



West Boldon Primary School

Pupil Premium Review and Impact 2019-20

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. The school uses the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

We also want to ensure that all children receiving the pupil premium grant have access to residentials, trips, social and emotional support to ensure their well-being is also being supported.

Planned Outcomes:

As a result of the Covid19 Pandemic, our planned outcomes were cut short and not able to be fully completed. Statutory tests did not take place this year either, so we have no concrete data but can comment on internal data and events up and until March, 2020.

1. Data: improved outcomes from pp children across reading, writing and maths
 - As a result of the Covid pandemic, SAT's did not take place so we have no published data. Our internal data and SAT's predictions show that 79% of PP children would have achieved the expected standard in R,W,M.
 - Booster sessions had started prior to the lockdown to support the children's learning
 - Close tracking and additional intervention or 'catch-up' sessions were carried out within the year 6 team

2. Extending more-able learners to achieve a higher percentage reaching the higher standard
 - Rigorous monitoring of the year 6 teachers enabled tracking of children to target and ensure achieved the GDS. Although we did not complete the statutory tests, internal data shows that 19% of the PP children would have achieved the GDS across R, W,M and GPAS.
 - Booster sessions had started prior to the lockdown to target these children
 - Challenge was cleverly embedded across subjects to target these pupils

3. Improve Quality First Teaching

- All staff have been monitored tightly as part of a robust system in school to ensure QFT is at least good. Subject leads have carried out pupil questionnaires and book scrutinies to ensure ALL children, including the disadvantaged, are given the best education. Staff have been given targets and time scales to improve for the next scrutinies.
- As a result of the Pandemic, staff were given weekly training to complete to support their teaching for the return to school life.

4. Effective marking and feedback to support teaching and learning

- Marking and feedback has been recognised as the best method for improving learning. Addressing misconceptions for the children immediately and allowing them to recognise what they need to do to improve and therefore move their learning forward.

5. Intervention: supporting children who are not meeting age-related expectations

- Class teachers and Senior leaders identified the PP children needing 1:1 to close the gaps between pp and non. Short intervention was taken place during assembly times and morning registrations, such as toe by toe, power of 2 etc. This ensured children didn't miss QFT sessions.

6. Additional 1:1 support

- 1:1 support both academically and social wellbeing. Again as this time was cut short the overall impact needs more time to show impact overall.

7. To broaden the whole child through experiences

- At the beginning of the year, year 6 took part in a residential trip
- Other trips were subsidised for PP children to allow all children access to the wider experiences
- As a result of COVID, all trips and experiences were put on hold

8. To enable children to develop their thinking in maths to move from concrete to abstract processes

- The maths lead has mapped this out in a policy for staff and carried out staff meeting to discuss the best resources linked to year groups as well as the needs of the children
- Maths, within school, follows the White Rose Scheme, staff have been given additional training during lockdown to see how resources can be followed in the CPA approach to meet the needs of all learners and close gaps between PP and non PP children

9. To support the emotional, health and well-being of pupils

- As a result of the lockdown during the COVID 19 Pandemic the SLT ensured all children were supported emotionally. All staff made contact with home to check in on pupil's wellbeing - ensuring they were all ok. Work was sent through our Seesaw app where children/parents could respond and ask questions to their teachers.
- The SLT further supported the emotional, health and wellbeing of our most vulnerable children. Weekly welfare calls, support and advice, together with additional support with food parcels and FSM vouchers.
- SLT monitored access to home learning and ensured paper packs were sent to families who were experiencing difficulties accessing online arrangements.
- In some cases, there was also home visits given to a selection of our disadvantaged children.