



Pupil Premium Strategy

Impact Report - 2020/2021

It is clear that the COVID-19 pandemic has had a negative impact on our most disadvantaged children. Despite many of these children continuing to attend school regularly throughout school closures, the gap has continued to grow. We believe there are a number of reasons that have contributed to this: disrupted schooling, a focus on well-being as opposed to academia in the first lockdown, a lack of support at home, a delay in children receiving appropriate technology to access quality home learning and a high level of mental health issues amongst children and their parents.

On a positive note, the learning that happened pre-pandemic has been retained by the vast majority of our children, showing that our curriculum model and pedagogy is meeting the needs of our children. During the 20/21 academic year, we focused CPD on the science of learning and ensuring teachers now know why we teach what we do and how we should be teaching it.

The lack of wider life experiences, reading and breadth of knowledge and understanding is a barrier to our children's learning. Ordinarily, our personal development curriculum would address some of these barriers, however many experiences were unfortunately curtailed because of the pandemic.

63% of our pupils are eligible to receive pupil premium funding (this figure is higher than the national average).

During the disrupted 20/21 academic year, we:

- Focused on improving communication and language in the EYFS.
- Focused on turn-taking, sharing, making healthy choices and toileting (Preschool).
- Implemented an ethos of 'no child is left behind' within the EYFS.

During the disrupted 20/21 academic year, we found:

- EYFS assessment data showed that Literacy was the weakest area. This was attributed to school closures during lockdown periods and a high number of 'bubble' closures. Both of these factors meant that there was not opportunity to teach all phonic sounds.
- Success for ALL (SfA) continues to deliver good results. However, with Government advice dictating pupils should be taught in 'bubbles', ability streaming was unable to take place as usual and therefore, progress has dropped below pre-pandemic progress.
- Achievement at the expected standard across KS2 is very poor for RWM.

- Writing is the casualty of the pandemic. Children have not had the stamina to write to the standards expected in school.
- In addition to isolating and school closures during lockdown periods, PPG pupils have had to cope with changes of staff and children in the setting. Since some of our more disadvantaged pupils also have SEND, this too will have had an impact on their ability to focus on their work.
- Many of the PPG pupils did not engage with the online provision in place, unless they were in school. Again, their needs have not been met due to lack of parental support or parent's abilities and thus, targets have not been met.
- The learning of PPG pupils has also been impacted by the social effects of lockdown; some of our pupils have been through significant trauma.