

Pupil Premium Impact Report 2020-21

Review of the 2019-20 academic year		Total pupil premium allocation for 2019-20 £139,920	
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<ol style="list-style-type: none"> 1. Reduce variation in attainment and progress among disadvantaged pupils at Key Stage 1 2. Ensure disadvantaged children and their families receive pastoral support in order for them to fully engage in education. 3. Provide a broad range of wider curriculum opportunities in order to help disadvantaged pupils develop their interests and talents. 	<ul style="list-style-type: none"> • Interventions including PIXL subscription • TA targeted support • Subsidies for uniform • Subsidies for trips and events • Subsidies for music lessons • Counselling Services • Speech and Language services • Storytelling with 'Everyday Magic' theatre company • EP services • Consultants • Specialist music teacher • Specialist drama teacher • Parent Support Advisor • School attendance and welfare officer • Books and resources • Art and play therapy • Homework club 	<p><i>(Please refer to Data report on last page)</i></p> <ol style="list-style-type: none"> 1. At the point of closing in March, KS1 pupils were making pleasing progress in phonics, reading, writing and maths. <i>Please see the attached data.</i> The same targets will be carried forward this year due to interruption to teaching and learning. 2. Disadvantaged pupils received an extensive range of support last year: <ul style="list-style-type: none"> - COVID 19 regular and frequent contact calls for vulnerable pupils -Facility to attend school during closures if considered vulnerable -Support to access food vouchers during COVID school closures -subsidies for uniform, trips, clubs, music lessons -Access to school counsellor for parents and children - Parent Support Advisor offering a range of help with financial difficulties, housing, food insecurity, health needs, emotional support, domestic violence, parenting skills, baby watching intervention, online safety, sibling's tea party (pupils with siblings with additional 	<p><i>Expenditure has resulted in improved outcomes for disadvantaged pupils by the end of KS2, especially at Higher Standard Reading ,where the gap was reversed</i></p> <p><i>At KS1 disadvantaged pupils made less progress this year and the gap with non-pp peers increased</i></p> <p><i>There now needs to be a focus on increasing the percentages of KS1 pupil premium children reaching expected and higher standards particularly in reading and writing</i></p>



		<p>needs)</p> <ul style="list-style-type: none">- support with attendance in partnership with the LA Attendance Officer <p>Early Help meetings with Children's Centre to ensure a joined up approach to supporting families</p> <ul style="list-style-type: none">-The school has provided a Team Around the Child Intervention for highly vulnerable pupils <p>3. Disadvantaged pupils have been provided with multiple opportunities to develop emerging talents in music and drama through lessons assemblies and workshops delivered by specialist music and drama teachers.</p> <p>We have also commissioned irock music company to provide individual/group lessons to pupils-subsidized for PP eligible children.</p> <p>Vulnerable pupils benefited from a daily PE intervention from our specialist PE Teacher, where they learned skills including curling, and attended a curling tournament. They have developed confidence, skills and a sense of belonging to a team.</p>	
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Attainment and Progress of students eligible for Pupil Premium 2019-20

Key Stage 2

Attainment

The table below shows the percentage of children eligible for the Pupil Premium compared with their Non-PP peers, who achieved the **Expected Standard** or better.

Due to COVID 19, this year's assessments are Teacher assessments and not the usual end of KS2 statutory assessments.

Expected Standard or above

Cohort 14 pupils	School 2020		School 2019		Ealing 2019	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	79%	80%	86%	93%	72%	81%
Writing	71%	80%	86%	85%	75%	84%
Maths	71%	88%	86%	100%	77%	88%
GPS			86%	95%	82%	88%
RWM	57%	78%	86%	83%	62%	75%

The table below shows the percentage of children eligible for the Pupil Premium compared with their Non-PP peers, who achieved the **Higher Standard** or better in the four subjects assessed at the end of KS2, compared with the percentages for all primary schools in Ealing

Higher Standard

Cohort 20 pupils	School 2020		School 2019		Ealing 2019	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	36%	44%	43%	34%	23%	33%
Writing	21%	37%	21%	29%	16%	25%
Maths	29%	46%	43%	46%	26%	39%
GPS			43%	49%	43%	15%
RWM	21%	34%	7%	17%	7%	15%

Pupil premium objectives for 2020-21

Total pupil premium allocation for 2020-21 £144,915.

NB: Year 6 pupils continue to do well as shown by their predicted outcomes based on recent assessments in Spring term (please see attached data report)

KS1 progress was interrupted by COVID and therefore the KS1 target for 2019-20 will remain relevant for the new school year, with a focus on reading.

In addition there will be COVID related targets or actions in order to prevent the attainment gap from increasing for disadvantaged pupils across school as a result of school closures.

Pastoral support will have an increased focus as the impact of COVID affects families, e.g financial concerns, loss of income, housing, food insecurity, and mental health.

Disadvantaged children at Perivale Primary School often lack cultural experience, access to extra -curricular activities, read less at home and have a limited vocabulary on entry to school, all indicators of reduced long term outcomes. Their parents often face a range of issues such as housing or financial difficulties, domestic violence or mental health needs, and typically value education but may lack confidence in supporting their child's learning. Any of these difficulties may have been exacerbated by school closures and the impact of COVID 19.

1. Reduce variation in attainment and progress among disadvantaged pupils in reading across school
2. Ensure disadvantaged children and their families receive pastoral support in order for them to fully engage in education.

Objective 1: Reduce variation in attainment and progress among disadvantaged pupils across school

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Support staff in identifying disadvantaged children in KS1 who are underperforming in reading –and to address barriers and gaps	<p><i>All staff are aware of pupils who need focused support and how to support them</i></p> <p><i>Interventions ensure the gap is narrowed in reading</i></p> <p><i>Targeted pupils develop greater reading fluency and comprehension</i></p>	<p><i>Autumn 2 (1st November 2020)</i></p> <p><i>Summer 2021</i></p>	<p><i>DHT</i> <i>Phase leader</i> <i>Key Stage leader</i> <i>Class teachers</i> <i>TAs</i></p>	<p><i>Data analysis time-SIMS</i></p> <p><i>PIXL subscription</i></p> <p><i>Inset time</i></p> <p><i>MLT/SLT time</i></p>
Identify gaps in learning in core subjects for disadvantaged pupils in Year 6 which have widened during COVID 19 school closures	<p><i>Precise gaps will be identified through gap analysis using PIXL assessments</i></p>	<p><i>Assessments to be carried out in Autumn 1</i></p> <p><i>Evidence of gaps closing in Spring/Summer assessments</i></p>	<p><i>DHT</i> <i>AHT (Assessment)</i> <i>Y6 Class teachers and TAs</i></p>	<p><i>PIXL subscription</i></p>
Engage disadvantaged children with reading- especially where they are behind ARE	<p>Provide books to engage children</p> <p>1:1 reading as often as possible for disadvantaged children who are behind ARE</p>	<p><i>Summer term 2021</i></p>	<p><i>Reading Lead</i> <i>TAs</i> <i>DHT</i> <i>AHTs</i></p>	<p><i>Books to engage reluctant readers</i></p> <p><i>TA time</i></p> <p><i>SLT time</i></p>
Deploy staff to provide focused interventions for disadvantaged children who are underperforming	<p><i>Disadvantaged children narrow the gap with peers, enabling them to achieve in line with Ealing/ National</i></p>	<p><i>Evidence of gaps closing in Spring/Summer assessments 2021</i></p>	<p><i>DHT</i> <i>AHTs</i> <i>Phase leaders</i> <i>CTs and TAs</i></p>	<p><i>SLT time</i></p> <p><i>Phase leader time</i></p> <p><i>PIXL Subscription</i></p> <p><i>TA time for interventions</i></p> <p><i>1:1 support for some pupils</i></p> <p><i>Extra tuition to be considered</i></p>

Objective 2: Ensure disadvantaged children and their families receive support in order for them to fully engage in education.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Provide targeted support around well-being and mental health for disadvantaged pupils	<i>Targeted support for identified children ELSA programme of interventions prioritises disadvantaged children experiencing emotional, social or mental health difficulties</i>	<i>ELSA programme signed up to Autumn 2 Training January 2021 Interventions Spring/Summer terms</i>	<i>HT DHT Named TA</i>	<i>Cost of cover for TA Cost of training Intervention costs</i>
Staff training on safeguarding and well-being for reopening of school	<i>Staff feel prepared to identify problems and support children</i>	<i>Before start of school (Sept inset)</i>	<i>ESCP DHT PSA</i>	<i>Counsellor time DSL time</i>
Provide pastoral support for disadvantaged families facing difficulties, perhaps as a result of COVID 19, that may impact on learning (financial, housing, food, mental health)	<i>Survey completed Parents engage with school Pupils feel safe and happy at school and home Pupils are able to engage in learning.</i>	<i>Autumn 1 2020 – summer 2021</i>	<i>DHT PSA Counselling services Welfare officer</i>	<i>Parent Support worker time ESCP Counselling services Food, clothes, other purchases</i>
Monitor attendance of disadvantaged pupils and provide intervention where necessary, including support for anxiety around COVID 19.	<i>Attendance of disadvantaged pupils is good</i>	<i>Autumn term and through year</i>	<i>DHT Attendance Officers Parent Support Advisor</i>	<i>Attendance Officer SIMS LA Officer services PSA</i>
Subsidies for uniforms, equipment, clubs, trips, events, instruments, homework books etc	<i>Disadvantaged pupils are fully equipped for school life.</i>	<i>Autumn 1 2020-through year.</i>	<i>Office staff DHT SLT</i>	<i>Cost of uniforms Equipment Music lessons/instruments</i>