



Littledean CE Primary School
Pupil Premium Statement of Impact 2019-2020

Due to the unprecedented nature of 2019-20 academic year, many of our planned initiatives to address the needs of our disadvantaged pupils were unable to occur or not fully completed. This statement of impact will outline how we met the needs of our pupils eligible for pupil premium funding.

Pupil Premium Allocation

Eligibility for Pupil Premium	2019-2020
No. of Ever 6 FSM pupils	17 @ £1,320 = £22,440
No. of Looked After Children pupils*	3 @ £2,300 = £6,900
No. of Ever 6 Service Children pupils	0 @ £300 = £0
Total	£29,340

* The LAC premium is managed by the designated virtual school head (VSH) in the local authority that looks after the child(ren) – North Somerset. Currently, North Somerset Virtual School pay £500 per seasonal term once the online PEP has been completed (£1500)

Attainment based on 2018/19 academic year:

Please note that we do not have national data for 19/20

**As we are working with small numbers, percentages should be read with caution*

EYFS (2019)	Pupils Eligible for PP	Pupils NOT Eligible for PP	Gap
% achieving GLD	0%	58%	-58%
% achieving EXPECTED in reading	0%	67%	-67%
% achieving EXPECTED in writing	0%	58%	-58%
% achieving EXPECTED in maths: Number	0%	67%	-67%
SSM	0%	67%	-67%

Phonics Attainment (2019)	Pupils Eligible for PP	Pupils NOT Eligible for PP	Gap
% achieving EXPECTED in Y1	75%	100%	-25%
% achieving EXPECTED in Y2 (cumulative)	100%	100%	0

KS1 Data (2019)	Pupils Eligible for PP	Pupils NOT Eligible for PP	Gap
% achieving ARE in reading, writing and maths	100%	92%	+8%
% working at ARE (or above) in reading	100%	92%	+8%
% working at ARE (or above) in writing	100%	86%	+14%
% working at ARE (or above) in maths	100%	86%	+14%

KS2 Data (2019)	Pupils Eligible for PP	Pupils NOT Eligible for PP	Gap
% achieving ARE in reading, writing and maths	100%	67%	+33%
% working at ARE (or above) in reading	100%	80%	+20%
% working at ARE (or above) in writing	100%	80%	+20%
% working at ARE (or above) in maths	100%	80%	+20%

Whole School Data (2019)	Pupils Eligible for PP	Pupils NOT Eligible for PP	Gap
% working at ARE (or above) in reading	37%	79%	-42%
% working at ARE (or above) in writing	37%	69%	-32%
% working at ARE (or above) in maths	53%	66%	-13%

Attendance Data:

	Pupils Eligible for PP	Pupils NOT Eligible for PP	Gap
2018/19	92.4%	95.6%	-3.2%
2019/20	92%	94.1%	-2.1%

Summary of the main barriers to learning for pupils eligible for Pupil Premium	<ul style="list-style-type: none">• Under-developed reading, writing and mathematical skills for the majority of our disadvantaged pupils.• Low attainment on entry to the school particularly in maths, language and Literacy• Low self-esteem and difficulties with social skills and managing own emotions.• A number of pupils have 4+ identified Adverse Childhood Experiences. This can result in difficulty with emotionally self-regulating and being ready to learn.• A large proportion of pupils eligible for Pupil Premium funding are also on our SEND register ~ 45%.• Pupils and their families have social and emotional difficulties, including medical and mental health issues.• Pupils have limited experiences beyond their home life and immediate community.• Attendance 2018-19 PP attendance 92.4% Non-PP attendance 95.6%
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School Response to Covid-19:

During March 2020 schools in England were affected by the Coronavirus pandemic. Throughout this period of closure, Littledean CE Primary School continued to provide care and support for the children of key workers and our most vulnerable pupils.

We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and Littledean has worked hard to mitigate this. We provided home learning activities, both online and in paper-based format (when requested). We were aware that IT hardware and internet access was problematic for some families so we endeavoured to provide support where this was the case, for example, delivery of learning packs to pupils' addresses. Welfare phone calls were made to all families, however, this was more frequent for our most vulnerable families. Staff went above and beyond to support families, this included delivering FSM hampers, socially-distanced doorstep visits and working with additional services such as social care and health teams to ensure families were supported.

Family Support Worker/Mental Health Lead

The school's family support worker/mental health lead, Mrs Suzanne Webb, changed her working practices to reflect the fact that she could no longer work with groups of pupils or with pupils on a 1:1 basis in school. Meetings which would normally have been held with parents and/or professionals were held virtually through TEAMS or Zoom. A school mobile phone was purchased to

enable Mrs Webb to keep in contact with families via WhatsApp, text messages and telephone calls. Mrs Webb continued to provide 1:1 and group work with pupils virtually (parental consent gained) – parental feedback suggests this was very successful.

Mrs Webb provided emotional support packages for our vulnerable pupils. This included activities that the pupils could carry out at home either on their own or with parents to support their emotional needs. Mrs Webb is now fully equipped to carry out therapeutic sessions via TEAMS and WhatsApp. When all pupils returned to school in September, Mrs Webb continued (and still continues) to provide 1:1 support and nurture group sessions in this manner due to the impracticability of running these sessions face-to-face in school. Where there is a need for 1:1 face-to-face sessions with our most vulnerable pupils these sessions are carried out in various local outdoor locations. Permission has been sought from land owners, the areas have been risk assessed. Parents transport children to the site and stay on hand to ensure that safeguarding issues are mitigated.

Keeping in Contact with Families

As well as Mrs Webb maintaining contact with families we also had a variety of other strategies. At the beginning of lockdown food hampers were offered to our FSM families – this was to ensure that we would have the opportunity to see and talk to them on a regular basis, providing a listening ear and support when needed. This involved a telephone conversation to inform them that their food hamper was ready for collection and also a conversation when they came to school to collect it. During the 6 week summer holiday we offered food vouchers instead.

Class teachers made regular phone calls to the pupils and families in their classes and interacted via email, twitter and letters through the post.

The SENDCO kept in regular contact with families of pupils with EHCPs, offering support, resources, advice when needed. Teaching assistants who provide 1:1 support were also available via email to families of the pupils they support.

Returning pupils in June 2020

From 1st June, following government and local authority guidance, pupils in reception, year 1 and year 6 began to return to school. The school worked hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority was to address their social and emotional needs and to ensure that any anxiety about returning to school was minimised. We continued to provide remote learning for those pupils who did not return.

Pupil Premium Evaluation 2019-2020

Initiative	Amount Allocated	Summary of intervention/action	Impact
Improve robustness of assessment data and the use of gap analysis to close the gaps.	£1,500	Source and purchase new assessment materials to be used across the school for reading and maths. Ideally a resource to be used three times per year providing standardised scores. Whole school training on using assessment data to plan for personalised lessons and interventions.	Rising Stars NTS Assessment Resources were bought and used for assessment window 1 in November 2019. Staff used the gap analysis tool to identify gaps and provide interventions to narrow the gap between pp and non-pp pupils.
SkillZone	£500	Year 6 pupils will visit Skillzone to learn how to recognise dangerous situations and stay safe, especially as they prepare to move on to secondary school.	Due to the national lockdown all school trips were cancelled.
Monitor and improve attendance		Attendance monitoring has identified that PP pupils have lower attendance overall, as well as a higher persistent absence rate. Head teacher, pupil premium leader, SBM and FSW will monitor pupils attendance and follow up on any absence concerns with letters, meetings and fines when necessary. There will be a specific focus on persistent absence and how we can support families to break the cycle. FSW to lead TAF/TAC meetings to address attendance.	The attendance of PP pupils will be more in-line with Non-PP pupils. In 2019 the data: PP 92.4% Non-PP 95.6% From September 2019 to March 2020 the attendance data: PP 92% Non-PP 94.1% Our FSW/MDL continues to work closely with two pupils who are persistent absentees. Family My Plans are in place and reviewed regularly.
Family Support Worker	£12,000	A number of pupils have identified Adverse Childhood Experiences. This can result in difficulty with emotionally self-regulating and being ready to learn. Through our early help offer our FSW can sign-post families and make early referrals for support. PP pupils have many barriers to their learning because of their social and emotional needs. These need to be addressed so that the pupils are ready to access the school environment and to make progress in their learning. We	Please refer to the support provided by the FSW/MDH above. Parental engagement has been high. Reports/feedback from agencies such as Social Care clearly indicates that the work carried out by FSW is of a high level and effective in terms of offering early intervention and support. Parents report that the FSW

		<p>consider addressing pupil's social and emotional needs to be fundamental to our work.</p> <p>Our FSW runs nurture group sessions for pupils with identified needs as mentioned above on a 1:1 and small group basis.</p>	has had a positive impact on their family.
FSW/Designated teacher for LAC release time and training plus therapeutic play sessions for specific pupils	£3,000	FSW will provide therapeutic play sessions for LAC pupils – drawing and talking therapy and/or sand therapy. FSW will continue to attend “consult” meetings with the psychology service in order to provide appropriate support to pupils.	Pupils have had the opportunity to address issues in a safe way with a trusted adult. FSW/MHL has a good relationship with the social worker and foster family and provides emotional, therapeutic support. This continued throughout lockdown.
Facilitate successful transitions for pupils moving from class to class and from year 6 to secondary schools	£800	<p>Transition programme developed and implemented by FSW to ensure that there is a smooth transition for any vulnerable child moving from Littledean to a new/secondary school. Additional visits made available, photo books, timetables, meetings with new teachers all arranged for the pupils through meetings held between school FSW, professionals at new school, parents and pupils to ensure that all necessary paperwork and support continues in the lead up to the move and for the first 6 weeks of year 7.</p> <p>Transition programme developed and implemented by FSW to ensure smooth transitions for vulnerable pupils between classes.</p>	<p>FSW/MHL provided virtual support for pupils identified who may potentially find a return to full time education in September 2020 after 6 month absence difficult.</p> <p>All pupils returned to school in September happy and were ready for a change of year group and class teacher.</p> <p>FSW/MDL provided group and 1:1 virtual sessions for year 6 pupils transitioning to secondary school during the summer term. Arrangements for additional visits were made in order to prepare pupils for the move.</p> <p>The year 6 pupils reported feeling ready to move onto secondary school at the end of the academic year. Reports from secondary schools and parents during Sept/Oct 2020 suggest all pupils are attending regularly and have settled well</p>
HLTAs/TAs	£12,000	Reading, writing and maths interventions delivered by experienced teaching assistants under the supervision of class teachers or experienced teachers delivering interventions whilst HLTAs/TAs cover classes.	During terms 1, 2 and 3 interventions were carried out in response to gap analysis from baseline and assessment window 1 data. During the Nov pupil

		Power of 2, Apples and Pears, Dancing Bears, Dance-Mat typing, Fizzy training.	progress meeting, pp data was monitored and teachers evaluated the effectiveness of interventions making changes if they were not working.
Subsidise trips: Residential, class trip...	£500	All pupils in the school are entitled to experience a range high quality experiences both within and beyond the school day. Subsidies will be available for day trips and the year 5/6 residential on an individual basis.	Due to the national lockdown all school trips were cancelled, including the year 5/6 residential. We did incur costs for this.
Cool Milk	£100	All pupils who are eligible for pupil premium also have the option to have milk each day if they would like to.	This has ensured our vulnerable children had a nutritional drink which supported their growth.