

COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic, the detail in this Pupil Premium strategy and impact report has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document – adaptations since COVID-19 lockdown are detailed in green italics.

During the pandemic, the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- Step 1 – maintaining contact with vulnerable children and their families throughout the pandemic
- Step 2 – providing a personalised learning programme for disadvantaged pupils and ensuring that they have access to work and feedback where digital access is limited
- Step 3 – school leaders with responsibility for administering the PPG have drawn on Government advice from the Children's Commissioner and the Education Endowment Foundation.

Future versions of the strategy will reflect the changes that are currently being made.

We will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

Withinfields Primary School - Pupil Premium Impact Report 2019-21

Expenditure and Impact				
Academic year		2019-21		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
i. Quality of teaching for all (including evidence-based, focused group learning delivered by support staff)				
Desired outcome / intent	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact of spending
B. High quality teaching and learning support available in the vast majority of lessons, coupled with frequent opportunities to work independently.	TA work in classes to support QFT by additional targeted roving, questioning and feedback (£15,000)	EEF TA recommendations MITA recommendations (IoE research and scaffolding techniques) <i>EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)</i>	SENDCo and HT to monitor delivery. Additional training for all teachers in how to deploy TAs in the classroom.	Impact to be measured during 2020-21 school year due to COVID-19.
	TA work to deliver evidence-based targeted interventions to targeted small groups and individuals (approx. £10,000)	EEF TA recommendations MITA recommendations (IoE research and scaffolding techniques) <i>EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)</i>	PPL and HT to monitor delivery.	Feb 2020 – Data from Y6 cohort shows that 62% of PP children had already exceeded their expected scaled score and therefore had positive progress measures. Targeted intervention during Y6 for the PP cohort showed that the end of year Reading data from Y5 (96.4SS) had increased by February Y6 (97.5SS).

	Staff training in key areas to support and challenge PP pupils. (£3,000)	Quality first teaching is thought to have a disproportionately high effect on PP pupils, and effective CPD / training is a precursor to this.	HT to ensure that appropriate areas for training are identified and input delivered effectively.	Impact to be measured during 2020-21 school year due to COVID-19.
H. Increased ability to learn co-operatively and collaboratively.	Kagan structures implemented in all classrooms, allowing pupils who are eligible to work with a range of pupils, increasing their knowledge of wider life experiences. (£1,500)	<i>EEF Toolkit Predicted Impact: Collaborative Learning (+5 months)</i>	Kagan staff training to increase academic achievement, improve ethnic relations and enhance self-esteem.	Impact to be measured during 2020-21 school year due to COVID-19.
	<i>Transition systems strengthened and amended to support pupils in September 2020 after COVID-19 pandemic</i>	<i>Government guidance suggests that: 'A drive to increase attendance among vulnerable children should take place. This should include clear messaging for children, parents/carers and provide relevant assurances around safety.'</i>	<i>Transition booklets and extra transition session during the summer holiday for vulnerable children.</i>	<i>Further impact to be measured after transition in September 2020. Children who would have struggled with a return to school slipped easily back into their year group or key worker bubble – evidence of various children who struggle emotionally who have been happy to return even with adults not known well to them.</i>
	Behaviour team to ensure targeted pupils from July 2019	In-school evidence from July 2018-19 showed positive impact for eligible pupils of interventions delivered by Behaviour HLTA.	DHT to monitor behaviour of eligible pupils (number of colours reduces on termly basis due to intervention).	Impact to be measured during 2020-21 school year due to COVID-19.

	receive intervention focussing on cooperation and collaboration. (£3,000)	Nurture group positive impact 2018-19.		<i>EHC child who struggled coming back into the school building initially settled well into a childcare bubble and was evidenced socialising with other children and peers.</i>
A. Increase wider experiences and vocabulary, especially in areas wider than everyday life.	'Withinfields' Treasure Chest' which outlines experiences available to all children will enhance life experiences of eligible children.	<i>EEF Toolkit Predicted Impact: Meta-Cognition (+8 months)</i> <i>Practical problem-solving, explicit reflection and discussion of thinking and emotion (Meta-cognition and self-regulation) to be involved.</i>	Pupil interviews show that children are exposed to opportunities other than those which are academically based.	Impact to be measured during 2020-21 school year due to COVID-19.
	<i>Contact maintained through messaging, email or phone with vulnerable families and alternatives suggested to home learning ideas.</i>	<i>As per guidance from LA.</i>	<i>Feedback from parents and carers around wider experiences obtained as a result of Withinfields' flexible approach to home learning and the emphasis on independence to support working parents.</i>	<i>Families reported that children became more independent at home in terms of daily tasks e.g. emptying the dishwasher and also other life skills e.g. painting fences / cooking meals and redecorating. Parental comments around the simplicity of home learning arrangements were positive.</i>
Quality of teaching for all: Total budgeted cost				£30,500
ii. Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact of spending

A. Limited experience and vocabulary, especially in areas wider than everyday life	All PP pupils to have an entitlement level of vocabulary within each curriculum topic. (£500)	Pupils will be able to use words effectively to describe what they are learning. <i>EEF Toolkit Predicted Impact: Collaborative Learning (+5 months) Oral Intervention Programmes (+5 months)</i>	Learning interviews based on 10 words per topic – analysis of vocabulary learned by PP pupils.	Impact to be measured during 2020-21 school year due to COVID-19.
	'Talk Boost' to be implemented in Early Years to enhance vocabulary of eligible pupils (£1,050)	<i>EEF Toolkit Predicted Impact: Oral Language Interventions (+5 months)</i> (See EEF Literacy strategies)	Analysis of standards in communication between lowest and highest attaining pupils. Use of online tracker tool to measure progress of DA pupils.	Impact to be measured during 2020-21 school year due to COVID-19.
	British Picture Vocabulary Scale (BPVS) used to screen eligible pupils. (£1,300)	BPVS will identify delays in pupil's vocabulary development. High numbers of DA pupils with SEND will benefit from this 'non-reader friendly' test.	PPL and SENDCo to baseline and progress check assessments by benchmarking.	Impact to be measured during 2020-21 school year due to COVID-19.
	Withinfields 'Goldilocks' vocabulary used consistently during QFT (£0)	<i>'Developing subject specific vocabulary is proven to have had positive impact'. Ofsted document: 'How schools maximised impact of their spending'.</i>	Lesson observations consistently record a challenging level of vocabulary across school. Pupil interviews show that DA pupils are able to use vocabulary relating to topics covered previously (including in previous years).	Focus on vocabulary during QFT and exposure to Goldilocks level words had positive impact on overall vocabulary for Y6 cohort: assessed domain 2a (give and explain the meaning of words in context) was the highest of all the domains (71% of questions answered correctly) in February data outcomes.

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G. Substantially increased attendance for targeted children.	Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils.	Attendance has been proven to be correlated with attainment. (see Ofsted, 2013 p18)	HT AND PPL ensures that attendance data analysed termly for targeted families.	Impact to be measured during 2020-21 school year due to COVID-19.																			
	School social worker to work closely with targeted families to ensure attendance increases (£10,000)	In-school data strongly suggests that working with parents and children to increase attendance is beneficial in attainment terms. In addition, behaviour interventions have enabled pupils to be more ready for learning. (see also Ofsted 2013 p 18)	Staff record lateness on CPOMS daily, highlighting PP pupils. Actions recorded by JL on CPOMS regarding attendance of eligible pupils.	Impact to be measured during 2020-21 school year due to COVID-19.																			
D. Increased in-school reading for targeted pupils, fostering a love of reading and a greater	Teachers and TAs to deliver reading support to targeted children.	The centrality of reading to all successful learning has been well established, and this approach showed great promise in 2019.	Reading leader to conduct 1:1 conversations with PP/non-PP pupils to ascertain whether there is a difference. Work of designated TAs to be monitored and evaluated by	Reading data in October 2019 showed progress score of -3.03. in February 2020 this had increased to -0.28.																			

likelihood of reading at home, either independently or with support from a family member.	Additional teacher in Y6 to support DARTS. (£7,000)	KS1 & 2 Reading data 2019 supports continuation of this strategy.	PPL and SENCo where appropriate.	
	<i>Continue to promote a love of reading throughout home learning during COVID-19 pandemic and provide additional support for parents around reading</i>	<i>Government guidance: 'Catch-up provision and targeted support will be essential'.</i>	<i>Reading focussed on through Class Dojo, where staff and UKS2 pupils shared a variety of stories to promote a love of reading. During the COVID-19 pandemic, reading books delivered to specific children who were identified as having a lack of books available at home.</i>	<i>Story month was well accessed by disadvantaged children during the COVID-19 pandemic. Disadvantaged children able to continue to read books which were enjoyable but challenging enough as they were chosen according to their ZPD code and reading age.</i>
	Accelerated Reader subscription renewal (£2,000)	EEF Toolkit Predicted Impact: Reading Comprehension Strategies (+5 months) (See EEF Literacy strategies) 2015-2016 data showed that only 9% of DA pupils at KS2 achieved the expected standards; this is well below the performance of 'other' children nationally (71%) and is also well below that of DA nationally (53%).	UKS2 Lead to monitor % of eligible pupils accessing 'quizzing' and compare to non-PP pupils to target underachieving PP pupils.	Impact to be measured during 2020-21 school year due to COVID-19.

	Dedicated member of staff listening to readers at Morning Club. Funding dedicated to improving quality of reading areas around school. (£5,600)	EEF Toolkit Predicted Impact: <i>Reading Comprehension Strategies (+5 months)</i> (See EEF Literacy strategies) Subscription to CLPE website and purchasing of texts which show progression through each key stage.	Phase leaders reading focussed monitoring sessions. Literacy work scrutiny each term conducted by Reading leader.	Impact to be measured during 2020-21 school year due to COVID-19.
F. Eligible pupils who are underachieving are identified quickly by staff. High quality interventions readily available for all pupils.	Peer mentoring 3x per week overseen by Behaviour HLTA (£2,000)	EEF Toolkit Predicted Impact: <i>Peer Tutoring (+5 months)</i> “Peer tutoring is most effective when pupils are provided with support to ensure peer interaction is high.”	PPL to ensure that work provided by class teachers is accurately matched to pupil’s needs and provides challenge.	Impact to be measured during 2020-21 school year due to COVID-19.
	UKS2 Small Group Maths tutoring from specialised Year 6 teacher (£4,000)	EEF Toolkit Predicted Impact: <i>One to one tuition / Small group intervention (+5 months)</i> “Using experienced and specifically trained teachers / tutors have nearly twice the impact on average.” July 2019 SATS results in Maths +13% pts compared with 2018 results due to small group focus in Year 6.	HY (HT) to monitor outcomes in Mathematics through pupil progress meetings / RAP meetings with Year 6 staff.	Scaled score for non-PP cohort at end of Y5 was 104.47 SS compared with February Y6 104.25 SS. PP cohort, due to intervention and targeted questioning had made better progress in the same time frame: PP cohort at end of Y5 had 96.9 SS compared with February Y6 97.3 SS.
	Feedback given to eligible pupils daily. TAs to give verbal feedback prior to new teaching.	EEF Toolkit Predicted Impact: <i>Feedback (+8 months)</i> Staff will have a solid understanding of PP pupil’s next	PPL to monitor TAs awareness of DA pupils and conduct pupil interviews around feedback and next steps.	Impact to be measured during 2020-21 school year due to COVID-19.

		steps through daily feedback opportunities.		
	PPL Leadership Time (£4,000)	A member of the SLT to be released to monitor the impact of PP spending and track progress of eligible pupils.	PPL accountable to HT	Impact to be measured during 2020-21 school year due to COVID-19.
	Booster sessions (£2,100)	HT and DHT to deliver Y6 morning booster sessions – all PP children invited to attend. Booster sessions ensure that key skills are embedded and overlearned in preparation for SATs.	Analysis of arithmetic and Reading by PPL.	Maths arithmetic booster group data shows: Summer Y5 arithmetic average for PP cohort was 21.6 out of 40. February Y6 arithmetic average for PP cohort was 25.5 out of 40.
Targeted support: Total budgeted cost				£36,550

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact of spending
C. Family- and home-related issues are addressed by expert professionals, releasing teaching and learning staff to focus on pedagogy. (data measures e.g. CPOMs)	Pastoral Support Team supporting parents and liaising over safeguarding, attendance, behaviour, etc. Behaviour HLTA delivering specific interventions and activities e.g. 'Calm Club', mentoring and	By working with families and other agencies, the impact of these can be reduced to enable children to engage better and focus more in school. <i>EEF Toolkit Predicted Impact: Parental Involvement (+3 months) Social and Emotional Learning Interventions (+4 months)</i>	Data to be collected by HT from CPOMs and other sources. Measures of pupil attitude and self-esteem (e.g. disciplinary sanctions) to be monitored and evaluated.	Impact to be measured during 2020-21 school year due to COVID-19.

	de-escalating situations. (£31,000)			
	<i>During COVID-19, focus on school community mental health and increased regularity of correspondence.</i>	<i>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</i>	<i>As per government guidance, consideration of pupils' mental health and wellbeing and identification of any vulnerable pupils requiring extra support, so they are ready to learn.</i>	<i>Great appreciation received as a result of phone calls to parents/carers to check on mental health and general wellbeing, coupled with regular posts on school email / dojo regarding support for positive mental health. Children offered 'vulnerable' places in childcare during COVID-19 pandemic. Eased stress and anxiety of several families where children were invited into childcare after concern raised during phone calls or other conversation with parents.</i>
E. Eligible pupils are ready for learning during the whole day.	Get Set Go club breakfast and morning milk for eligible pupils (£1,200)	See EEF report on Breakfast Clubs November 2016.	Pupil Premium lead to monitor the use of healthy nutrition to ensure that all children are ready for learning.	Impact to be measured during 2020-21 school year due to COVID-19.
	PP pupils have access to morning clubs, including 'Get Set Go' (physical activity based) and a range of academic intervention clubs. (£7,900)	This has been observed as having a positive impact at our school in 2016-17 and will therefore continue. Governor's identified need for more academic clubs for DA pupils. <i>"Overall impact of sports participation on academic</i>	PPL to monitor attendance of eligible pupils half termly. Staff to target PP clubs on whole-school targets – reading comprehension, fundamental maths skills.	Impact to be measured during 2020-21 school year due to COVID-19.

		<i>achievement tends to be positive.” (EEF)</i>		
	Eligible pupils to have access to Withinfields PE kit (£0)	As above: <i>“Overall impact of sports participation on academic achievement tends to be positive.” (EEF)</i>	PPL to monitor % of eligible children regularly participating in PE / Intra-school / Inter-school sports	Impact to be measured during 2020-21 school year due to COVID-19.
I. Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom.	Contribution towards the cost of residential and non-residential educational visits for targeted eligible pupils. (£950)	See Ofsted 2013 p18 and case studies, including those describing broadening of experience for PP children. <i>EEF Toolkit Predicted Impact: Collaborative Learning (+5 months)</i>	HT to maintain a record of contributions to educational visits, and use questionnaires etc to elicit responses from eligible pupils.	Impact to be measured during 2020-21 school year due to COVID-19.
	Robin Wood residential activities available for all pupils.	<i>“Adventure learning interventions make approximately +4 additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.” (EEF)</i>	HT and residential lead to ensure that all eligible pupils attend residential activities at Robin Wood at a subsidised cost.	Impact to be measured during 2020-21 school year due to COVID-19.
	All pupils who wish to attend after-school clubs are able to and those who are less keen are actively encouraged to do so.	Ofsted 2018 quote: <i>“Pupils said that they keep fit and have lots of opportunities to take part in sport”</i> therefore this approach will continue.	PP lead to maintain a register of eligible pupils and the club(s) attended.	Impact to be measured during 2020-21 school year due to COVID-19.

	Contribution to the cost of at least one after school club for any eligible pupils (£400)	<i>“Overall impact of sports participation on academic achievement tends to be positive.” (EEF)</i>	New clubs register being implemented, where parents request spaces via email. A minimum of 25% of spaces for each club are allocated to DA pupils to ensure more PP children attend.	Impact to be measured during 2020-21 school year due to COVID-19.
J. Increased parental confidence and capacity to support eligible pupils with their learning and interact more regularly with school.	Entitlement vocabulary sent home on paper as well as electronically to all parents with eligible pupils.	Parents will have a clear idea of the vocabulary required for pupils to achieve well within each topic, leading to more focussed support at home. <i>EEF Toolkit Predicted Impact: Parental Involvement (+3 months)</i>	Discussions with pupils / parents around vocabulary.	Impact to be measured during 2020-21 school year due to COVID-19.
	Increase parent voice and school links - parent voice group to be established	Parent communication is currently strong in EYFS and therefore these links will be strengthened as children move into KS1/2. Extensive research around benefits of parental engagement in supporting children’s education.	Improved recording systems for parental engagement for DA children. Parent views to be collated and put into action – fed back via newsletters and other parent communication avenues. Parent feedback.	Impact to be measured during 2020-21 school year due to COVID-19.
Other approaches: Total budgeted cost				£41,750