



Two Village C of E Primary School

Pupil Premium Review of Expenditure 2019-20

Intervention and Cost	Description	Impact	Evaluation
Inspiring reading material to encourage pupils to read	A variety of books were purchased for the school library and to update book collections in classrooms.	<p>A variety of fiction books were purchased for the library during the Autumn Term to provide pupils with more inspiring reading material. Children enjoy reading and are reading more at home (as evidenced in weekly reading challenge results). Children talk about the books that they have read and recommend these to others.</p> <p>The impact on reading is limited due to the school closure in March and the lack of relevant data.</p>	<p>The books have helped to engage more pupils in reading and borrowing books.</p> <p>We now need to purchase more non-fiction books and magazines to appeal to a wider range of interests.</p>
Purchase of Sir Linkalot app to improve spelling	All classes were provided with access to the app, both in school and at home to help children to learn to spell a wide range of words.	<p>Children have engaged well with the app and it has improved spelling scores for some children.</p> <p>Spelling of Common exception words had improved when analysed in the Spring Term.</p>	<p>The app has made learning common exception words more interesting and memorable for children across the school.</p> <p>Feedback has been provided to 'Sir Linkalot' about ensuring that all common exception words are covered as this would be even more useful.</p>
Training for staff in Talk 4 Writing	The Deputy Headteacher/English lead visited a Talk 4 Writing school to observe best practice which could be shared with staff.	<p>All classes have used the Talk 4 Writing approach this year.</p> <p>The teaching of writing still needs to be developed as training in writing was not completed due to the school closure.</p>	<p>It would have been more useful if a number of teachers could have attended training/visits to Talk 4 Writing schools to see how it is taught first hand. Although this was planned, this did not happen due to the school closure.</p>
Purchase of Lexia to improve children's skills in reading	Lexia is a computer based programme that children use to develop their skills in reading. It has been used by children across the school, both at school and at home.	<p>Lexia has proved to be very popular with the children, including many in receipt of pupil premium funding, and has motivated them to read.</p> <p>In Year 4 and Year 6 the number of children who have made accelerated progress in reading has increased. Lexia has been used most in these classes. This was most successful in Year 6 where Lexia was first trialled.</p>	<p>Lexia is popular with pupils and has encouraged them to read more. It has supported pupils in Year 6 to make accelerated progress.</p>



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<p>TA groups</p>	<p>TAs were timetabled by teaching staff to deliver Precision Teaching, Word Shark and maths interventions, including Plus 1, EPS Maths and Power of 2 to pupils who required support in maths.</p> <p>Additional support was also provided to identified children during lessons.</p>	<p>All pupils, who were not at/securely at ARE have received additional intervention during the year.</p>	<p>The majority of pupils are making expected progress in all areas but particularly in reading and maths this year.</p> <p>Teaching assistants are spending dedicated time supporting PP pupils and are identifying areas of weakness to enable the children to make better progress and improve attainment. This targeted support has been most effective in Early Years and Upper Key Stage 2.</p> <p>More accelerated progress now needs to be made, especially in writing.</p>
<p>Teacher 1:1/Small Group work</p>	<p>Various pupils across the school received tuition in areas which would support them in meeting ARE.</p>	<p>A qualified teacher delivering these sessions taught sessions for 2 mornings each week with children across the school, with a heavy focus on Year 6. Tuition sessions focused on reading, writing and maths.</p> <p>Unfortunately, the sessions only took place during the Autumn and Spring Terms due to the school closure.</p>	<p>The impact of the additional tuition was effective, particularly for pupils in Year 6 who benefited the most from this support.</p> <p>Targeting a greater number of our younger pupils would now be useful to close gaps – particularly in Year 2, Year 3 and Year 4.</p> <p>A greater focus on improving the number of pupils working above age related expectations would also be beneficial as well as a focus on supporting pupils to make accelerated progress.</p>
<p>Playground Equipment</p>	<p>New playground equipment was purchased to encourage pupils to play organised games outside and to prevent physical incidents</p>	<p>New equipment was purchased and was used successfully by Play Leaders. The whole amount of money allocated for equipment was not used as a further audit and survey was due to be carried out at the end of the Spring Term. This did not happen due to the school closure.</p> <p>The number of physical incidents involving PP pupils has continued to reduce this year.</p> <p>The incidents reduced throughout the Autumn Term and reduced further during the Spring Term.</p>	<p>Equipment is well used and engages pupils during lunchtimes. As equipment often gets lost/broken, this is something that will need to be continually topped up.</p> <p>TAs are engaging well with pupils during lunchtimes which has had a positive impact on pupil behaviour.</p>



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Bespoke Practitioners	Bespoke Practitioners is a company who work alongside the school to provide a social worker and therapeutic support for pupils and their families who have been identified as having emotional, behavioural and social needs that are proving to be a barrier to their attainment/progress.	<p>Bespoke have worked with a number of families this year, working with both parents and children, and have led partnership meetings with the school and families to explore how we can best support the children.</p> <p>Improvements seen include improvements in behaviour, improved attendance and identifying the need for more specialist support for some pupils which has had a positive impact on their lives.</p> <p>Support was also provided for a group of Year 6 pupils and their families to aid their transition to secondary school.</p>	<p>This is a valuable service which provides an additional level of support that school would otherwise be unable to provide.</p> <p>Although only a limited number of pupils receive the support, this has had a positive impact on the children involved.</p> <p>We need to make even greater use of group work next year to enable a larger number of pupils to benefit from the service.</p>
Learning Mentor	Introduction of a Learning Mentor to support pupils with social/emotional needs, through both 1:1 work and group work.	The Learning Mentor has worked with a number of children across the school and has developed good relationships with families.	We will continue with this next year, as work with the Learning Mentor has proved to be effective during the first year. It has also enabled improved communication and engagement with parents/carers involved.
Attendance	An Education Welfare Officer has been utilised this year to provide an additional level of support with an aim to improve attendance.	<p>The Education Welfare Officer has been in to school every half term to look at attendance data and meet with the headteacher. She has held/attended attendance meetings with parents/carers, has sent letters to parents/carers and has made home visits for a number of pupils.</p> <p>ATTENDANCE DATA</p> <p>At the end of 2018-19, 20% of pupils in receipt of PPG were persistently absent. At the end of the year 2019-20 (excluding the summer term) 24% of pupils were persistently absent, which is a slight increase. However the percentage of pupil with attendance below 96% reduced by 19%.</p> <p>Overall, attendance for pupils in receipt of pupil premium funding was 93.1% at the end of the academic year 2018-19. At the end of 2019-20 this was 93.8 %. However, this was for only part of the year so this is difficult to compare, especially as and there was a lot of illness during the Autumn Term.</p> <p>There has been an improvement in attendance for a number of children this year.</p>	This resource has proved to be useful in improving the attendance of some of our persistent absentees and pupils with attendance below 96%. We will continue to use the service in order to improve attendance for pupils in receipt of pupil premium funding next year.



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Support with payment for Year 5 residential trip	A contribution towards the cost of the Year 5 residential visit was allocated for all pupils who were in receipt of Pupil Premium funding.	The residential visit had to be postponed due to Covid 19 therefore money has been reserved for a potential visit early next year.	The financial support with payment of the visit will enable pupils to attend and share the same experiences as their peers.
Provision of music lessons for whole classes	A musically trained HLTA to deliver whole class music sessions for an afternoon each week for Year 1, Year 2 and Year 3	All children in Year 1, Year 2 and Year 3 have had the opportunity to play the recorder and have started to learn how to read music. Children have participated well in lessons and have enjoyed learning to play an instrument.	This is a valuable experience for our children which we will continue next year to enable pupils to build upon their learning from their first year of playing the recorder.