



Inclusion Overview

Pupil Premium Strategy 2019-20 Summary:

<p>1. To diminish the difference between the progress and attainment of these pupils and their peers;</p>	<p>2. To improve family engagement and promote the wellbeing of these pupils;</p>
<p>A comparison of progress between the last two years' figures and current in-school data shows:</p> <ul style="list-style-type: none"> In Y2, the progress difference is diminished in maths, but has increased in reading and writing; In Y3, the progress difference has increased in reading, writing and maths; In Y4, the progress difference is diminishing in reading, writing and maths; In Y5, the progress difference has increased in reading, writing, but has diminished in maths; In Y6, the progress difference has diminished in reading, writing and maths. <p>A comparison of attainment between the last two years' figures and current in school data, when SEN children are not included¹ shows:</p> <ul style="list-style-type: none"> In Y2, the progress difference is diminished in reading and writing, but has increased in maths; In Y3, the progress difference has increased in reading, writing and maths; In Y4, the progress difference is diminished in reading, writing and maths; In Y6, the progress difference has diminished in reading, writing and maths 	<p>Through a range of strategies, family engagement and wellbeing of children has improved in school:</p> <ul style="list-style-type: none"> Improvement of parental engagement with children's learning through increased attendance at learning meetings, parent workshops and school events; Behaviour for learning has improved through an increase in perseverance, engagement and concentration in lessons, allowing children to make greater progress; Individual needs of each child are well understood and support and intervention are built around them to address these; Multi-agency involvement has supported the social and emotional wellbeing of disadvantaged children allowing them to access QFT and make progress. <p>COVID 19: As a consequence of the global pandemic and its impact on school provision during T5 & 6, Pupil Premium children were supported in a way which by necessity deviated from the plans set in place at the start of the year. The following measures were taken to support Pupil Premium children (who were either in school as part of Keyworker Groups, Reception, Y1 or Y6 or learning from home):</p>

¹ Due to the fact that they may have significant learning needs which mean they will not attain at the same level as their peers, although they should make the same amount of progress at the appropriate level.



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End of Key Stage data shows:

- Of 2 disadvantaged children in Y2, both attaining at age-related expectations in reading and writing, and one in maths.
- Of 4 disadvantaged children in Y6, two have attained at age-related expectations in reading and maths. Three of these children are on the SEN register, with one with an EHCP and another for whom an EHC needs assessment was prepared.

- Regular phone calls to families to check on wellbeing and provision;
- Supply of materials on Google Classrooms

Areas of focus for 2020/21:

- 1). To further diminish the difference between the progress and attainment of these pupils and their peers, via:
 - increasingly improved Quality First Teaching
 - interventions which demonstrate measurable impact;
- 2). To promote the wellbeing of these pupils, initially through the Recovery Curriculum.



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Comparison of progress data, year-on-year tracking cohorts².

	% making good progress									% on track								
	Reading			Writing			Maths			Reading			Writing			Maths		
	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap
Y1	N/A																	
Year 2 – 30 children (2 disadvantaged)																		
Y2	50	82	-32	50	86	-36	100	93	7	100	79	+21	100	82	+16	50	79	-29
18/19	100	100	0	100	96	-4	100	100	0	100	86	+14	100	83	+17	100	83	+17
Year 3 – 31 children (4 disadvantaged)																		
Y3	50	97	-47	50	83	-33	50	86	-36	50	79	-29	50	72	-22	50	69	-19
18/19	50	69	-19	50	69	-19	50	69	-19	50	69	-19	50	69	-19	50	69	-19
17/18	75	95	-20	50	76	-26	100	95	-5	60	82	-22	60	82	-22	80	86	-6
Year 4 – 27 children (3 disadvantaged)																		
Y4	67	67	0	67	67	0	67	58	-9	67	67	0	67	54	+13	67	58	+11
18/19	50	93	-43	50	81	-31	50	70	-20	50	93	-43	50	81	-31	50	81	-31
17/18	100	93	+7	100	86	+14	50	87	-37	50	93	-43	50	76	-36	50	87	-37
Year 5 – 26 children (1 disadvantaged)																		
Y5	0	92	-92	0	72	-72	100	92	+8	0	92	-92	0	72	-72	0	80	-80
18/19	50	73	-23	50	80	-30	50	73	-23	50	87	-37	50	87	-37	50	73	-23
17/18	100	100	0	100	100	0	100	93	-7	50	88	-38	50	88	-38	50	82	-32
Year 6 – 19 children (4 disadvantaged)																		
Y6	100	100	0	100	100	0	100	100	0	50	93	-43	25	93	-58	50	87	-37
18/19	60	39	+21	100	78	+22	80	86	-6	80	87	-7	80	78	+2	80	87	-7
17/18	100	83	+17	100	83	+17	100	83	+17	100	83	+17	100	83	+17	100	83	+17

² Data for 19/20 uses teacher-assessed assessments for all year groups, in the absence of any possible statutory data, and reflects teaching in school for T1-4 followed by COVID19 provision.



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Comparison of progress data, year-on-year tracking cohorts (without SEN).

	% making good progress									% on track								
	Reading			Writing			Maths			Reading			Writing			Maths		
	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap
Y1	N/A																	
Year 2 – 30 children (2 disadvantaged, not SEN)																		
Y2	50	82	-32	50	86	-36	100	93	7	100	79	+21	100	82	+16	50	79	-29
18/19	100	100	0	100	96	-4	100	100	0	100	86	+14	100	83	+17	100	83	+17
Year 3 – 31 children (1 disadvantaged, not SEN)																		
Y3	0	97	-97	0	83	-83	0	86	-86	0	79	-79	0	72	-72	0	69	-69
18/19	100	69	+31	100	69	+31	100	69	+31	100	69	+31	100	69	+31	100	70	+30
17/18	100	95	+5	100	76	+24	100	95	+5	100	82	+18	100	82	+18	100	86	+14
Year 4 – 27 children (1 disadvantaged, not SEN)																		
Y4	100	67	+33	100	67	+33	100	58	+42	100	67	+33	100	54	+46	100	58	+42
18/19	100	93	+7	100	81	+19	100	76	+24	100	93	+7	100	81	+19	100	70	+30
17/18	100	93	+7	100	86	+14	100	87	+13	100	93	+7	100	76	+26	100	87	+13
Year 5 – 26 children (0 disadvantaged, not SEN)																		
Y5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18/19	100	73	+27	100	80	+20	100	73	+27	100	87	+13	100	87	+13	100	73	+27
17/18	100	100	0	100	100	0	100	93	+7	100	88	+12	100	88	+12	100	82	+18
Year 6 – 19 children (1 disadvantaged, not SEN)																		
Y6	100	100	+0	0	100	-100	100	100	+0	100	93	+7	0	93	-93	100	87	+13
18/19	100	97	+3	100	97	+3	100	97	+3	100	87	+13	100	78	+22	100	87	+13
17/18	100	83	+17	100	83	+17	100	83	+17	100	83	+17	100	83	+17	100	83	+17



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Number of PP children within each class (end of Term 6), with contextual information:

R	Y1	Y2	Y3	Y4	Y5	Y6
3	2	3	4	3	1	4
	One child added to PP register in June	One child added to PP register in June	1 new starter in September, also EHCP. 2 children on SEN Support One child added to PP register in June	2 on SEN Support, 1 a Young Carer.	1 on SEN Support	One child with an EHCP. 2 children on SEN Support.

Pupil Premium Strategy 2019-20 Objectives Evaluation

1. To diminish the difference between the progress and attainment of these pupils and their peers;

Inclusion Leader
20% of Inclusion Leader costs to oversee activities within school (clubs, Catch-Up programs) and to ensure that Pupil Premium provision is planned, actioned and assessed to maximise the impact of funding.
Cost: £5,475

Impact:

Academic – See data above.

COVID 19: Significant adaptations were required to provision during T5/6 due to the pandemic, and the measures in place to respond to it. The following actions, with impact, were added to Pupil Premium planning.

- Increased monitoring of children during lock down (all PP children contacted once per week by CT, and once per week by either Parent Link or Inclusion Leader. This enabled staff to support with access to home learning resources, respond to concerns and anxieties with signposting to alternative service where needed;
- Implementation of Food vouchers, using Edenred Government scheme, resulting in all PP parents being

2. To improve family engagement and promote the wellbeing of these pupils;

Parent Link
Our Parent Link works with families and children to provide pastoral care and support, signposting to relevant professionals and support links when necessary.
Cost: £3,200

Impact:

9 pupils/parents have had direct contact with our Parent Link during the academic year. 5 of these have required school representation with outside agencies (Team Around the Child, Single Assessment Framework, Child In Need meetings, Ethnic Minority & Traveller Achievement Service, Medical Professionals). Attendance is above 95% for 18/20 children (T1-4). Independence, resilience, perseverance and concentration for these children has improved and the impact of children’s personal contexts has been lessened by timely targeted intervention.

Evaluation: Contact with parents when issues arise supports the school’s approach of early intervention and close relationships with our families. Our Parent Link has been



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<p>provided with vouchers, weekly (with the exception of parents who had refused them). Take-up of vouchers was monitored and support given to parents with technical requirements for access;</p> <ul style="list-style-type: none"> • Delivery of lunches to key vulnerable families; • Home visits to key vulnerable families; • Delivery of work packs to PP families, to increase engagement with home learning. <p>Evaluation: Coordination of Pupil Premium funding is necessary to ensure that resources are deployed as planned, monitored throughout use and assessed for impact – as well as redeployed in the event of unforeseen circumstances. It is also necessary for the initial planning phase to ensure that allocation of funds reflects the needs of the Pupil Premium children at the school.</p>	<p>available to ensure that families are directed to the right kind of support at the right time and provided an important connection between home and school. For one child, this has taken the form of speech and language therapy intervention sessions multiple times a week, along with advising parent on how to support at home. Elsewhere, it has involved speaking to a family about applications for funding with regards to the family context. Actions are individualised depending on the child, in discussion with the schools' Senior Leadership Team.</p>
<p>1:1 & Small Group Catch-Ups Targeted interventions delivered by Teaching Assistants and Class Teachers in 1:1 or group settings to support children with making progress in reading, writing and maths, as well as with social, emotional and mental health. Cost: £6,025</p> <p>Impact: Academic – See above data.</p> <p>Evaluation: During T1-4, Pupil Premium children were prioritised in catch-up sessions delivery by teaching assistants and class teachers during allocated slots during the day. A range of interventions have been used, including those which focus on social, emotional and mental health (Zones of Regulation, ELSA, Lego Therapy) and academic progress (pre-teaching, reactive catch-up). All sessions were monitored for impact, using a baseline to begin and an end-point to measure progress. Each</p>	<p>Breakfast/Afterschool Club Free places for those in most need to ensure a positive start to the school day. Cost: £450</p> <p>Impact: This has been used for one family in particular and has enabled the child to be looked after in school, relieving pressure in a difficult home situation. The child shows a high level of motivation and engagement in school and is currently at ARE for reading, writing and maths, whereas without this support there is a strong possibility that his attendance and engagement would have suffered.</p> <p>Evaluation: For some families, this is an essential support that can mean the difference between a child's attendance or non-attendance at school. It increases parental engagement, encouraging parents to look to the school for support at times</p>



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<p>term, catch-ups were reviewed and re-allocated, depending on need and suitability.</p>	<p>of difficulty and preserves the engagement of children who might otherwise struggle should their attendance decrease.</p>
<p>NQT Support Focused support for newly qualified teachers to ensure that they develop the skills to teach effectively and plan successfully for vulnerable groups Cost: £1,250 <u>Impact:</u> Academic: See above data for Y6. NQT successfully completed first year of teaching, as confirmed by the Local Authority.</p> <p>Evaluation: Support was provided to our Newly Qualified Teacher in the form of weekly sessions with pre-determined foci. The sessions were also an opportunity to discuss strengths and areas of need, reflect on observations and other monitoring and plan training for the future. Sessions were continued remotely where needed during T5, before starting up in school during T6.</p>	<p>Subsidised Trips School trips and residentials funded to ensure access for all pupils. Cost: £400 <u>Impact:</u> Inclusion – children are included in all aspects of life at Pucklechurch. Funding was provided for 3 children to attend a whole-school trip and the school’s Y6 residential.</p> <p>Evaluation: Providing funds to allow all children to access key school events such as trips prevents children from feeling disenfranchised and allows them to engage with the same learning journey as their peers.</p>
<p>Staff Development Training to continually improve Quality First Teaching, including INSET training Cost: £1,000 <u>Impact:</u> Academic – See above data. Impact of training can also be evidenced in positive lesson observation and other monitoring, which demonstrated generally strong teaching provision, with areas of need identified by external visitors (such as the Local Authority) consistent with school’s own identified areas of need.</p> <p>Evaluation: Eight sessions have been delivered as part of staff training focusing on quality first teaching, via core subjects or more generally. This has enabled staff to refine provision or plan new structures of approach (for example in reading, where the medium term planning structure has been revised, following visits</p>	<p>Family Support Assistance with school uniforms and associated resources, where need is greatest. This year, hoodies were purchased in Y6 for all PP children and school provided clothes where needed to other children in need of support. Cost: £250 <u>Impact:</u> Children’s participation in PE lessons increased and pupil voice and parent voice show that the hoodies have been a welcome boost to positive feeling and engagement towards school.</p> <p>Evaluation: Where possible, carefully selected resources can be a good boost to children’s self-esteem and confidence and enabled PP children to feel included at school, amongst other children whose parents had bought the hoodies for them.</p>



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<p>to alliance schools). Between meetings, monitoring was used to assess the impact of changes made and support teachers in adopting new approaches. This has also been key in inducting new members of staff and supporting less experienced teachers.</p>	
<p>Additional Outside Agency Support Additional support from Inclusion Support Service. Speech and Language Therapy and Educational Psychology Service to support school in assessing and meeting needs of children Cost: £2,000</p> <p>Academic – See above data. Impact can also be seen in provision for individual children, where implementation of new strategies has resulted in increased engagement, learning behaviour and confidence in the classroom as well as more generally, where, in the case of one key year group, teaching and learning was support more generally to impact on the whole class provision, where two Pupil Premium were also taught.</p> <p>Evaluation: Some of the planned assessments and all of the reviews were not completed, due to COVID. These will be carried over into the next academic year. Instead, school drew on the support of the EP service to support the creation of a Recovery Curriculum, along with materials for SLT on bereavement support (where were thankfully not required in school) and advice on supporting parents in individual cases, and more generally (e.g. with advice on how parents can support the Recovery Curriculum approach at home).</p>	<p>Resources Ensuring that appropriate resources are provided to create in-school opportunities individually tailored to children, e.g. art therapy, enrichment activities. This year, CGYP books were purchased for some PP children so that they could continue to learn at home during lock-down using up-to-date and useful resources. Cost: £100</p> <p>Impact: Purchase and delivery of work books to key PP families during lockdown enabled them to provide home learning opportunities to their children at the correct level. Engagement was monitored via weekly phone calls to check on need and suitability of materials provided.</p> <p>Evaluation: Extra resources of this nature can help to provide for families who do not have the necessary resources to support from home, particularly in extraordinary events such as a lock-down.</p>
	<p>Crews Ensuring that all PP children are able to belong to a school Crew, increasing engagement and building self-esteem Cost: £250</p> <p>Impact: All PP children participated in a school crew (T1-4) which was chosen depending on their interests and talents. As a result, PP children had increased opportunities in school, for example the chance to speak in front of the school during Worships,</p>



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tasks around school to raise profile and experience positions of responsibility or activities requiring communication skills, such as interviewing their peers. Each crew was run by a teacher who supported the participation of Pupil Premium children. Confidence and engagement scores generally increased for Pupil Premium children during T1-4, although it was not possible to continue the crews during T5-6 due to COVID.

Evaluation: This is an effective way of promoting Pupil Premium children within school life and providing a range of opportunities that otherwise these children might potentially not be self-motivated to opt for. It increases engagement in other areas of school life and helps to create friendships and increase behaviour for learning more generally. It also provides an alternative adult relationship for these children, in the form of the crew leader.