

Review of Pupil Premium Funding 2020-2021

Intended Use of Funding September 2020-March 2021	Cost	Review of Allocation of funding	Impact	Lessons Learned
Attainment and Achievement				
Speech & Language based training for key staff	£1400	Included whole-staff training, SENCO Eklan course & specialist LSA training	Staff are more confident in delivering tier 1 speech and language therapy. Specialist LSA has been able to extend provision for children with more moderate SALT needs.	As roles and responsibilities change within school, consider how to disseminate the knowledge of key staff to new staff.
Full-time family worker (50% funded by PPG) to improve engagement of disadvantaged families and support with families accessing the appropriate services.	£15,416	With an increasing number of disadvantaged families needing support with accessing appropriate services this has been facilitated through FW role.	An increasing number of our families (considered disadvantaged or otherwise) have accessed family worker and be directed to appropriate services. Improved communication between school and harder-to-reach families.	Within an increasingly high level and variety of need including social care involvement, special education needs and financial difficulties, family worker's time is in increasingly high demand. As school grows, consider how this can be best managed.
Ongoing running costs of parent coffee mornings.	£150	Due to COVID19, parent coffee mornings did not run. No spend.		
Ongoing CPD for all staff regarding interventions, and provision mapping	£350 (in overtime for LSAs attending)	Overtime was not always necessary due to differing working hours of LSAs during remote learning periods.	All staff increasingly more confident in interventions and provision mapping.	Consider timings of key sessions to include all LSAs. Overtime is not a sustainable use of spending so consider time in lieu.
Provision of school-funded 1:1 hours for key SEND PP children whilst evidence building for EHCP.	£8000	This spend was higher than intended due to PP children joining the school requiring support that we were not previously aware of.	Chn who received this support were able to increasingly access both class learning and wider school life with this support. The success of this adult support has added key supporting evidence to the EHCP application process.	Whilst this funding was well-spent and had a noticeable positive impact, it is not a sustainable use of PP funding.
Multi-sensory resources	£120	A number of PP children across the school have accessed sensory items on a regular basis such as chewable items, ear	Children using these items have been able to refocus more quickly and/or remain focused due to having a sensory anchor.	It has been valuable for children of different ages to have a range of sensory items to choose from. Future aim to

		defenders and wobble cushions.	This has also resulted in less damage to clothing and/or school property.	keep a bank of sensory items in school to provide choice and support motivation to use these items to their benefit.
Sensory Circuits	£215	Spent on resources to run sensory circuits alongside providing appropriate adults to run these sessions effectively.	This group of children really benefitted from the sensory circuits programme. They were more settled and focused in class following these sessions and were more in control of their motor skills.	This programme had clear measurable impact and could be repeated more frequently. More funding to be allocated next year. Important to leave enough time for adults to prepare and clear the environment.
Social and Emotional well-being resources	£85	Books bought to facilitate social skills groups, whole-class discussions and to support individual children in needing emotional wellbeing support.	Social skills groups achieved their objectives and showed great improvement individually. Children working 1:1 with these resources also successfully achieved their objectives.	An increasing number of PP children are requiring emotional support. We need to look further at how best to facilitate these sessions for a growing number of children and resources needed in order to do so.
Fully funded Learning Coach to provide intervention and classroom support to PP/disadvantaged children to improve outcomes in reading, writing and maths.	£26,661.83	Impactful member of staff who has demonstrated high level of impact with children selected for groups.	Impact was not to the full extent we expected as unfortunately member of staff was significantly impacted by COVID and required long-term absence.	Retain post.
Whole-staff STEPs training as part of positive behaviour management approach.	£650	Staff feel more confident in dealing with more challenging behaviours and have positive strategies for addressing behaviour.	Trained staff have successfully managed more challenging behaviours thus having a positive effect on learning.	As the staff team continues to grow, training would need to be reallocated – consider whether a staff member becoming a facilitator for the training would be a long-term saving.
Enrichment activities:				
Residential visit subsidy	£400	£100 subsidy for 4 PP Y5/6 children	Children were able to attend residential trip.	Develop systems in regard to payment plans for ease of payment in advance.

Holiday camp days paid for to support emotional and social wellbeing	£500	£300 for one PP+ child £200 for one PP child	Children were able to engage in social interactions during the school holidays.	Need better internal monitoring and tracking of these agreements to locate information more easily.
Total	£53,947.83			