

## Pupil Premium Strategy 2020.21 outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Measure	Actions	Impact
<p><b>Priority 1-</b> Professional development for staff to support Pupil Premium pupils effectively.</p>	<ul style="list-style-type: none"> <li>Targeted CPD to support staff deliver QFT and effective interventions to support PP pupils to accelerate progress and understand barriers to learning</li> <li>Whole staff CPD from Ambition Institute on Closing the Gap</li> <li>Coaching from senior leaders and trust staff for staff to develop their understanding of personalising learning to have the maximum impact for the child</li> <li>Involvement of specialist teaching services to identify specific barriers and upskill staff in addressing individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching and learning staff completed Ambition training</li> <li>SLT worked with all staff to ensure the curriculum addresses the individual needs of children and taught identified groups of children to narrow their gaps in learning.</li> <li>Ongoing identification of needs to inform CPD for staff</li> <li>In every year group the in school gap between disadvantaged and non-disadvantaged has decreased in identified subject areas</li> <li>Internal data analysis from the Schools Data Company shows that in most year groups in all subjects the point difference between disadvantaged and non-disadvantaged is less than 1.</li> </ul>
<p><b>Priority 2-</b> To develop a positive reading culture across the academy to ensure that the gap is closed between disadvantaged and other.</p>	<ul style="list-style-type: none"> <li>Training and relevant CPD for staff to embed and ensure consistency with a comprehension model throughout the curriculum</li> <li>To develop fluency and stamina in reading using purchased timely and focused interventions in order to address gaps in learning as a result of missed learning</li> <li>To identify vulnerable pupil groups in order to ensure gaps in learning are closed</li> <li>To develop an engaging and enjoyable, well-resourced library which develops a love for reading across the academy</li> <li>Ensure all staff are trained to deliver phonics and early vocabulary and purchase the necessary resources to deliver this successfully</li> <li>One to One reading for children who do not read consistently at home</li> <li>Provide additional support for children in Y1 working towards achieving the national standard in the phonics check.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of reading in Y1 developed further beyond RWI to ensure more opportunities for discussion and comprehension are embedded in the curriculum through guided reading.</li> <li>Additional staffing in place to deliver Y2 reading comprehension.</li> <li>HLTA trained in Fluency into comprehension intervention delivering this to 2 groups 3 times per week across KS2. Children's engagement and progress has increased as a result of this intervention</li> <li>1:1 reading in place to support those children who are not listened to regularly at home.</li> <li>Y2 completed the phonics check with 100% rate</li> <li>In school assessment of Y1 pupils indicates 77% would have passed the phonics screening in June 21.</li> </ul>

<p><b>Priority 3-</b> To develop the vocabulary, communication and PSED of pupils when they enter the academy.</p>	<ul style="list-style-type: none"> <li>• Significantly improve levels of language and communication and PSED skills across EYFS through focused teaching and intervention.</li> <li>• Participate in Language and reading interventions with a focus on vocabulary and communication.</li> <li>• Develop the use of subject specific vocabulary to ensure pupils are exposed to arrange of higher order vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Specific focus in Autumn term on PSED and communication and language, this continued to be high priority following lockdown periods. Children more confident to communicate with adults.</li> <li>• 86% of the Rec cohort achieved ELG for CL and PSED.</li> <li>• Vocabulary rich environment supports the promotion of vocabulary.</li> <li>• Trust EYFS curriculum has a focus on developing subject specific vocabulary and is modelled through direct teaching.</li> </ul>
<p><b>Priority 4-</b> Reducing the gaps to learning currently identified for pupils following the Covid19 partial closures</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Covid isolation, lockdown periods and limited parental support for pupils to engage in remote learning has impacted on outcomes despite the provision in place. However, from baseline assessments, significant levels of progress were evidenced across the 2020.21 academic year for disadvantaged pupils.</li> </ul>