



The Collegiate Trust  
Exceptional Education for All

## **REPORT ON USE OF PUPIL PREMIUM GRANT TO SUPPORT DISADVANTAGED PUPILS**

- i. Evaluation 2019/20**
- ii. Action Plan 2020/21**

*This Report is different as a result of the disruption to education in 2020: the national lockdown resulted in the cancellation of all externally verified assessment and led to the vast majority of pupils undertaking remote learning from 23<sup>rd</sup> March up to the end of the academic year; the looming national lockdown resulted in significant impact on attendance after the February half-term break.*

*This Report should be completed by appropriate Academy staff, approved by the LGB, and posted on the Academy website by 5.1.2021.*



## i. Evaluation 2019/20

## Gossops Green Primary

<b>NB</b>	<b>Disadvantaged Pupils</b>	DPs	Pupils for whom pupil premium funding is provided
	<b>Others</b>	Oth	Pupils who are not categorised at Disadvantaged
	<b>All</b>		All pupils

### Key Data

<b>Total PPG allocation</b>	£145,200	<b>All pupils on roll at January 2020 census</b>	572	<b>DPs on roll at January 2020 census</b>	119
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### 1. Outcomes 2020

As a result of lockdown, no outcome data is provided on the performance of DPs or Others. However, since the return to fulltime education we have identified the following learning or behavioural issues in our DPs:

Reception	Across the school, in all classes, DP children, in general but not in all cases, have been disproportionately affected more than non-DP children by the extended lockdown, even those DP children who attended school in a limited capacity over the summer. Anecdotal analysis of this appears to relate to a lack of exposure to reading and quality texts, parental confidence with helping children to access the home learning from school and a lack of access to high quality technology or having to share limited technology. Often, many DP children are those who experience emotional challenges at home for a whole range of reasons and have needed to access Learning Mentor / Nurture Team support throughout Lockdown and during this term. In recognition to these issues, we have focussed out CPD this term in supporting these children and planning effective and timely interventions.
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

**2. Attendance 2019/20 (up to February half-term 2020)**

<b>Year Group</b>	<b>No of DPs</b>	<b>Attendance of DPs</b>	<b>Attendance of All</b>
<b>R</b>	13	91.58%	95.91%
<b>1</b>	15	94.69%	95.76%
<b>2</b>	26	95.19%	95.39%
<b>3</b>	22	92.42%	96.13%
<b>4</b>	24	95.30%	97.60%
<b>5</b>	26	95.97%	96.70%
<b>6</b>	21	94.40%	97.38%
<b>Total</b>	<b>147</b>	<b>94.48%</b>	<b>96.39%</b>

### 3. Review of Action Plan 2019/20 (please note limiting nature of lockdown on evaluation / impact)

Action	Evaluation / Impact
<p><b>i. Attendance &amp; Punctuality (£14,000)</b></p>	<p><b>Please provide a qualitative comment on the overall impact in each area. If a quantitative comment is possible, please also include.</b></p>
<ul style="list-style-type: none"> <li>• Introduce a timely letter system that identifies initial concerns early. EWO to contact parents as soon as concerns arise.</li> <li>• Compare PP and Non-PP children’s punctuality data</li> <li>• Identify PP children who are persistently late.</li> <li>• Introduce a contact system to remind parents of school expectations regarding start times.</li>   <li>• Continue to offer Breakfast club provision for PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- 27 first letters were sent out to PP parents but only 6 second letters needed to be sent out as attendance improved for the other children, resulting in direct impact for access to learning.</li> <li>- 17 PP (11.5%) and 29 non-PP (6.7%) children were late more than twice during the year. Of these, 13 PP (9%) and 14 non-PP children (3%) were late 5 or more times. There was some evidence in improved punctuality in the Spring Term, particularly with one hard-to-reach family, following consistent follow-up by Senior Teacher and EWO. <b>Impact was beginning to be seen with other high-profile persistent absentees up to Lockdown.</b></li>   <li>- 24 PP children regularly attended Breakfast Club until lockdown. This improved punctuality for one family in particular.</li>   <li><b>Additional Impact:</b></li> <li>- EWO involved with 6 PP families / 7 children. Six children out of the seven, had improved attendance following EWO’s direct involvement. <b>Involvement with the other child only began just before Lockdown so there was no time to make an impact.</b></li> <li>- PP attendance was 94.26% up until March 2020, when the country went into Lockdown. This was an improvement from the last two years (94% in 2017/18 and 93.7% in 2018/19).</li> </ul>

ii. Readiness to Learn (£49,095)	
<ul style="list-style-type: none"> <li>• Develop a clearer expectation for how the HUB will work to support children transitioning back into a mainstream classroom and how it can be used to support more children.</li> <li>• Continue to provide emotional support for disadvantaged children and their families through the provision of Chill and Chat, Learning Mentors, secondary transition (STEP), therapeutic interventions etc.</li> <li>• Continue to provide uniform, books and any other physical items to alleviate barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>- One child, with extreme behaviour challenges and poor attendance historically (63% over the course of the year), achieved 97% attendance in the 9 weeks prior to Lockdown. Whilst the other two pupils did experience some exclusions due to extreme behaviour, they were nevertheless, outside of these moments, able to focus on their learning due to the high-quality behaviour and emotional support they received.</li> <li>- 24 PP children received support from the Learning Mentor team. <b>STEP did not happen due to Covid</b> but Learning Mentors provided support to PP families throughout the summer via phone and email. Families were provided with emotional support, food parcels and access to outside agencies.</li> <li>- 42% of PP children attended school during the Summer Term, ensuring that they accessed the learning, emotional support and school meals during this time. Parents on a low income or furloughed were able to experience reduced stress.</li> <li>- Uniform was provided for all Pupil Premium children in the Autumn term, meaning that they had suitable clothing for school. Stationary packs were provided for PP children in September 2020 (funded during the summer term in readiness for the autumn term).</li> <li>- iPads were provided to identified PP children so that they were able to access the online learning provided by the school during lockdown.</li> </ul>

iii. Teaching & Learning <span style="float: right;">(£75,370)</span>	
<ul style="list-style-type: none"> <li>• PP children across the school who are currently falling behind will be targeted early for additional reading through early morning groups and 1:1 / small group support.</li> <li>• Small group interventions will take place daily, targeting specific gaps in learning.</li>   <li>• A greater focus on accuracy of writing will secure pupil’s basic skills by the end of KS1, so that attainment improves for PP children. Those PP pupils in the bottom 20% will receive additional intervention through pre-teach sessions and Precision Teaching.</li>   <li>• Develop confident mathematicians by improving the learning of times tables through regular practise and challenges.</li>   <li>• Teachers will adapt the structure of the lesson to include specific, well researched strategies that promote long term memory, as well as improve access for learning for disadvantaged pupils. A progressive approach to subjects that incorporates Cultural Capital and a build-up of knowledge over time will provide greater access to learning.</li> </ul>	<ul style="list-style-type: none"> <li>- PP children were prioritised for inclusion in early morning groups and year group interventions. Qualitative feedback indicted that children’s attitudes towards reading improved and children’s fluency was progressing.</li> <li>- A new early reading initiative was introduced in KS1 (DREAM), with priority given to disadvantaged children who were at risk of not making expected progress. March data indicated that 67% of PP Year 1 children were on track to achieved ARE in reading in June 2020, compared to 53% in the autumn term.</li> <li>- The writing curriculum was streamlined to focus on the key skills needed to achieve ARE in writing. PP children in the bottom 20% received DREAM and Precision Teaching on a daily basis, as well as 2 to 1 targeted intervention three times per week. This improved the children’s confidence in reading and developed willingness to apply this knowledge in writing skills.</li> <li>- Times table challenge was in place across the school and maths leaders ran weekly clubs for children to attempt their next level. These were well attended by PP children. TimesTables Rockstars and Numbots were purchased and set as homework to encourage rapid recall of number facts. Children were keen to participate and teachers reported an improvement in number recall in class.</li> <li>- “Memory box” (recalling previous learning) was introduced as a strategy for drawing on learning in the long-term memory and applying to new learning. Teachers used their knowledge of cognitive overload to ensure that new information was introduced at an appropriate pace. Children started to show evidence of making links with previous learning and applied thee to new learning.</li> </ul>

<b>iv. Other (€6,735)</b>	
<ul style="list-style-type: none"> <li>• The curriculum will be enhanced through a range of well-planned, appropriate and enjoyable experiences through the creation of a seven year 'journey of experiences' ensures disadvantaged pupils have a greater knowledge of the wider world and the local community.</li> <li>• Funding will support access for PP children to clubs, residential and non-residential visits.</li> </ul>	<ul style="list-style-type: none"> <li>- The curriculum has been planned to take account of Cultural Capital gap. These in turn are significantly reducing the lack of experience / knowledge of PP children, allowing them to access the curriculum.</li> <li>- PP children were offered free after school clubs, which were taken up by a significant number of PP parents.</li> <li>- PP children were subsidised when external curriculum companies were booked to provide the children with enhancing experiences, including Year 2 Birds of Prey and Year 5 VR headsets, ensuring that they remembered more and learnt more.</li> <li>- <b>The Year 4 residential did not take place due to Covid-19.</b></li> </ul>
<b>€145,200</b>	

<b>4. Summary</b>
<p>Impact of the EWO has been strong:</p> <ul style="list-style-type: none"> <li>- Punctuality - of the 27 initial letters chasing lateness, there was no need for a follow-up letter for 21 of the 27</li> <li>- Attendance - six out of seven children contacted by EWO had improved attendance</li> </ul> <p>Pupil Premium attendance has improved  CPD for all staff has prioritised understanding of the needs of disadvantaged children  Until Lockdown, the HUB provided a safe learning space for three children with very challenging behavioural needs and ensured that they received an education  During Lockdown, the Learning Mentor team supported identified DP families with weekly phone calls, providing advice and access to external agencies</p>

## ii. Action Plan 2020/21

Total PPG allocation	£160,055	All on roll at October 2020 census	583	DPs on roll at October 2020 census	134
Allocated to:	Amount:	Actions:	Expected Impact:		
<b>Attendance and Punctuality</b>	£16,700	<ul style="list-style-type: none"> <li>- EWO to increase hours in school – one day a fortnight for the spring term, (Autumn term funded by Catch-Up budget) to target persistent absentees in a timely fashion. This provision to be reviewed and extended potentially into the Summer term, if positive impact continues</li> <li>- Power BI to be used to track persistent absentees and highlight children and families who may need support with attendance</li> <li>- Nurture team to continue to be involved with vulnerable families offering support with school attendance</li> <li>- Assistant Principal (DB) will lead on attendance and rigorously challenge persistent absenteeism and lateness, liaising with Nurture Team if emotional or circumstantial barriers are identified to put support in place</li> </ul>	<ul style="list-style-type: none"> <li>- The number of persistent PP absentees will decrease</li> <li>- PP persistent absentees will be identified quickly so that support can be put in place</li> <li>- PP parents will be given strategies to help get their children to school</li> <li>- PP persistent lateness will decrease. Parents will feel empowered to help their children arrive on time to school</li> </ul>		

<p><b>Teaching and Learning</b></p>	<p>£53,645</p>	<ul style="list-style-type: none"> <li>- Gossops Green leaders to be part of TCT Disadvantaged Strategy Team to ensure effective provision of strategies are in place to meet the needs of this group</li> <li>- Senior Leaders (SD, TF and DB) to participate in online training relating to closing the gap for disadvantaged pupils</li> <li>- Develop whole school staff understanding of pedagogy and how children learn including training on Rosenshine’s Principles of Instruction in Action</li> <li>- Reading to take precedence over all other academic subjects in EYFS and KS1; 1-1 reading, daily ERICs, DREAM programme, Precision teaching, RWI phonics. PP children to be prioritised for these interventions if data indicates that catch up is required</li> <li>- All support staff to receive CPD in how to deliver reading intervention and to assess progress.</li> <li>- Appraisal targets for all class-based teaching staff will be related to closing the PP gap with their peers and having responsibility for the progress of named PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Good practice will be shared and strategies to support disadvantaged pupils will be evaluated and implemented, where appropriate</li> <li>- Staff will develop teaching and learning strategies to guide children to learn more and remember more, leading to better data outcomes, especially for PP pupils who may not have the life experiences of their peers</li> <li>- Children will be able to read and therefore access all areas of the curriculum</li> <li>- Children’s writing will improve because of children’s awareness of spelling, grammar and phonics, due to the increase in reading</li> <li>- Support staff will feel confident to lead interventions and support progress</li> <li>- Named children will make progress in reading</li> </ul>
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<p><b>Ready to Learn</b></p>	<p>79,710</p>	<ul style="list-style-type: none"> <li>- Pupil Premium children to receive free Breakfast Club provision, if required (and space allows)</li> <li>- Teachers to use Maslow’s Hierarchy Toolkit (completed by the Nurture Team) to identify the range of need for children in their classes.</li> <li>- Pupil Premium leads (SD and DB) to create and maintain an in-depth analysis of PP need (SDS), using triggers to include safeguarding involvement, emotional barriers, academic achievement and attendance in order to identify which children experience sustained disadvantage</li> <li>- Year Teams to then identify individuals/groups for inclusion in targeted interventions based upon the SDS</li> <li>- Nurture Team to provide targeted emotional / academic / pastoral / family support for disadvantaged pupils</li> <li>- Nurture Team to produce, explain and distribute ‘Well-being kits’ (SWAN programme) to each class teacher</li> <li>- Support staff to have additional CPD from Nurture Team on how to effectively apply the SWN programme</li> <li>- Provide a comprehensive and targeted counselling provision for identified high-need children</li> </ul>	<ul style="list-style-type: none"> <li>- Children will receive a nutritious breakfast to start the day and ensure that they are ready to learn</li> <li>- Sustained disadvantaged children will be identified and prioritised for inclusion in targeted interventions, leading to better learning outcomes for those children</li> <li>- Key children, who need emotional intervention will be supported from the outset, providing them with the emotional resilience they need to succeed both academically and personally</li> <li>- Support staff will feel able to support first level emotional and behavioural challenges with children</li> <li>- High-need children will be able to access learning and be successful at school because they will have strategies and support as a foundation</li> </ul>
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<b>Learning environment</b>	£4,100	<ul style="list-style-type: none"> <li>- All Pupil Premium children to be provided with a free article of uniform – parents to choose from a branded sweatshirt, cardigan, coat, fleece or PE kit</li> <li>- All Pupil Premium children to be provided with a free stationary pack in September 2020</li> <li>- Parents to be asked about access to technology at home and Chrome books made available to PP children who do not have the technology they need for blended learning</li> </ul>	<ul style="list-style-type: none"> <li>- Children are able to come to school in warm, suitable clothes and not be different from their peers</li> <li>- Children have the equipment they need to learn, without causing additional financial hardship to the family</li> </ul>
<b>Other</b>	£5,900	<ul style="list-style-type: none"> <li>- Pupil Premium children to be offered one free after-school sports club, per term (as available, when these resume)</li> <li>- Pupil Premium children to have access to free music lessons via West Sussex Music (Music Lead CU to identify children and encourage participation)</li> <li>- SD and DB to keep track of parental/home take-up of PP entitlements and rigorously encourage home/parents to engage with what is on offer</li> </ul>	<ul style="list-style-type: none"> <li>- Children from disadvantaged families will receive all of the benefits on offer from the school e.g. school uniform</li> <li>- Children will have the same opportunities to participate in enrichment activities as their non-PP peers, allowing them to explore their own interests</li> </ul>
<b>Total</b>	£160,055		