

GEORGE WASHINGTON PRIMARY SCHOOL

PUPIL PREMIUM PLAN

2020-2021





Pupil Premium Plan 2020 -2021

SUMMARY INFORMATION

School	George Washington Primary				
Academic Year	2020-2021	Total PP budget	£189,435	Date of most recent PP review	Oct 2020
Total number of pupils	392	Number of pupils eligible for PP	119	Date for next internal review	July 2021

EYFS CURRENT ATTAINMENT (Summer 2019 - last available attainment due to COVID-19 School Closure)

Meeting the ELG standard	GLD		Reading		Writing		Number		Making good progress	GLD		Reading		Writing		Number	
PP (11)	8	73%	8	73%	8	73%	8	73%	PP (11)	NA	NA	9	82%	11	100%	9	82%
Non PP (45)	30	67%	33	73%	32	71%	36	80%	Non PP (45)	NA	NA	36	80%	44	98%	42	93%
School Gap	-	6.1%	-	0.6%	-	1.6%	-	7.3%	School Gap	NA	NA						
National Gap									National Gap	NA	NA						

KEY STAGE 1 & KEY STAGE 2 ATTAINMENT (2019)

Expected Standard	KS1 PP Pupils (24 pupils)	KS1 Non-PP Pupils (36 pupils)	KS2 PP Pupils (40 pupils)	KS2 Non-PP Pupils (34 pupils)
Reading	67%	86%	85%	85%
Writing	67%	86%	88%	91%
Maths	75%	86%	85%	91%
Spelling, Punctuation and Grammar			60%	79%
Combined: Reading, Writing and Maths	67%	83%	80%	85%
Progress Score - Reading			-0.50	-0.81
Progress Score - Writing			2.40	1.91
Progress Score - Maths			-0.61	0.78

BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)

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

A. Attainment of pupil premium pupils on entry is below age related expectation

B. Many pupils begin school with poor language and listening skills

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

C. Some pupils are affected by poor attendance.

D. High proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unit, prosperity especially during Covid 19 lockdown.

E. Some PP children receive limited support with homework, reading and arithmetic. This has become more evident during home learning due to Covid 19 lockdown.

Quality Teaching For All

Desired outcome	Success Criteria	Action and Approach	Evidence and Rationale	How will it be Implemented and Monitored	Review
<p>A.) Gap narrowed so that pupil premium pupils continue or begin to achieve in line with other pupils</p>	<p>Pupils eligible for pupil premium in every class make accelerated progress in reading, writing and maths by the end of the year so that the differential between pupils eligible for pupil premium and other pupil groups is reduced where it exists.</p>	<p>Embed staff CPD on bringing hooks' into lessons.</p> <p>Bespoke CPD for staff on personalising learning to ensure maximised progress.</p> <p>NQT's and RQT's will continue to receive bespoke support plans.</p> <p>Implementation of the 'recovery curriculum' for all subjects. This will ensure all national curriculum objectives have been taught and no further gaps arise due to Covid 19.</p>	<p>In-school improvements in quality first teaching have led to a narrowing/closing of the gap over recent years, ongoing and bespoke staff training will ensure that this continues and is improved.</p> <p>NQT's and RQT's have developed teaching skills and met personal targets.</p> <p>Due to the Covid pandemic, children have returned in September with gaps in their knowledge. For children to make progress and build on previous learning, they need to have the opportunity to access missed learning.</p>	<p>High quality staff CPD.</p> <p>Sharing of existing good and outstanding practice.</p> <p>Culture of collaborative working and ongoing professional dialogue.</p> <p>Robust monitoring involving a wide range of staff with high quality feedback to ensure continued improvement.</p> <p>NQT mentor to monitor and track NQT development.</p> <p>Leadership Team will provide staff with a recovery curriculum document which highlight the missed objectives from the previous year groups.</p>	<p>Cross trust leadership training across the year led by the deputy CEO of Trust</p> <p>Monitoring was effectively used across the year (including during lockdown) to support staff development.</p> <p>Both NQTs passed their NQT year.</p> <p>Recovery curriculum used in all English and maths planning.</p> <p>Monitored by</p>

					subject leads to ensure gaps for all pupils addressed. To continue to be monitored next academic year.
					Cost: £32,500

Targeted Support					
Desired outcome	Success Criteria	Action and Approach	Evidence and Rationale	How will it be Implemented and Monitored	Review
A.) Gap narrowed so that pupil premium pupils continue or begin to achieve in line with other pupils.	Pupils eligible for pupil premium in every class make accelerated progress in reading, writing and maths by the end of the year so that the differential between pupils eligible for pupil premium and other pupil groups is reduced where it exists.	Implement targeted booster/ intervention sessions led by TAs for KS1 and KS2 for pupil premium pupils, including NELI.	Children who received PP tuition or interventions made accelerated progress and many achieved the expected standard in end of Key Stage assessments. EEF Toolkit recommends that: <ul style="list-style-type: none"> • small group tuition can provide gains in 	Termly data capture and analysis. Termly pupil progress meetings. Robust monitoring, involving a wide range of staff with high quality feedback to ensure continued improvement.	Due to Covid/ isolation periods, NELI wasn't completed so is continuing next academic year with the same children Targeted interventions in

			<p>attainment of 4 months.</p> <ul style="list-style-type: none"> oral language interventions show gains of up to 5 months. 		summer term led by TAs for PP children was effective at helping to close lockdown gaps
B. Rapid improvement in speech and language issues.	<p>Rapid identification of speech and language issues. Targeted support and intervention. Closer and strong links with the community language team.</p> <p>Significant improvements in pupils' speech and language needs. Positive impact on learning through participation and improved skills.</p>	<p>Staff trained in NELI to provide one to one intervention in Rec.</p> <p>Daily phonics with all teachers and TAs across Rec and KS1.</p> <p>Collins eBook reading scheme.</p> <p>Speech and language therapist used across school to support pupils with speech and language issues</p> <p>Higher ratios of TAs in rec and y1 to support learning.</p> <p>Employment of TAs to support PP children in small group and 1:1 sessions</p>	<p>Evidence based research shows interventions such as NELI and daily phonics have significant impact on pupil progress. School based data backs this up.</p> <p>Research shows that school based professional support eg. SALT has rapid and significant impact on outcomes for children.</p> <p>Use of teachers for targeted and bespoke intervention and support leads to rapid progress and addresses individual pupil gaps in learning.</p>	This is an established working practice in school with good outcomes for children.	<p>Speech and language provision with Zoe Potts to continue in 2021/2022</p> <p>Collins eBooks bought for whole school</p> <p>1:1 support worker employed in KS1 to support SEND children. On-going staff CPD</p>
Cost:					£98,700

Other Approaches

Desired outcome	Success Criteria	Action and Approach	Evidence and Rationale	How will it be Implemented and Monitored	Review
<p>C. Improved attendance and punctuality rates for pupil premium children.</p>	<p>Reduce the number of persistent absentees amongst pupils eligible for pupil premium.</p> <p>Overall pupil premium pupils' attendance improves in line with other pupil groups.</p> <p>Positive impact on learning and outcomes through improved attendance.</p>	<p>Attendance training for senior leadership team to discuss implementation of new attendance system.</p> <p>Rigorous monitoring system in place including first day response and home visits.</p> <p>Rewarding good attendance and punctuality weekly, termly and yearly.</p> <p>Offering PP children free places in breakfast club.</p> <p>Develop new initiatives to engage pupils/ families with attendance and punctuality, particularly those with persistent absence.</p>	<p>NFER briefing identifies improved attendance as important in improving attainment.</p>	<p>Weekly attendance monitoring.</p>	<p>PP attendance in 2020-2021 was 92.23% compared to the year before which was 88.33%</p> <p>While improvement was made, this will continue to be a target for improvement</p> <p>PP children received free breakfast packs fortnightly for two terms</p>
<p>D. Pupils are provided with opportunities for</p>	<p>High participation of pupil premium children in clubs, on trips and residentials and in competitions and events so</p>	<p>Focused support and intervention for identified children and families.</p>	<p>EEF Toolkit suggests outdoor adventure learning activities could provide a gain of 3</p>	<p>Pupil premium engagement with trips and residentials to be monitored termly by business team.</p>	<p>The impacts of Covid continued throughout the year meaning</p>

<p>experiential learning.</p> <p>Well-being procedures in school continue to impact on children's mental health to ensure they feel emotionally secure.</p>	<p>that their life experience is extended, their aspiration raised and their readiness for learning is improved.</p> <p>Pupils' self-confidence and self-esteem is raised and they play a more active role in school and community life.</p> <p>A high number of PP children are more involved in forest school activities as more teacher has been given the opportunity to complete FS training.</p>	<p>Subsidy for trips and residential ensure all pp children take part in the wide range of learning outside the classroom opportunities that are available.</p> <p>Mental Health Nurse available for most vulnerable PP children once a week. Small group mindfulness sessions from most vulnerable PP children.</p>	<p>months and arts involvement 2 months.</p>	<p>Quality of curriculum and enrichment to be monitored by enrichment lead.</p>	<p>trips/residential were not possible.</p> <p>School counsellor was in school throughout autumn term - stopped because of Covid but will continue next year</p> <p>Bought in wellbeing & mindfulness sessions during lockdown delivered virtually to most vulnerable PP children</p> <p>A select group of TAs attended FRIENDS training to support</p>
---	--	--	--	---	---

					children with mental wellbeing.
<p>E. significant rise in the number of children participating with home learning.</p> <p>Children will be supported and encouraged to access reading and arithmetic at home by parents.</p>	<p>Increased opportunities for parents to come into school and share learning experiences with their children.</p> <p>Reading workshops will support parents with reading at home and highlight the importance of home reading.</p>	<p>Staff to hold workshops and activities for parents to attend with children on what maths and English looks like in the classroom.</p> <p>Rec and KS1 to hold phonics workshop via Zoom to support parents with blending, segmenting and building fluency.</p> <p>Purchase of Collins eBooks.</p>	<p>Parents engaging more with school and using strategies modelled in school with their children at home.</p>	<p>Parental involvement lead to monitor activities and workshops being offered to parents.</p>	<p>In-school workshops were not possible in this academic year due to Covid</p> <p>Collins eBooks were purchased and was well received by parents during lockdown.</p> <p>Phone calls and emails were used during lockdown periods to increase participation of children in online learning</p>
Cost:					£58,235