Evidencing the impact of Pupil Premium 2020/21

Ofsted inspection teams are asking school leaders to provide evidence of the impact of their Pupil Premium funding. This must be closely linked to improvements in pupil outcomes. As the School Inspection Handbook (August 2016) states, "Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- o the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
- o how the school has spent the pupil premium and why it has decided to spend it in the way it has
- o any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

This document provides a format for showing this information in a clear and concise way, including a summary suitable for the school's website. It is therefore an extremely useful tool for school leaders to provide valuable evidence during an inspection.

	Number of pupils and amount of Pupil Premium funding received:		
	2018/19	**2019/20**	**2020/21**
Total number of pupils on roll	753	805	848
Total number of pupils eligible for Pupil Premium funding	75 (9.9%)	55 (6.8%)	66 (7.7%)
Amount of Pupil Premium funding received per pupil	£1,320/£2,300	£1,320/£2,300	£1,320/£2,300
Total amount received	£109,780	£101,227.50	£103,770

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

- Statistically there is a gap between pupil premium and non-pupil premium attendance. "There is a clear link between poor attendance at school and lower academic achievement." *Improving attendance at school, Department for Education, 2012* (A)
- Emotional well-being, behaviour and readiness for learning. Some causes for this include; broken family structures, family stress, trauma and safeguarding and welfare issues. (B)
- Parental Involvement – there is a need for greater awareness of the expectations of each Key Stage and Year group to encourage a partnership in learning. (C)
- Some of the children who are eligible for pupil premium also have very individual barriers to learning. Therefore, there is a need for research and evidence based interventions to target children on an individual or small group basis. (D)
- Some pupils start school below the national age related expectations when they join our school due to a range of factors. (E)

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- There is a vocabulary gap between disadvantaged and non-disadvantaged pupils. Statistics show that by the age of three, more disadvantaged children are – on average – already almost 18 months behind their more affluent peers in their early language development. Around two-fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age. (F)
- COVID-19 – School closures have impacted disadvantaged pupils more than non-disadvantaged pupils. (G)

Attainment of pupils eligible for Pupil Premium funding at KS1	2018/2019				2019/20 *Unvalidated internal data due to COVID19 (based on SPR 2020) **Phonics based on current Y2 data (taken in AUT 2020) National figures not available				2020/2021			
	% working at expected standard		% working at higher standard		% working at expected standard		% working at a higher standard		% working at expected standard		% working at a higher standard	
	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally
Phonics in Y1	33%	82%	N/A	N/A	68%**	N/A	N/A	N/A			N/A	N/A
KS1 Reading	50%	75%	16%	25%	43%*	N/A	0%*	N/A				
KS1 Writing	50%	69%	0%	15%	43%*	N/A	0%*	N/A				
KS1 GPS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KS1 Mathematics	33%	76%	0%	22%	57%*	N/A	0%*	N/A				

Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding e.g. examples of pupils in making or exceeding expected progress; progress linked to attainment on entry	**<u>Extra information about the Year 2 cohort:</u>** 7 disadvantaged pupils in total **SEN:** 1 (%) **EAL:** 3 (%) **Summer born:** 3 (%) **<u>Progress made from the End of Y1 to SPR Y2:</u>** **Maths:** 71.4% of disadvantaged children made **Expected Progress** 14.3% of disadvantaged children made **Above Expected Progress** **Writing:** 100% of disadvantaged children made **Expected Progress** **Reading:** 100% of disadvantaged children made **Expected Progress** Progress for KS1 disadvantaged pupils based on this data is therefore very strong with all children making at least Expected Progress in all areas from their starting points. School closures (due to COVID19) impacted overall attainment. The data has also been taken from the Spring (not the end of the year). There were 2 children working at the Emerging+ level in Reading and Writing and 1 child working at the Emerging+ level in Maths. These children would have been targeted for the rest of the year (through interventions, quality first teaching etc.) with the aim of getting them to the EXS by the Summer Term.

Attainment of pupils eligible for Pupil Premium funding at KS2	2018/2019				2019/2020 *Unvalidated internal data due to COVID19 (based on SPR 2020) National figures not available				2020/2021			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally
KS2 Reading	69%	73%	13%	27%	38%	N/A	15%	N/A	%	%	%	%
KS2 Writing	63%	78%	13%	20%	31%	N/A	8%	N/A	%	%	%	%
KS2 GPS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KS2 Mathematics	50%	79%	13%	27%	46%	N/A	15%	N/A	%	%	%	%

Additional relevant KS2 performance information for pupils eligible for Pupil Premium funding e.g. examples of pupils in making or exceeding expected progress; the effectiveness of 'catch-up' programmes	**Extra information about the Year 6 cohort:** 13 disadvantaged pupils in total **SEN:** 4 (31%) 3 of whom were working below the Y6 National Curriculum **EAL:** 5 (38%) **Summer born:** 6 (46%) **Progress made from the End of Y5 to SPR Y6:** **Maths:** 53.8% of disadvantaged children made **Expected Progress** 46.2% of disadvantaged children made **Above Expected Progress** **Writing:** 69.2% of disadvantaged children made **Expected Progress** 23.1% of disadvantaged children made **Above Expected Progress** **Reading:** 61.5% of disadvantaged children made **Expected Progress**

or targeted support	38.5% of disadvantaged children made **Above Expected Progress**
	Progress for KS2 disadvantaged pupils based on this data is therefore very strong, especially those making Above Expected Progress. In Writing, 1 child made less than Expected progress.
	School closures (due to COVID19) impacted overall attainment.
	The data has also been taken from the Spring (not the end of the year). There were 2 children working at the Emerging+ level in Reading and Writing and 3 children working at the Emerging+ level in Maths. These children would have been targeted for the rest of the year (through interventions, quality first teaching etc.) with the aim of getting them to the EXS by the Summer Term.

Improving Attendance <mark>(A)</mark>

Absence Rate of Pupils eligible for Pupil Premium funding	2018/19		2019/20		2020/21	
	School	National	School	National	School	National
% of sessions missed due to overall absence	6.5%	5.7%	N/A	N/A		
% Persistent absentees – absent for 10% or more of sessions	16.4%	17%	N/A	N/A		
Impact of Pupil Premium funding on attendance *(if relevant)*: Due to school closures and COVID19, we do not have the usual published figures. However, our attendance figures from September 2019 – March 2020 are as follows: Pupil Premium children had an attendance percentage of 92.64% compared with Non-Pupil Premium children whose attendance was 96.41%. There were 1.46% of unauthorised absences for Pupil Premium children and 0.81% of unauthorised absences for Non-Pupil Premium children. The figures do not represent a full school year and we are now using the role of our Family Engagement Officer to continue to improve the attendance of our disadvantaged pupils.						

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Planned Expenditure for the Current Academic Year

Quality teaching for all

Action	Barrier(s) this links to	Intended Outcome(s)	How will you measure the impact?	Staff lead	When will you review this?
To embed the Maths mastery approach across the curriculum to ensure the improvement of attainment and progress in Maths for disadvantaged pupils.	B, C, D, E and G	Achieve national average progress scores for disadvantaged pupils in KS2 Mathematics (-0.71)	- Termly data analysis - Book looks - Pupil voice - End of year data - Lesson observations/learning walks	SR, NT, MD, LH All teaching staff	Termly (ongoing reviews when data analysis in done)
To effectively use the catch-up funding and the findings from the most recent data analysis to diminish the difference for disadvantaged pupils. Beaver Road Primary School: Catch Up Funding	B, C, F and G	Disadvantaged pupils to catch up to their non-disadvantaged peers after school's closure.	- Baseline to identify gaps - Progress measured from the baseline - Interventions - Termly data analysis - Measure impact of funding	LH, MD, RB, TS	October 2021
Use evidence-based teaching interventions to support disadvantaged pupils in phonics.	B, C, D, E, F and G	Achieve national average expected standard in PSC	- Data analysis and progress check - Lesson observations/learning walks - Pupil voice - PSC results	LH, MD, RB, RSM All EYFS and KS1 teaching staff	October 2021

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Planned Expenditure for the Current Academic Year

Other

Action	Barrier(s) this links to	Intended Outcome(s)	How will you measure the impact?	Staff lead	When will you review this?
Ensure that attendance of disadvantaged pupils is monitored closely throughout the year, using the role of the new Family Engagement Officer to support this.	A	Improve attendance of disadvantaged pupils to national average (94.3%)	- Weekly attendance figures (including persistent absences and punctuality)	LH, MD, RB, MU All teaching staff	Ongoing reviews
Raise the profile of music for disadvantaged pupils and ensure that disadvantaged pupils have access to a range of quality enrichment activities throughout the year.	A, B and F	Improving attendance, readiness to learn, confidence, motivation, inclusion and equality for the most disadvantaged pupils.	- Through the use of ATLs and Edu Key - Pupil Voice - % of PP children accessing Music lessons - % of PP children accessing a range of enrichment activities	LH, MD, RB, SR	October 2021

	Previous Academic Year

Due to COVID19 and school's closure, we had to change and adapt our Pupil Premium strategy.

Actions that were put into place to support our disadvantaged pupils during lockdown:

- Regular phone calls from class teachers and our Family Engagement Officer
- Home visits if/when necessary
- A place in school for our most vulnerable
- Access to resources (e.g., pens, pencils, exercise books, reading band books)
- Access to IT equipment if needed
- Paper packs sent home to families who needed/preferred this
- Baselining in September 2020 to assess gaps and monitor progress from SPRING 2020 (actions put into place)
- Evidence based interventions put into place to diminish the difference (Using the EEF toolkit)
- Staff training on Pupil Premium in the Autumn term
- Quality First Teaching
- ATLs implemented promptly and reviewed with the children and parents

Impact

In order to measure the impact of these actions, we have used the progress from our Start of Year Baseline Assessments to the end of Autumn (September 2020 – December 2020). Please see the table below.

	Total PP	**Expected Progress from Baseline**	**Above Expected Progress from Baseline**	**What does the data show?**
Year 1	11	R: 7 W: 6 M: 9	R: 4 W: 5 M: 2	Expected progress from the baseline at the start of this year to the end of Autumn is the strongest in Year 1 and 2, with all Pupil Premium children making at least Expected progress. However, Expected progress is looking strong across all Year groups. In terms of Above Expected progress, Year 1 are the strongest across the subjects. Some year groups have pupils ungraded due to absences at the start of the year (COVID19).
Year 2	17	R: 15 W: 17 M: 17	R: 2 W: 0 M: 0	This shows that the actions that were put into place were highly effective with most disadvantaged pupils making at least Expected Progress in all subjects and all year groups.
Year 3	9	R: 6 W: 6 M: 6 (2 ungraded)	R: 1 W: 1 M: 1	A similar approach will be taken when we return to school on the 8th March 2021.
Year 4	10	R: 9 W: 8 M: 8 (1 ungraded)	R: 0 W: 1 M: 1	For our most up to date catch-up funding plan, please see: Beaver Road Primary School: Catch Up Funding

Year 5	17	R: 14 W: 12 M: 14 (1 ungraded)	R: 2 W: 3 M: 1
Year 6	14	R: 12 W: 12 M: 13 (1 ungraded)	R: 1 W: 1 M: 0