



Blackburn The Redeemer Church of England Primary School Impact of the Pupil Premium for the Academic Year 2020-21

The pupil premium provides funding for children:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years.
- Who have been previously looked after, subject of a special guardianship order and/ or adopted from care
- Whose parents are currently serving in the armed forces

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the pupil premium.

The Redeemer is committed to providing effective resources and ensuring vital support is in place for our disadvantaged to improve their academic outcomes.

Overview of the school:

Number of Pupils and Pupil Premium Grant received	
Total number of pupils on role 2020/21	418
Total number of pupils eligible for PPG (FSM, PPG+, Post LAC, Service, Ever 6)	45
Total amount of PPG received 2020/21	£90 250
<u>Funding update</u> Pupil premium is allocated in April every year, the provisional figure that we receive is based on historical data. This figure is adjusted in January the following year after the Pupil Census in the Autumn Term has been completed (this figure can alter). Previously, the allocated figure for this academic year was estimated at £83680, as published on the Pupil Premium planned expenditure strategy, for this academic year (2020-21). After consultation with the School Bursar this figure increased by £3225 following the Census.	

Barriers to educational achievement

Some of the barriers to learning that children experienced are:

- High percentage of children with speech and language difficulties on entry to school impacting significantly on the wider curriculum areas (EY data)
- EY children entering with limited social skills – fewer children have accessed nursery provision
- An increase in the number of pupils who have low self-esteem, confidence and wellbeing concerns
- Time poor parenting
- High percentage of children who have are LAC/SEND and Previously Looked After (5% - 20 children)
- Poor levels of resilience and emotional development having an impact on levels of engagement and attainment.

Support in these areas was provided in the following ways:

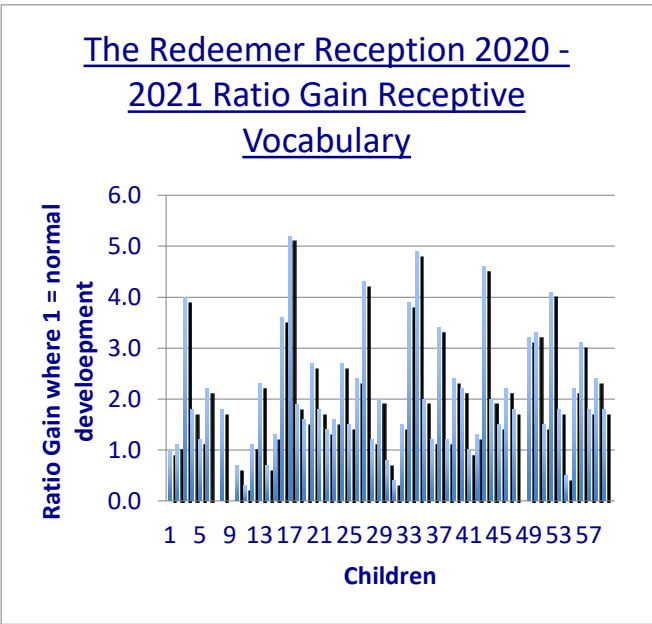
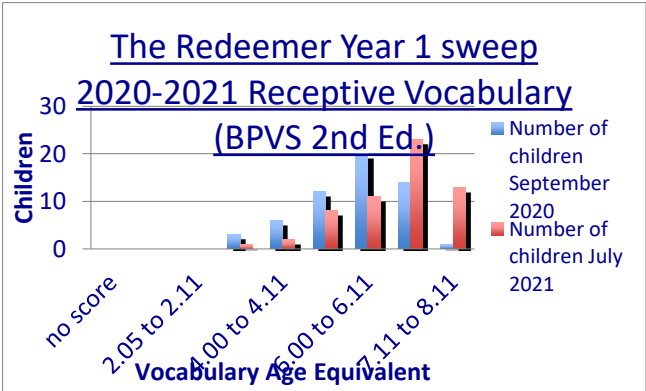
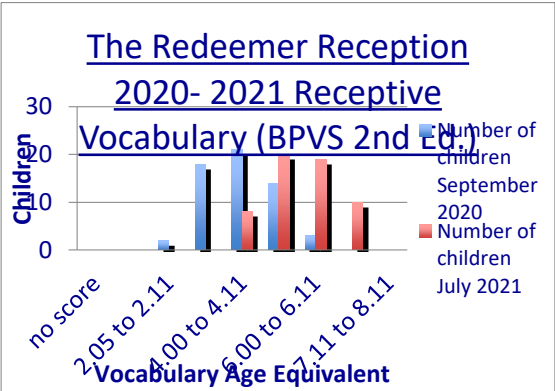
- Remote learning engagement with parents to discuss progress and strategies for supporting learning
- Early Language Intervention – NELI project
- Increased Early help and support internally and externally – DSL's
- Intervention/Booster sessions for Maths, Reading and Writing
- Weekly counsellor in school
- Well-Being Warriors to promote resilience and well-being
- Well-being team – Emotional Literacy Support Assistant – Drawing and Talking Therapy sessions
- PSP and SEND Support meetings for those children also on the SEN register
- Support staff workshops – Maths focus

Support for families has enabled parents to support their children at home. There are some of our children in receipt of pupil premium grant who have no evident barriers to learning. In these cases, we looked at individual ways to support and enhance their learning opportunities so that the funding was of benefit to their personal progress and achievement. E.g., extra-curricular provision, computing resources, booster sessions

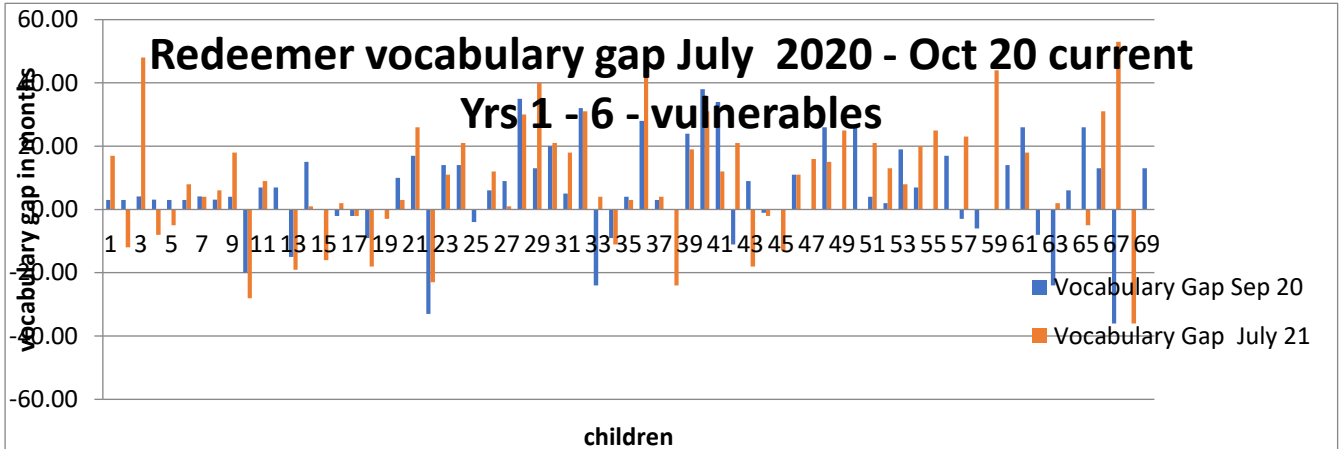
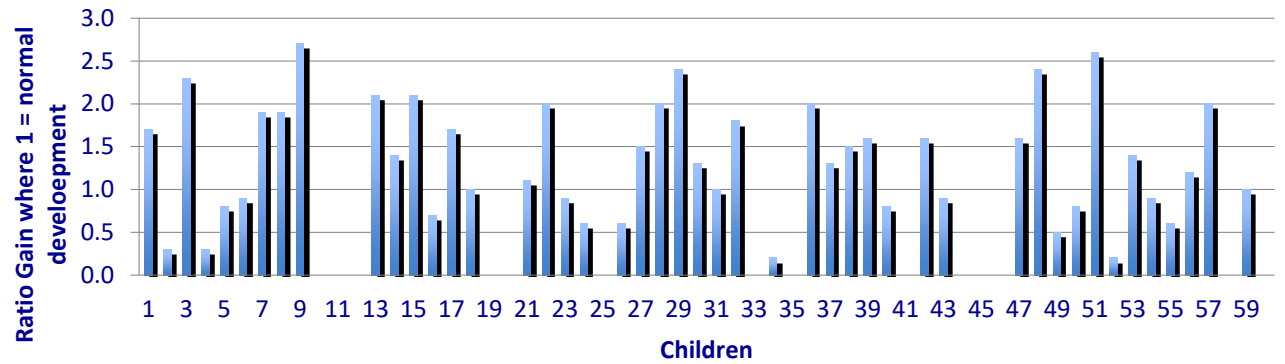
Objectives	Impact
To ensure that all pupils eligible for the Pupil Premium Grant are provided with targeted support from specialist interventions that develop their emotional and social needs and impacts on their overall academic progress.	<p>The curriculum had to be adapted to allow the statutory blended curriculum which supported live and remote learning throughout the academic year. Emotional and social needs continued to have an impact on pupil's learning and the number of identified families requiring support in the Autumn and Spring Term increased. This resulted in a greater number of families accessing Early Help and Support. The impact of this support has been overwhelming positive. This is evidenced in parents and pupil voice questions.</p> <p>Regular consultations with stakeholders identified needs and continuous improvements to the blended curriculum and approaches to learning factoring the emotional and social needs in these unprecedented times.</p>

Early language and vocabulary develop – particularly for EY and KS1 children.

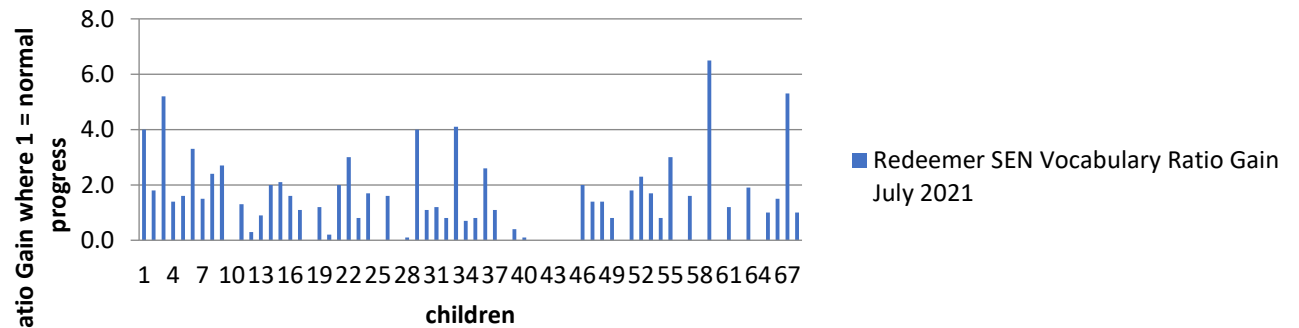
In 2020-2021 we had 3 children identified as PP with Speech, Language and Communication needs. In addition, a further 15 were identified as having limited vocabulary. Strategies around early language implemented through EY and KS1. NELI project delivered successfully. Lesson observations show improved teaching of oral language and the teaching of Tier 2&3 words in context. Development of oral rehearsal of teaching of sentence types embedded into teaching – completion of a structured approach throughout school Improved outcomes in reading, writing and phonics for PPG children throughout school despite disruptive year and writing assessments show increased use of phonics. Lesson observations and conversations with children show children are knowing more and remembering more.



The Redeemer Year 1 2021 Ratio Gain Receptive Vocabulary



Redeemer Vocabulary Ratio Gain July 2021 vulnerables



To ensure that all pupils have targeted support to close any gaps that have formed in their learning throughout lockdown.

2020-21 saw the closure of school in the Spring Term 2021 due to the Coronavirus. The Redeemer remained open for keyworker and vulnerable children. Support for our children in receipt of pupil premium became increasingly important.

The following measures were put in place to ensure families and children received the necessary support to enable them to access learning:

- Provision of activities and resources to enable families to access learning on WEDUC (parental communication system) Class Dojo and Zoom.
- Children/parents were provided with a school iPad/laptop or tablet if they did not have access at home during the summer term. This enabled them to access the home learning activities.

A parent survey was completed in Spring 2021 to identify families who would require further support.

- Individualised packs of work provided for children who required further support and 1:1 zoom sessions
- Teachers communicated with identified families to offer support with learning and wellbeing.
- Family meetings including reviews were held during lockdown to ensure families received necessary support. Child and family wellbeing involved with identified families throughout.

National attainment and progress measures were unavailable Summer 2021 due to the pandemic – however internal data was collected that used national comparators - NFER - PIRA, PUMA and GAPS.

<p>To ensure the curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils.</p>	<p>Prior to March 2021, the curriculum had to be adapted to embed the statutory blended curriculum which supported live and remote learning throughout the academic year. Once school returned for all pupils, teachers were able to build upon previously taught learning to ensure the progression of knowledge and learning was built upon and secure. Measures to assess pupil knowledge and understanding had barriers when pupils were learning remotely. However, subject leaders have worked alongside stakeholders and curriculum specialist to gather the knowledge and skills from each subject area to plan for the curriculum progressions moving forwards to 2021/22.</p>
<p>Monitoring of Pupil Premium spending 2020/21 and Overall Impact 2020/21</p>	
<ul style="list-style-type: none"> • Provision is mapped and tracked across school. • Teachers plan and record provision in relation to the needs of each child and family and the impact that is evident from this. • The impact of the pupil premium budget is shared with the nominated governor and at termly governor meetings. 	
<p><u>Overall Impact update</u></p> <ul style="list-style-type: none"> • All vulnerable pupils accessed school in the Spring lockdown. This enabled staff to monitor their pupil's wellbeing and academic progress, first hand. Any PPG children who needed to isolate pupils who accessed their learning remotely, received daily communication through live teaching, Dojo, targeted intervention and regular phone calls. These interactions were monitored by class teachers and any concerns were flagged by the SLT. • The curriculum embeds a learning rich culture that is subject specific to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas. During the Spring Lockdown, the blended curriculum impacted on the delivery of the curriculum as a whole and adjustments were implemented immediately (recovery plan). Since the return of all pupils on the 8th March, the priority has been to ensure that the curriculum provides pupils eligible for their PPG with rich learning experiences to promote their social and emotional wellbeing and academic progress. Individual records are in place to track PPG pupil progress and identify next steps. • Pupils eligible for the Pupil Premium Grant have been provided with any necessary support from interventions to develop their emotional and social needs that impact positively on their overall academic progress, as we believe that children learn best when they feel happy and secure. These interventions have included; Well-Being Warriors, Counselling, Drawing and Talking Therapy and additional support staff have been deployed across school to implement daily interventions and enhance classroom provisions. • All pupils eligible for the PPG can access targeted Maths and Reading interventions. However, the SLT and English and Maths teams have evaluated the impact of this intervention. 	