

Pennington C of E School

Impact of Pupil Premium Grant 2019-2020 (Assessment data from Easter 2020 due to lockdown)

Total Pupil Premium allocation:

FSM: 5 children (£6600) Adopted from care: 7 children (£16100)

Eligible Pupils	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
FSM		1	2	2
CLA/previously CLA	1	4		2
Forces				

Target pupils	Provision	Objective (s)	Outcomes for Pupils
Reception	Focus phonics session	To ensure pupils make good progress through the phases.	Increased engagement in phonics sessions. Speech difficulties impact. Scored 78% phase 2 before lockdown (evidence of regression during lockdown)
	Early literacy and numeracy skills	To ensure good progress in Reading, Writing and Number.	Child made 3 points progress in reading and number and 4 points progress in writing. Final assessment was made at 40-60 months Emerging in Reading and Number and 40-60 months Developing in Writing.
Year 1	1:1 learning support	To ensure pupil can access the curriculum and support with personal needs.	Accessing whole Year 1 curriculum. Working at age expected level for maths making more than expected progress, made expected progress in reading working at 2 points below age expected. Made above expected progress

			in writing working at 3 points below age expected.
	5 minute box-literacy 1:1	To achieve progression in Reading and Writing	Confidence in reading and writing has increased in both children. Assessed at Spring 2 (before lockdown) Child A has made 5/4 points in writing, working at age expected level, and 4 /4 points in reading, working 2 points below age expected. Child B has made 5/4 point in writing, working 2 point below age expected, and 4/4 point progress working 2 point below age expected.
	Additional Reading	To raise level of achievement in reading.	With 1:1 support for reading activities and additional group reading sessions, child has made 4/4 points progress and is working 2 points below age expected level. Confidence has grown and with encouragement will spell CCVC and CVCC words confidently using known phonics.
	Focus phonics session	To ensure pupil makes progress through the phases.	Through a lot of repetition and reinforced daily and additional phonics, the pupil showed greater confidence and progress. Child A moved from 96% at phase 2/0% phase 3 to 27% phase 5 before lockdown (some evidence of regression through lockdown). Child B moved from 100% phase 2 / 0% phase 3 to

			32% phase 5 (some evidence of regression through lockdown).
	Reading and phonics reinforcement	To reinforce phonics learning and support application of phonics to reading.	Child has made 4/4 points progress and is working 2 points below age expected level. Confidence has grown to apply phonics knowledge (now at phase 5) and is confidently blending CVCC and CCVC. Reading moved from Red 1 to Yellow 2.
	Equine Therapy	To promote teamwork, following instructions sensibly, having the responsibility to care for animals and the opportunity to do an activity they would not otherwise have access to.	Both children were confident to discuss activities with the staff, with improved vocabulary and developing confidence to interact with the animals. Both showed improving physical co-ordination and balance.
Year 2	1:1 learning support (From Nov 2019)	To ensure pupil can access the curriculum and support with personal needs. To facilitate sensory breaks as recommended by Ed Psych. To facilitate successful interaction with peers and adults. Be able to sit for a teacher introduction to an activity or for a story lasting 5 minutes without the need to make intrusive movements with his body.	Child following adapted Year 2 curriculum. Made 2/4 points progress in reading, writing and maths before lockdown. Learning is more focussed and length of concentration is improving. Child enjoys group activities and is able to take turns sometimes. He has a good relationship with his support. He is able to sit for at least 5 minutes in activities that engage him.
	Focus phonics session	To ensure pupil makes progress through the phases.	Through a lot of repetition and reinforced daily and additional phonics, the pupil showed greater confidence and progress. Child did pass phonics screening check last year, but

			scored 73% phase 5 on phonics tracker before lockdown.
Year 3	SNIP spelling intervention	Increase reading and spelling of HFW.	Child B completed 22 sessions, scoring 9/9 on last few sessions.
	Nessie	To increase Reading and Spelling levels.	Child A has made expected progress and is working 1 point behind age expected level in Reading and Writing. Child B has made expected progress and is working at age expected level in Reading and Writing.
	Maths support (CLIC based) (From Jan 2020)	To increase progress rate in Maths.	Child A has made 3/4 points progress and is working 2 points below age expected level. Child B has made 4/4 points progress and is working 1 point below age expected.
Year 5	1:1 learning support	To enable access to all curriculum areas, increase progress rates in Reading, Writing and Maths and make progress against social/emotional individual targets.	2 points progress has been across all subjects and Individual targets have been achieved and reset.
	SNIP and reading	Increase reading and spelling of HFW.	Consistently scoring 7/8 out of 9. Increased confidence and independence in activities.
	SNIP spelling intervention	Increase reading and spelling of HFW.	Consistently scoring 8 or 9 out of 9. Increased confidence and independence in activities.

All children from EYFS to Year 6 took part in a pupil voice interview in April 2019. All children said they were happy at school and all children said they get help when they need it.

All evidence is gained from half termly pupil progress meetings, analysing achievements and progress on Scholarpack.