

Fairway Primary Review of Pupil Premium Spend 2020-2021

Review of Expenditure			
Previous Academic Year (2020-21)		Due to Covid 19 and school closures, it is not possible to evaluate the impact of the pupil premium grant for all of the 2020/21 academic year. This review provides an evaluation of spend throughout the previous academic year. The 2021-2022 review will provide a more comprehensive review of the whole period.	
i. Closing the gap, EYFS and KS 1 and 2			
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)
Support and challenge class teachers to better support disadvantaged pupils	Progress meetings between PP Lead and class teachers/TAs to challenge and support progress for pupils in receipt of PP. AHTs weekly planning support for all teachers as part of PPA time.	Teachers understand the impact that strategies are having on PP children. Targets are known and set through pupil progress meetings. Teachers able to identify and implement strategies and interventions to support. Teachers will choose opportunities to reinforce gaps during quality first teaching. APLS evidence will show an impact. Planning and delivery of lessons demonstrates challenge and support of pupils with PP. Achievement statements are used effectively to target the small steps.	Approach will continue this year as school has taken on two ECTs and will continue to support teachers who have moved year groups.
Identify additional needs, gaps and deliver targeted intervention	Assess and identify additional need in PP pupils. Small group and 1:1 targeted intervention to close gaps, such as precision teaching, direct instruction, WellComm, Power of 2, additional reading with class teacher, Word Wasp and Beanstalk Readers Use of Accelerated Progress Learning Sequences (APLS) to close specific gaps	Additional needs identified and appropriate support put in place Pupils with additional needs are identified and additional support put in place Interventions in place. Monitoring by SLT demonstrates impact. TAs/Teachers can evidence the impact through work and increase in achievement statements accomplished.	Intervention groups to continue for PP pupils.

		<p>Gaps are closing and pupils with PP make accelerated progress. (see targeted impact appendix)</p> <p>Sequences in place that are based on foundation achievement statements. Small and precise targets identified and planned for. Monitoring of planning, APLS session and achievement statements demonstrates impact.</p> <p>TA Achievement teams encourages professional discussions about PP progress and next steps</p> <p>Gaps are closed and pupils with PP make accelerated progress (See Targeted Impact Appendix)</p>	
<p>To purchase and implement an effective evidence based phonics scheme across EYFS and Key Stage 1, and phonic interventions for pupils in KS2 who do not have secure foundations in phonics and spelling</p>	<p>Purchase phonics resources</p> <p>Staff training</p> <p>Monitoring by phonics lead to ensure effectiveness and impact</p> <p>Identify pupils in KS2 with phonic gaps</p> <p>Put in place appropriate phonic interventions</p> <p>Purchase of Spelling Shed Resource</p> <p>Staff training in pedagogy of Early Reading</p>	<p>Scheme and resources purchased</p> <p>Training delivered</p> <p>Interventions implemented</p> <p>Outcomes improve</p> <p>Phonics scheme embedded, leading to improved outcomes for PP pupils in phonics.</p> <p>Interventions in place and impact evidenced.</p> <p>Phonics interventions embedded, leading to improved outcomes for PP pupils in spelling</p>	<p>Phonics scheme to be embedded.</p>
<p>To further develop subject specific vocabulary to highlight relevant vocabulary and incorporate into knowledge and skills</p>	<p>Use of WellComm resources to assess and target support</p> <p>Design and implement knowledge organisers</p> <p>Ongoing use of close reading as a strategy to develop vocabulary through reading</p>	<p>Pupils with 'hidden' language needs identified</p> <p>Pupils supported to develop vocabulary</p> <p>Development of subject specific vocabulary leads to better engagement with lessons, increased capacity to answer reasoning questions in maths, and reading comprehension</p>	<p>Staff training on vocabulary to continue.</p>

		<p>Pupils make accelerated progress as measured by the WellComm assessment tool</p> <p>Pupils are observed by teachers to be able to more confidently access learning</p>	
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ii. Greater Depth			
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)
Identify gaps in learning and provide targeted support to fill these	Use of Accelerated Progress Learning Sequences to close specific gaps	<p>Sequences in place that are based on foundation achievement statements. Small and precise targets identified and planned for. Monitoring of planning, APLS session and achievement statements demonstrates impact.</p> <p>TA Achievement teams encourages professional discussions about PP progress and next steps</p> <p>Gaps are closed and pupils with PP make accelerated progress</p>	APLS groups to continue for PP children.

iii. Parental Engagement			
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)
Improve attendance of pupils in receipt of PP	Senior Learning Mentor/Family Support Worker to complete daily welfare phone calls with families when absent, to check on wellbeing and offer support	<p>Track attendance</p> <p>Improvement in engagement of parents. Reduction in avoidable absences of pupils in receipt of PP. Gap between PP and NPP attendance will be no bigger than 2%.</p> <p>Reduction in unauthorised absences.</p> <p>Fasttrack process in place to challenge poor attendance.</p>	Attendance to be a key focus due to impact of Covid 19, isolation and lock down.

Improve aspirations of pupils in receipt of PP	Children's University Subsidised Children identified for free places at extra-curricular clubs Attendance on Teamworx	Track engagement of pupils with Children's University and after school clubs An increased number of PP pupils engage with Children's University and 'graduate' July 2021	Children to continue to be identified for free places at extra-curricular clubs.
Help parents to better support their children with routines and boundaries at home.	Cornerstone Family Support School Family Support worker	Increase in number of parents approaching school for help, or engaging with support offered. Increased parental engagement with school. Pupil voice shows positive attitudes towards school and home life	Family support to continue for families requiring it.
Increase parental support for home learning	Parent Support Worker to check-in with families self-isolating to support with home-learning	Track work completion of pupils absent from school Monitor progress and any difficulties encountered Increase in the percentage of pupils in receipt of PP accessing home learning (weekly homework/remote learning)	Laptops will be loaned to families without appropriate devices.

iv. Closing the gap, EYFS and KS 1 and 2			
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)
To continue raise staff awareness of ACES and trauma, and to provide effective support to pupils	Participation in TIAAS programme Attendance at Attachment network meetings and cascading of information and resources	Improvement in relationships between staff and pupils- pupil voice Improvement in behaviour Achievement of Bronze TIAAS award	TIAAS programmed to be completed this year.
Train a TA to be part of the Emotional Literacy Support Assistant (ELSA) programme	Attendance at 6 days of training Establishment of ELSA interventions to improve wellbeing	Improvement in emotional literacy TA trained as a registered ELSA and delivering interventions to improve emotional wellbeing and resilience of PP pupils	ELSA groups to start in school following completion of the training.
Participate in the EEF 'Nature Friendly Schools' trial-	Whole staff training 'An introduction to Outdoor Learning'	To contribute to improving the mental health and wellbeing of pupils and to foster increased levels of engagement	Outdoor learning area to be completed by Nature Friendly Schools.

<p><i>'Show and understand how an increase in the delivery of high-quality activities in natural environments can benefit disadvantaged pupils in schools.'</i></p>	<p>Selection of PP children to participate in weekly activities.</p>	<p>with school. Demonstrate that there is a significant link between time spent outdoors and mental health and wellbeing. Increase in attendance of PP Improved behaviour of PP pupils.</p>	
<p>Provide additional opportunities for pupils to explore their emotions and develop positive mental health</p>	<p>Senior Learning Mentor to work with named children. Use of gardening club to promote wellbeing</p>	<p>Vulnerable pupils identified and supported Improved wellbeing leads to better engagement with learning and accelerated progress</p>	<p>Post Covid emotional wellbeing to be a significant focus.</p>