

## Pupil Premium Impact Statement for Academic Year 2019 - 2020



1. Summary information					
<b>School</b>	Terling CofE Primary				
<b>Academic Year</b>	2019 - 2020	<b>Total PPG budget</b>	£8331	<b>Date of Impact Statement</b>	September 2020
<b>Total number of pupils</b>	92	<b>Number of pupils eligible for PP</b>	10		

Numbers of children eligible for PPG in 2019-20 was small (no pupils in EYFS, three pupils in KS1 and seven children in KS2) and therefore national and local comparisons are not appropriate.

100% of pupils reached ARE in reading, writing and maths at the end of KS2

2. Review of expenditure				
<b>Academic Year</b>	2019-2020			
<b>i. Strategy aims for disadvantaged pupils</b>				
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Progress of disadvantaged pupils is in line with national average progress scores in reading, writing and maths	Quality first teaching across the school, effective assessment systems in place, early identification of need so intervention is provided	Standard Assessment Tests did not take place due to Covid19 restrictions and lockdown so national progress scores are not available	Before lockdown, disadvantaged pupils were making progress which was predicted to be in line with national progress scores. The approach should be continued in the next academic year because the Covid19 pandemic halted thorough embedding in classroom practice.	£2,000

Ensure a consistency of approach in the teaching of writing	See below – targeted academic support			
<b>ii. Targeted academic support for current academic year</b>				
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Establish effective use of the classroom environment specifically working walls to aid and enhance learning through work with partner school	CPD focus on the effective use of the classroom environment. Share good practice from partner school.	Training for staff on the use of working walls and an effective learning environment has taken place. Lesson observations and learning walks evidence their use. Where working walls are used well in classrooms, pupils independently access the support they provide. Use of working walls to support humanities subjects needs refining.	The use of working walls was effective in the Autumn and Spring1 term and the strategy was beginning to be embedded in classroom practice. Pupil voice reflected that children found the support they provided useful and impacted their learning. The approach should continue in the next academic year because the Covid19 pandemic halted their thorough embedding in classroom practice.	£3,500 plus school finances
Use of precision teaching and intervention to target the needs of low performing pupils and those who are falling behind	Staff training on the use of precision teaching, timetabling considerations for the most beneficial time for interventions to take place. Specific targets for those pupils who are falling behind identified and appropriate interventions put in place.	Training for staff on precision teaching. Target children identified and daily precision teaching sessions put in place for them. Outcomes of pupils improved from predicted. Sessions timetabled to take place as a part of Early Morning Work, minimising impact on broader curriculum. Children’s needs discussed in focused Pupil Progress Meetings to identify those falling behind and appropriate interventions put in place for them.	Precision teaching and interventions used in the Autumn and Spring1 term had an impact on pupil progress with the gap between disadvantaged and non-disadvantaged pupils beginning to close. Staff were more confident in the delivery of precision teaching and intervention and were able to adjust lessons more confidently to the needs of the child. The approach should continue in the next academic year because the Covid19 pandemic halted its thorough embedding in school practice.	
Establish a consistent approach to teaching writing and assessing	Two members of staff to attend training delivered by Essex English consultant ‘Real Writers, real mathematicians’ and	A more consistent approach to the teaching of writing adopted across the school following staff CPD. Training ensured staff had necessary skills to meet the needs of their targeted pupils. Pupils	Whilst attainment and progress in writing in Autumn and Spring1 was beginning to improve for disadvantaged pupils, practice was still in its embryonic stage. Writing ladders provide a very effective way for	

<p>pupils progress is writing</p>	<p>disseminate training to staff. Adopting the use of editing and drafting for pupils. Providing children with a purpose for their writing. Effective feedback and marking, use of writing ladders. Use of Jonathon Bond's writing toolkit.</p>	<p>responding positively to the use of redrafting and editing their work, beginning to be able to identify ways to improve. Writing ladders provided adults with clear targets and next steps for pupils to improve their writing. Pupils given cross-curricular opportunities for writing alongside writing at length. Focus on presentation and children being proud of their work. Evidence in book scrutinies and observations highlighted improved standards of teaching writing across the school, meeting the needs of individual pupils</p>	<p>staff to assess pupil progress and attainment. Moving forwards, they should be shared with pupils to sharpen the impact on progress. Moderation of writing in the Autumn term with partner school provided a collaborative approach to assessment. Writing was moderated across classes. Online moderation took place during Spring2 with the Notley Family of Schools but was a challenging medium for effective conversations about progress. The approach should continue in the next academic year because the Covid19 pandemic halted its thorough embedding in school practice. If moderation needs to continue virtually, a refined approach will be necessary.</p>	
<p><b>iii. Wider strategies for the current academic year</b></p>				
<p><b>Desired Outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Learning mentor to support the emotional and learning needs of pupils and to provide support for parents in meeting the needs of their children</p>	<p>Targeted 1:1 or small group emotional support for pupils with Learning Mentor allowing pupils to be more ready to learn. Learning mentor and HT/ Senco support for parents, including signposting to relevant support agencies.</p>	<p>Pupil progress records, learning walks and book scrutinies show an increase in pupil engagement in lessons. Disadvantaged pupils were more able to access learning independently to a secure standard, more resilient and able to transition back into school life following Covid19 closure. Pupil readiness to learn is reflected in a decrease of behaviour incidents in the classroom. Pupil emotional needs continued to be met during the Covid19 pandemic. All children were supported by leadership at least fortnightly with targeted pupils and parents supported on at least a weekly basis. Increased support for pupils and families during Covid19</p>	<p>Learning mentor time with pupils 1:1 or in small groups supported them emotionally which allowed them to learn. HT held regular check ins with pupils and excellent relationships established between adults and pupils. The impact of the learning mentor's work will be sharpened by a tight timetable which allows her to provide further in class support. The approach should continue in the next academic year because the Covid19 pandemic halted its thorough embedding in school practice.</p>	<p>£2,830 plus school finances</p>

		closure which developed increased parental engagement and home learning experience.		
Deliver 'Social Superstars' groups to develop and promote friendship groups alongside support at playtime and lunchtime in creating friendship groups and conflict resolution	Learning Mentor led sessions improve friendship groups and pupils ability to deal with conflict	Incidents of conflict between pupils reduced as evidenced in behaviour log and pupil perception. Increased engagement and social interaction evident as evidenced in climate walks and observations	Social Superstars group promoted friendship groups and gave pupils the tools to create friendship groups and resolve conflict. The approach should continue in the next academic year because the Covid19 pandemic halted its thorough embedding in school practice and it is unknown what the impact of school closure will have on pupils social skills.	