff expertise was shared in order to support colleagues
- The golden thread of books within the curriculum enhanced the love of reading
- Pre lockdown assessments indicated pupils were on track to achieve or exceed their targets:

Year 2	EXS+	GDS
Reading	68%	25%
Writing	75%	23%
Maths	62%	22%

Year 6	EXS+	GDS
Reading	79%	27%
Writing	72%	24%
Maths	68%	27%
Comb	62%	14%

<p>Targeted academic support</p>	<ul style="list-style-type: none"> • Support for children’s SEB needs by the school counsellor resulted in children being more prepared for learning • Behaviour of targeted PP children improved with reduced incidents of poor behaviour or behaviour interventions. • All children accessed trips and engagement activities which hooked and engaged them with their learning • Pupil premium group teacher work with targeted groups built resilience and skills in English and maths fundamentals. • Pupil premium forest schools sessions improved attitudes to learning and behaviour of targeted pupils. 	<ul style="list-style-type: none"> • Increased capacity in order to deliver specific interventions • Better use of time spent during breakfast club. 	<p>Initial costing for the year: £66,000</p>
<p>Wider strategies</p>	<ul style="list-style-type: none"> • Celebrations of attendance were enjoyed and beginning to have impact. • Home visits raised the profile and importance of good attendance. 	<ul style="list-style-type: none"> • Overall attendance increased to 96%. • The attendance of pupil premium children increased to diminish the difference with non pupil premium pupils. 	<p>Total cost for the year: £10,000</p>

	<ul style="list-style-type: none"> • Parents were supported and held to account for pupil attendance. • Clarity around reasons for poor attendance in order to apply appropriate support and intervention eg medical needs. 		
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Intent 2020-21

Implementation		Costings £
Teaching	<ul style="list-style-type: none"> • QFT and rigorous AfL within lessons to identify support needs and appropriate intervention • Use of EEF toolkit with regards to effective strategies to support disadvantaged learners • Use of EEF toolkit with regards to effective feedback and the impact on learning • RWI and the use of the online resource to provide further opportunities to practice and revisit lessons of the day or target individuals. • Digital strategies to increase engagement. • Improve teaching by the sharing of good practice within and beyond the school • Clarity around individual and group next steps in learning 	£30,000 PP group teacher £11,000 purchase of additional devices £1,000 cover teaching to enable peer support and sharing of good practice £2,000 supply to release staff to observe good practice £44,000
Targeted academic support	<ul style="list-style-type: none"> • Blended learning approach in school and at home including apps to target pupils with identified digital interventions • Oracy and communication interventions eg time to talk • Link reading to writing and the learning environment to reflect this. 	£10,000 support for reading catch up £3,000 additional reading resources

	<ul style="list-style-type: none"> • Targeted interventions and apps: <ul style="list-style-type: none"> - TT Rockstars - Spelling Shed - Pobble 365 - Reading catch up - Switch on - RWI - Nurture groups 	<p>£3,000 resources for nurture group</p> <p>£16,000</p>
Wider strategies	<ul style="list-style-type: none"> • Attendance officer to improve attendance with a focus on pupil premium children • School Counsellor to support children’s mental health and wellbeing. To work with targeted pupils identified through Leuvan assessments. Improve pupils wellbeing and mental health. • Mental health training for staff • SEND professional support • Rewards and celebrations of success • Breakfast club: Effective use of time with a reading focus. • <i>Investigate a local ‘walking bus’ once COVID safe.</i> 	<p>£6,000 Attendance officer</p> <p>£25,000 School Counsellor</p> <p>£1,000 breakfast club resources</p> <p>£5,000 breakfast club staff</p> <p>£7,000 SEND support</p> <p>£900 rewards and celebrations</p> <p>£44,900</p>
Implementation		
<p>Pupil Premium BIG question: This question will be reviewed at the year end.</p> <p>Have strategies introduced throughout 2019 – 2021 improved attendance and outcomes for pupil premium children in ALL year groups?</p> <p>Are pupil premium children fully engaged and involved in their learning?</p>		