Duke of Bedford Primary School

Pupil Premium Grant (PPG) 2020/21

|  |  |
| --- | --- |
| **PPG School Context** |  |
| Total number of Pupils on Roll | 211 |
| Number of Pupils eligible for PPG | 55 |
| PPG funding received per pupil | £1345 per child – Ever Six/FSM  £2345 per child – Looked after Child/Ceased to be looked after through adoption |
| Total PPG Funding | £67, 250 |
| Total PPG spend: | **£ 67,833.5** |

|  |
| --- |
| **Summary of PPG spending 2020-21** |
| **Aims and objectives for PPG Spend** |
| * Increase % of PP pupils achieving ‘Secure’ or better in Reading, Writing, Maths at the end of KS1/2. * Increase % of PP pupils making good or better progress from KS1 – KS2 in Reading, Writing, Maths at the end of KS2 (progress\* = 6 steps or more over the year). * Narrow the gap in attainment between PP / non PP children in Reading, Writing, Maths at the end of KS1/2. * Provide additional support to catch up learning and key skills following Covid lockdown. * Enhance the quality of the curriculum through hands on experiences, visits, opportunities and immersion days. * Increase the awareness of good behaviour and attendance around the school. * Provide family support to enhance learning beyond school. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Record of PPG Spending** | | | |
| **Item / initiative** | **Cost** | **Aim of Spending** | **Impact** |
| Purchase of resources and support materials (toe by toe/hornets books, social skills support books, Y6 booster books, booster books in other classes) | £50 (Toe by Toe /Hornets)  (Y6 booster)  £150 (other booster books) Total=£ 200 | To provide support materials to develop various areas of the curriculum for PP pupils. | Identified pupils were supplied with support materials/books to extend learning at home and to target specific areas of weakness (e.g Y6 booster, phonics/spelling). |
| Y2&3 Project X reading support (4 hrs per week) | £2004 | Raising attainment and standards.  Increase confidence and enjoyment in Reading.  Narrowing the gap | Identified pupils across Year 2 and 3 were able to take part in regular structured reading support sessions. They showed increased confidence in reading and comprehension. |
| Residential Camps – 2021 (Y4,5&6) | £2000 (Y6) x10  £1064 (Y4) x7  £1064 (Y5) x7    Total= £4128 | To provide 1st hand experiences  To improve understanding linked to learning To ensure support for children who had little previous experience of trips.  To develop team building, self confidence and independence/personal care skills.  To provide trips for Y5 PP pupils (who missed out trip last year due to Covid lockdown) | Pupil Premium pupils in Year 4 & 6 were able to take part in residential trips in the Summer Term. They showed Increased confidence and independence (organising their own resources and room space in Y4 and in tents for Y6). |
| Y5 residential was unable to take place due to lockdown. Money was used to increase catch up boosters hours in Summer Term. |
| Self-esteem/social skills groups x 3 (2 hrs per week) Spring-Summer term | £668 | Improved self-confidence/self-esteem, behaviour and social skills. | Due to Covid bubbles in school the mixed self esteem groups were unable to run. Identified pupils were supported by inclusion/SEND TA 1-2 sessions per week. key needs supported: 1 pupil for anxiety/self-esteem, 1 pupil with art support, 2 pupils for bereavement and 1 pupil for family break up support. Feedback from pupils was: ‘it was good to have a trusted adult to talk to’ and ‘it helped me not to be as worried and gave me strategies to help me’. |
| Additional LTS at lunch times to support individual children as needed & to provide sports activities for small groups (5 hrs per week) Spring-Summer term | £1013 | Reduce to impact of behaviour of identified children during unstructured times.  To lead games and activities and structure during longer break. | Sports activities were not able to run due to covid bubbles but additional support was used to support lunchtimes within class bubbles (activities/play/eating in class). |
| Additional LTS at lunch times to support an identified pupil with behaviour needs (5 hrs per week). | £1520 | Reduce to impact of behaviour of identified child during unstructured times.  Provide support with eating routines and behaviour. | Identified pupils with behaviour issues were able to have additional support during lunch times resulting in very low number of behaviour incidents occurring. |
| Structured conversations 3 times a year  (virtual/physical) – 45 mins per meeting. | £1293 | Improved communication with hard to reach parents.  Provide longer parent/teacher consultations to support identified children in need and their families.  Raising attainment and standards. | Virtual parent’s meetings took place in Autumn Term.  During lockdown ‘check in phone calls’ with parents were made by the Headteacher weekly to check on well-being and provide support/advice as needed.  Written update reports were given in Summer term detailing key target areas for support/next target areas. Parents were offered the chance for follow up calls if needed. |
| Milk for FSM | £190 | To promote healthy lifestyles  To ensure pupils have adequate nourishment | Milk provided for FSM pupils and also available to other pupils who have school dinners during time in school. |
| Pupil premium co-ordination, PP support, attendance monitoring | £8,100 | To encourage parental engagement with school.  To ensure family support for vulnerable children & families.  Reports/Early Help system & records  Intervention- support & monitoring  Data/pupil progress & tracking  To monitor provision for PP children (in class, out of school clubs, family support where needed etc).  Attendance tracking (monitor class attendance, follow up any attendance issues) | SENCo provided ongoing support across the year including:  \* Reports and support for Multi Agency Support Group (MASG) panel (2 pupils)  \* Intervention tracking for targeted catch up pupils with Headteacher.  \* PP and intervention impact updates with Governors.  \* liaison/virtual appointments booked with other agencies (Education Psychology, school nurse, OT, speech and language)  \* Intervention training/support given/organised for identified TAs (precision teaching, hornets programme, Early Help system). Training for all teachers (Autism training from ASD team) and all teachers, Tas, lunch staff (emotion coaching from EP service).  \* Attendance support for PP pupils with Headteacher and identified pupils/followed up with parents. |
| Administration(TA) support for PP coordinator | £568 | Support in monitoring & tracking identified pupils & interventions.  Testing/screening for phonics, reading speeds,  colour overlays.  Support to liaise with staff/pupils. | PP assistant support has included: Early Help (EH) support- virtual meetings with parents and entry on EH system (4 pupils)  Support with PEP meetings.  Colour overlays & reading speed checks (10 pupils)  Health needs support- checking on inhalers/epi pens, research into emergency inhalers. |
| Finance and data support for PP coordinator | £150 | Support with finance calculations (staffing, resources).  Ensuring PP records are up to date (on line system).  Orders of stock. | Calculating finances/budgets, resources/funding and staffing for PP and support with ordering resources & materials were supported by the office manager. |
| School meals for FSM (KS2) x33 | £14421 | To provide a hot nutritional meal for KS2 PP pupils | FSM pupils in KS2 were provided with a hot nutritional meal at school when not in lockdown (Autumn 2020/ Summer 2021). During lockdown hot meals were available to collect from school. (alternative supermarket vouchers were also available via LA). |

|  |  |  |  |
| --- | --- | --- | --- |
| **Class R**. support group for GLD focus areas (2 hrs- T) | £1002 | Focused phonic/reading/maths activities to develop phonics/GLD in line with expected attainment.  To close the gap in phonics in preparation for Year 1 phonics screening. | Average progress in interventions:  Phonics:  \* increase of learning 7 new sounds Reading:  6/6 phase 2 tricky words  7/12 phase 3 tricky words  Maths: 73% made 6 steps progress (expected) 33% made 7 steps or more progress (above expected) |
| **Y1 Boosters/support:**  Reading booster, phonics/tricky - twice a week (1 ¼ hrs- H)  Y1 Precision teaching phonics (45 mins per wk- H)  Writing booster (2.5 hrs) support group - maths for targeted groups (2.5 hrs- H) | £3976 | Raising attainment and standards. Increase progress\* in reading, writing and Maths.  To increase phase 3 phonic sound recognition and prepare identified pupils for the Y1 phonic screening.  GD comprehension work and practice.  Maths booster support and TA support in Maths lessons.  Work on gaps in target Tracker attainment. | **Letter formation** showed an average increase of learning 11/16 letters.  **Phonics** (precision teaching): unknown sounds learnt  Phase 2 sounds : 96%  Phase 3 sounds: 100%  **Reading**:  Phase 5 sounds (Average progress- increase of learning 29 new sounds).  Maths: 97% made 6 steps progress (expected) 87% made 7 steps or more progress (above expected) |
| **Y2 Boosters/support:** (1.5 hrs T / 8.5 hrs TA)  Handwriting, spelling, phonics & writing booster  Reading booster, tricky words  Maths pre-teach booster, number formation  Greater depth (GD) boosters (writing, maths & reading)  Group support for small groups Maths/English (2.5hrs-TA) | £ 7242.5 | Raising attainment, progress\* and standards in reading, writing and maths.  Support booster to prepare for the phonic screening repeat in Autumn Term (missed in Y1 due to lockdown).  Narrowing the gap/achieving potential (GD).  Raising attainment, confidence and standards for Year 2 retake of phonics assessment & booster work for phonics check retake.  (Summer Term).  Work on gaps in target Tracker attainment. | **Spelling**:  Average progress was +24 words (out of 64= 37.5% increase).  **Reading**:  Average scaled score increase=6 points (to average of 100=expected level)  **Maths**  **Arithmetic-** Average scaled score increase= + 8  **Maths booster**: Average scaled score increase=8 points (to average of 99=expected level)  **GPS:** Average scaled score increase=8 points (to average of 97= near expected level) |
| **Y3 Boosters/support:** (0.5 hrs T / 3.5 hrs TA)  writing & spelling booster groups (30 mins-TA)  Reading buddy/comprehension group (30 mins-TA)  Group support for small groups Maths/English (2.5hrs-TA)  Maths booster group (30 mins-T) | £2749 | Raising attainment, progress\* and standards in spelling & writing. More frequent than last year to ensure progress is made.  Work on gaps in target Tracker attainment. | Average steps progress (expected=6)  **Reading**: (Project X**)- +9 steps**  **Maths** booster: +7 steps  **Phonics** (phase 3): increase of + 13 sounds learnt.  **Maths**: 59% made 6 steps progress (expected) 16% made 7 steps or more progress (above expected) |
| **Reading** booster: + 5.5 steps. |
| **Y4 Boosters/support**: (0.5 hrs T / 6 hrs TA)  Reading comprehension booster group & extra reading support. (0.5 H-TA)  Grammar and spelling intervention (0.5 H-TA)  Maths & English adult support for small groups. (5 hrs –TA) | £4001.5 | Raising attainment, progress\* and standards in reading, comprehension, maths & GPS.  Work on gaps in target Tracker attainment. | **GPS**: + 7 points increase on test score (out of 40) |
| Average steps progress (expected=6)  **Reading**: +3 steps  **Maths:** +4 steps  **Times tables:** (4 marks test score increase (out of 25) |
| **Y5 Boosters/support:** (1.5 hrs T / 8.5 hrs TA)  Speed Reading 3x week per wk (1 hour- T & TA)  Daily readers (1 hr-TA)  Phonics booster (0.5-T)  Maths & English adult support for small groups. (5 hrs –TA)  High frequency words, Handwriting intervention (0.5-TA)  Maths Class support in input 1:1 (1 hr-TA) | £ 7242.5 | Raising attainment, progress\* and standards in reading, comprehension, spelling, writing and maths.  Work on gaps in target Tracker attainment. | **GPS**: + 12 points increase on test score (out of 50)  **Spelling**: 4.5 average increase on test score (out of 20) |
| **Maths:** +5 marks average score increase (out of 35) |
| **Y6 Boosters/support:** ( 1.5 hrs H / 3 hrs TA)  PIXL reading booster (3x 30 mins-TA)  GPS PIXL group (3x 30 mins-TA)  Maths PIXL group (3x 30 mins-H) | £2355 | Raising attainment and standards. Increase progress\* in reading, GPS, writing & Maths. Work on attainment gaps.  Work on gaps in target Tracker attainment. | Average steps progress (expected=6)  **Reading**: **+6.5 steps**  **Maths** booster: +6 steps  **GPS** booster**:** +6 steps |
| **Y6 PP support** for children in small group for Maths/English (10 hrs) | £5010 | Develop understanding of new test content to raise attainment and standards. Narrowing the gap |