**Impact from Pupil Premium spend 2020-2021**

The National Lockdown in January 2021 following the lockdowns of the previous academic year had a large impact on the progress of all pupils not least those receiving the Pupil Premium Grant.

Vouchers were provided for all those on free school meals. The school was open throughout the lockdown for key worker and vulnerable children. Approximately a third of the total number of pupils attended during the lockdown period

IPads were loaned to pupils who did not have devices to work on for remote learning. The school checked that all families had access to the internet. The government laptop scheme was taken advantage of and which provided three laptops for children in school.

Phone calls were made home to parents and pupils each week who were struggling to cope with home learning in order to give advice and encouragement. Printing of work for home learning was done for families who needed this help. Bundles of home workbooks were also provided for all pupils.

The eSchools platform was used to message children who were struggling academically or emotionally. Messages from the class teachers, TAs , ELSA support and headteacher were sent. Instructional videos were made and sent out to parents to help with home learning.

Individual case studies and progress data are available in school to see which strategies were particularly effective for each pupil.  
  
**Key strategies** shown to have had a **positive** impact and **lessons learnt** over time include:

* TRG on mastery in mathematics for staff; working with the Jurassic Maths Hub. KS2 staff through planning lessons with colleagues and watching the specialist teacher teach have grown in awareness of how children learn and through analyses have grown in knowledge about common misconceptions around children’s learning and understanding in mathematics.
* Increased use of resources and teaching skills to aid pupil’s fluency in maths and their understanding of new concepts.
* Staff broadened approach to teaching mathematics and increased accessibility for all pupils.
* Pre-teaching techniques in order to raise the credibility of targeted pupils in class and hence raise their self-esteem.
* iPad or laptop to pupils who do not have access to a device at home in order to complete homework and remote home learning.
* Accelerated Reader and MyOn- Accessible through Eschools platform. Pupil’s reading comprehension level, amount of time spent reading for enjoyment and levels of self-confidence were maintained over lockdown for the majority of pupils.
* 121 and small group work with qualified teachers to quickly tackle identified gaps and misunderstandings in learning.
* ‘Catch up’ sessions. Popular with the children and ‘instant’ impact.
* Homework club supported identified misconceptions and boosted self-esteem. Also gave the support to children who do not receive this at home. Welcomed by the children avoiding arguments at home.
* Curriculum development to ensure progression of skills and knowledge throughout year groups and the school.
* Wellbeing questionnaires for all pupils. Areas of concern identified for groups and individuals and then followed up in class PHSE lessons and with ELSA sessions. Parents also spoken to where appropriate.
* Bubbles were joined in each Key Stage for a number of weeks in order for pupils to interact with each other and be more prepared for transition to the next class.

**Strategies reduced** over time due to **lack of impact**:  
Withdrawal from class on a regular basis. This was found to be more detrimental than beneficial for a number of reasons including: feeling targeted because they were ‘no good’ or needed to be helped ‘more than everyone else’, missing what was going on in class and then feeling left out of future work, feeling separated from their peer group, having a negative impact on self-confidence and self-esteem.