



## Pupil Premium Strategy

### Interim monitoring following lockdown-April 2021

<p>- Booster English and Maths sessions (and conferencing) for disadvantaged pupils including more able</p>	<p>- Due to take place for Year 6 pupils in Spring term but unable to happen due to COVID lockdown. Focus upon return to school on pastoral need and in class learning. Notified of SATs cancelled so decision taken to cancel before/after school booster plans for this academic year. Additional support to prepare for secondary school will continue through in school intervention provision based on ongoing ILP needs (see individual ILP plans, EHCP suggestions, end of sequence outcomes (analysis of gaps), EGG grid analysis, ongoing teacher AfL within class for immediate intervention support and data drop assessment analysis at the beginning of Summer 1).</p> <p>- Prioritising children with significant gaps in learning based on what has been covered so far in the curriculum. Year 6 curriculum for Summer 2 adapted to cover material that had to be reprioritised due to lockdown (i.e. fractions, angles etc which were impractical to complete during home learning).</p> <p>- Additional support provided as part of small group/whole class and 1:1 support for Year 6 children in school during lockdown (i.e. LS handwriting, CH processing) and personalised support provided for children learning from home where gaps were identified )i.e. LW individual live session/feedback/phone call with teacher to discuss learning and how to solve.</p> <p>During lockdown, additional activities provided on MyMaths and TTRockstars to continue practice of areas requiring focus across the year group.</p>
<p>- Maths support for Year 4,5,6 (5 initially)</p>	<p>COVID restrictions meant adults were assigned to specific bubbles. The year 5 cohort was identified as having the greatest need in maths so additional maths specialist teacher assigned to this bubble. Data drop end of Autumn results:</p> <p>Maths start of year all pupils vs maths end Aut all pupils = 2% reduction at ARE</p> <p>Maths start of year P.P vs maths end aut P.P = 2% reduction at ARE</p> <p>All pupils performance vs P.P pupils performance at ARE gap only 4% (not significant gap).</p> <p>This minimal fall in pupils at ARE is despite the Spring 2020 lockdown where learning was significantly impacted showing high impact of specialist support within the year group.</p> <p>Year 6 was supported through in class intervention and TA support. Year 4 supported with an additional teacher taking small group SEN for maths. Year 4 and Year 6 data held from beginning of the year to end of Autumn.</p>



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	<p><b>Spring term update</b></p> <ul style="list-style-type: none"> <li>- Lockdown 2 occurred. Additional support teacher in year 5 began maternity leave but had bare-bones planned and resourced activities for during lockdown to support children whilst learning from home. In school support with teacher continued for children in school, teacher live videos and learning provided for children completing home-learning. Replicated across Yr4-6.</li> <li>- Upon return, highest need still recognised as Year 5 (based on data and additional teacher continuing in Year 4) so HLTA moved from Year 6 to Year 5 to allow continued support for smaller maths groupings. Proved successful in Aut with additional maths teacher so needed this to continue. Year 6 also had 2 Year 2 BEd students to be able to support learning until Easter (acting as additional adult support or allowing the teacher to support/complete intervention as needed).</li> </ul>																																										
<p>- Accelerated Reader &amp; HLTA intervention &amp; Literacy intervention support teacher (Year 2 initially)</p>	<p>HLTA additional support in Year 2 throughout Autumn proved successful as can be seen by progress within pupil books. Year 2 data was impacted due to lockdown so significant gaps needed to be filled, HLTA planned intervention and in class support allowing this. Accelerated Reader across the school was managed by class teachers due to COVID restrictions and safety measures in place.</p> <p><b>STAR TEST RESULTS - updated end of Autumn</b></p> <table border="1" data-bbox="591 906 2031 1345"> <thead> <tr> <th>Class</th> <th>End Spr1 20</th> <th>Aut 1 2020 wk2</th> <th>Aut 1 2020 wk7</th> <th>Aut 2 2020 end</th> <th>Progress (exp=3m)</th> </tr> </thead> <tbody> <tr> <td>4HS</td> <td>7:03</td> <td>7:08</td> <td>7:10</td> <td>7:11</td> <td>+3m</td> </tr> <tr> <td>4NF</td> <td>8:00</td> <td>8:02</td> <td>8:05</td> <td>8:05</td> <td>+3m</td> </tr> <tr> <td>5LH</td> <td>8:00</td> <td>8:04</td> <td>8:05</td> <td>8:09</td> <td>+5m</td> </tr> <tr> <td>5TF</td> <td>8:02</td> <td>8:04</td> <td>8:11</td> <td>9:04</td> <td>+12m</td> </tr> <tr> <td>6AH</td> <td>9:05</td> <td>9:06</td> <td>9:10</td> <td>10:04</td> <td>+10m</td> </tr> <tr> <td>6CO</td> <td>9:05</td> <td>9:06</td> <td>9:07</td> <td>10:00</td> <td>+6m</td> </tr> </tbody> </table>	Class	End Spr1 20	Aut 1 2020 wk2	Aut 1 2020 wk7	Aut 2 2020 end	Progress (exp=3m)	4HS	7:03	7:08	7:10	7:11	+3m	4NF	8:00	8:02	8:05	8:05	+3m	5LH	8:00	8:04	8:05	8:09	+5m	5TF	8:02	8:04	8:11	9:04	+12m	6AH	9:05	9:06	9:10	10:04	+10m	6CO	9:05	9:06	9:07	10:00	+6m
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	<p>Expected progress or accelerated progress achieved across all year groups. In 5TF and 6AH, significant progress achieved. Look to replicate this success and these approaches across the school. Rethink Reading implemented in these classes from start of Aut1 as trial and high impact can be seen. Children in these classes completely closed the gap and made above expected progress from when lockdown in March 2020 occurred.</p> <p>- Spring update - Rethink Reading rollout hampered by lockdown 2 (Spring 2021) but rollout across year groups has now occurred. Progress to be measured at next data drop.</p>
<p>- Focused TA (1:1) and teacher intervention across the school</p>	<p>Due to lockdown and changes needed to timetables, Autumn term focus was on behaviour and pastoral needs within class. To rebuild a sense of security within bubbles, children generally remained in class unless where specific EHCP or ILP intervention was identified. Intervention across the school was already being provided in other ways; Year 6 - HLTA in class support, Year 5 - additional maths specialist teacher, Year 4 - additional teacher for SEN group, Year 3 - HLTA support within bubbles, Year 2 - HLTA support within bubbles, Year 1 - RWInc intervention facilitated as required, Reception - HLTA intervention and ongoing small group play-based learning to support needs.</p> <p><b>Spring update</b></p> <p>Lockdown 2 hampered progress and ability to support due to home learning. Adults within school supported vulnerable and key-worker children. Adults working from home supported home learning. Resources, individualised packs etc were delivered to homes, 1:1 and small group intervention took place with online teacher videos and resources, personalised learning packs, live sessions and live feedback. This can be seen in our Ofsted Remote Learning Inspection feedback with comments including: 'You have provided devices, internet data and paper copies of work for families that need them. As a result, most pupils regularly access and complete activities that staff provide.....Staff go the extra mile to make sure pupils educated remotely do not miss out, delivering items such as reading books, sculpting clay and musical instruments to pupils' homes....Staff go the extra mile to make sure pupils educated remotely do not miss out, delivering items such as reading books, sculpting clay and musical instruments to pupils' homes.'</p>
<p>- RWInc training, resourcing and intervention support</p>	<p>RWInc training took place in Autumn with data regularly tracked and monitored by RWInc lead. 1:1 assessments continued and areas for development identified. Following lockdown 2 (March 2021), before school 1:1 sessions have been arranged, starting Summer 1 for pupils needing additional support. In total 30</p>



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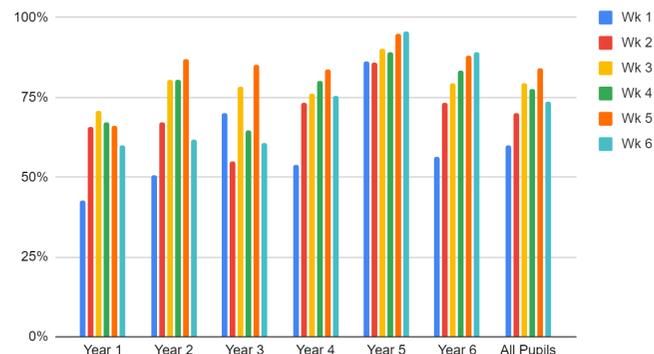
	pupils are receiving additional intervention support.
- FreshStart HLTA & TA intervention	Restrictions and focus on pastoral need meant FreshStart did not begin at the start of Autumn term. By half term, children requiring intervention within Year 5 were receiving this (total of 14 pupils).
- Purchase of Rethink Reading resources	Rethink Reading was being trialled in 5TF and 6AH in Autumn term, progress noted in the table above (see Accelerated Reader and HLTA intervention...). Initially planned to begin across school at the start of Spring, this was delayed due to lockdown. Resources were distributed and training took place Spring 2, ready for full rollout Summer term. All classes redesigned reading corners with high-quality texts to support love of reading, reading relating to Big idea and reading at a challenging level.
- Yr6 revision guides	Not required due to lockdown. Decision taken not to provide revision guides to all pupils. In school learning supported by PowerMaths, MyMaths additional support, TTRockstars practice and in school additional intervention. Revision guides remaining from last year were distributed to identified P.P high priority pupils to help with engagement at home. As part of catch-up funding, additional CGP support guides were distributed to all pupils to aid engagement and understanding. Rising Stars revision guides used for some activities upon return to school in Spring 2 to aid greater depth thinking and learning.
-MyMaths subscription	Continuing to be used across the school. Due to pastoral priorities, MyMaths home learning was not set in most year groups upon pupils return to school, instead used to boost/aid learning within school. During lockdown, MyMaths was used as a supporting tool across the school for setting personalised learning, supporting activities or additional help and support for children requiring more guidance. Differentiated activities were set for individuals who were not working within year group (i.e. child within 5LH).
- Attendance officer to follow up persistent absence - Attendance officer available daily for all children late to school - dependent on COVID-19	<p>Pupil premium attendance is broadly in line with national for Autumn and Spring term. Pupil premium attendance is within 0.2% of the whole school attendance percentage up until the end of Spring term. Pupil premium persistent absence is broadly in line with national for 2017 academic year up until end of Spring term.</p> <p><b>Attendance (inc pupil engagement) figures from lockdown (Spr 2020):</b>  <b>% of pupils accessing learning (in-school or at home) throughout lockdown:</b></p>



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Accessing Learning Tracking



	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Year 1	43%	66%	71%	67%	66%	60%
Year 2	50%	67%	81%	80%	87%	62%
Year 3	70%	55%	78%	65%	85%	61%
Year 4	54%	73%	76%	80%	84%	76%
Year 5	86%	86%	90%	89%	95%	96%
Year 6	56%	73%	80%	84%	88%	89%
All Pupils	60%	70%	79%	78%	84%	74%

P.P. average weekly engagement in learning was within 4% across all year groups and all weeks of lockdown.

TAs and teachers responsible for daily tracking of children completing learning, following up and chasing parents of children who had not accessed for 3 days in a row. Resulted in a high of 84% of pupils engaging across the school in wk5 of lockdown.

Across the school, approx 50% of all P.P pupils were in attendance. See breakdown below for phase 3:



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	total	in school	SEN	in school	p.p	in school
Year 4	55	26	20	12	34	18
		47%		60%		53%
Year 5	51	18	35	13	23	11
		35%		37%		48%
Year 6	51	24	19	9	38	18
		47%		47%		47%
	EHCP	differentiation		% in	% online	combined
Year 4	3/4	13 freshstart, maths		47%	44%	91%
Year 5	1/3	differentiated maths + eng 11 students		35%	41%	76%
Year 6	2/3	teacher available to support+teacher v		47%	43%	90%
<p>End Spring update - Pupil premium attendance is broadly in line with national for Autumn and Spring term. Pupil premium attendance is within 0.2% of the whole school attendance percentage up until the end of Spring term. Pupil premium persistent absence is broadly in line with national for 2017 academic year up until end of Spring term.</p>						
- Walking Bus	<p>Due to COVID restrictions, walking bus has not been possible. Parents of children with high-absence supported by family support and frequent comms. On occasion, members of staff have supported getting the child into school with home visits (i.e 5LH-SA, 5TF-SA/CG). When restrictions relax, hopefully walking bus can continue (if required).</p>					
- Breakfast Club	<p>Unable to start in Aut/Spr term due to COVID restrictions and safety measures. Began again Summer term. Total 9 children attending (7 P.P). Children with attendance concerns have this discussed as an option to get children in to school. RWInc provision at the moment also ensures many younger children are in school early, from 8am.</p>					



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<p>- Speech and Language Support</p>	<p>External SALT support was disrupted during Autumn term due to no therapist being linked to KAA (being chased and due to staff changes externally). In total 16 children have received SALT support since the beginning of the year. 15 SALT referrals have been made since the first lockdown in March 2020 although we are still awaiting confirmation from the SALT team with regards to these children. There are currently 25 children who have a SALT program delivered in school.</p>
<p>- Educational Psychologist</p>	<p>Currently 16 children with EHCP plans across the school. 1 child was removed as an EHCP was no longer deemed necessary due to academic progress made. 1 additional EHCP should be completed by end of May. 2 RSAs have been submitted and are awaiting assessment. 3 additional RSAs are currently being completed and should be submitted by May half term. 22 children have been referred to and seen by the EP since the beginning of the year and in total 58 children on role across the school have now been seen by the EP.</p>
<p>- Nurture provision through the HIVE &amp; lunchtime provision - dependent on COVID-19</p>	<p>Nurture provision has not been operational due to COVID restrictions and not mixing pupils. However, this pastoral need has been rectified as below:</p> <p><b>Year 6</b> - no additional need - supported with in class pastoral support from adults as needed.</p> <p><b>Year 5</b> - Nurture practitioner within bubbles to support needs. Spring 2 update - Nurture practitioner timetable revised to include pastoral support times for individual and groups of pupils. Successful with reduced callouts; 1:1 child has been more successful compared to Aut term. 1 child requires high-levels of regular support; strategies being revisited and discussed frequently to support most effectively. 3 additional children receiving pastoral check-ins from family support worker.</p> <p><b>Year 4</b> - Nurture/pastoral member of staff supporting within the bubble. As of May 1st, this adult is now supporting across year 3 / 4 bubbles. Interventions planned in to support vulnerable children as well as time allocated for additional support of other children as needed. Additional teacher supporting small group SEN maths and english teaching, also supporting nurture needs of the cohort.</p> <p><b>Year 3</b> - 1 child 1:1 nurture support all am and PlayTorbay PM. Additional pastoral staff member on call as needed to support behaviour. 1:1 pastoral support for reward time for one child. As of May 1st, additional pastoral member available as needed across yr3/4 bubbles.</p> <p><b>Year 2</b> - Nurture support provided within the bubble. Additional staff numbers to support pastoral needs of pupils, especially upon return from lockdown.</p> <p><b>Year 1</b> - Nurture support provided within the bubble. HLTA within bubble to support pastoral needs as needed</p>



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	(or facilitate other staff to complete pastoral work).
- Pastoral support and intervention	See above (Nurture provision through the HIVE...).
- SEN staff & training	Ongoing support throughout the school. 1:1 staff allocated to children requiring additional support. Where need is greater, additional pastoral/behaviour team members support within the bubbles i.e. year 5; behaviour SEN needs so additional adult to support with behavioural/pastoral intervention as required. Mental health (separation anxiety staff training in September, mental health training in March, Individual Learning Passport preparation/review time in April. Behaviour and SEN staff meetings planned for Summer term also. During Spring term lockdown, SEN pupil engagement was good, often above the class average for engagement or equal to (across the school). Achieved through individual support (live videos, live feedback, separately prepared resources, differentiated learning) and regular checkins (TA/teacher checkins with parents). 1:1s also preparing/amending resources as needed to be suitable for individual learners. See Ofsted remote learning report.
- School trips and residential	School trips are due to begin again in the Summer term due to COVID restrictions being relaxed. Residential is planned for July with 22 children currently signed up to attend. Remote visit sessions have been arranged across the school (i.e. in year 6 there has been an author visit and science experiment workshop, in year 5 an artist for their end of sequence product for environment and sustainability etc).
- After-school and lunchtime clubs including sport after school	After school clubs began in Spring 2. Due to ongoing measures, a range of sports/activities are being offered through after-school clubs within year groups (bubble restrictions). In total we have attendance of: Year 3 = 16, Year 4 = 11, Year 5 = 12, Year 6 = 19. In addition to this, after school dance club is being offered to year 5 and music club to year 6 (beginning summer 1).
- Other opportunities for gifted and talented students	These have been restricted due to COVID restrictions, however support with in class provision is continuing as part of quality first teaching. As restrictions relax in the Summer term, opportunities for G&T events will be reviewed and offered as they become available.



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<p>- Visitors in school and 'hook' activities</p>	<p>See 'school-trips' above.</p>
<p>- Family Support Interventions</p>	<p>Current family support for children and families in place (as of May 1st 2021):            CLA = 6            CP = 15            CIN = 30            Under Level 4 assessment = 9            Targeted Help = 8            Under Assessment for TH = 8            FSW = 13</p> <p>This is a total of 89 children across the whole school (including EYFS) who are receiving family support intervention.</p> <p>The above numbers are the number of children under support, not families.</p> <p>In addition to this, food parcels were delivered during lockdown and continue to be arranged. Twice weekly check-in calls took place during lockdown in addition to teacher/TA check-ins for learning.</p>
<p>- Access to technology</p>	<p>Prior to lockdown in January, children who did not have access to a suitable device were identified. When there was the need for individual, bubble or whole school isolation, pupils requiring a device were provided with one usually within 3 days. Access to remote learning remained high throughout the 2nd national lockdown as can be seen by our monitoring of online learning document.</p> <p>In addition to this, the school was offered funding to provide devices for 4 children to keep (identified as vulnerable by school). These children were given devices to permanently keep at the end of Spring 2 to support them with home learning and as they move to secondary education in the future.</p>



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