

Pupil Premium and Covid Catch Up Funding: Kildwick CE VC Primary School 2020-2021

| 1. Summary Information | | | | | |
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| School | Kildwick CE VC Primary School | | | | |
| Academic Year | 2020/21 | Total PP Budget | Service children x 2 = £620 FSM 10 pupils @ £1345 = £13,450 Looked after children 2 x £2345 = £4,690 - £310 adj Covid Catch up funding (£80 per pupil x 127) = £10,160 Total £28,920 | Date of most recent PP review | November 2020 |
| Total number of pupils | 139 | Number of pupils eligible for PP in 2020-21 | 14 | Date for next internal review of this strategy | January / March / July 2021 |
| | | Attendance PPG Pupils | 98.44% | | |
| | | Whole school attendance | 98.16% | | |

| 2. Current attainment based upon SATs results July 2019 as due to Covid no SATs taken in 2020 therefore no official data | | |
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| In July 2019 1 pupil in Y6 (KS2) and 2 pupils in Y2 (KS1) <i>ARE – Aged Related Expectations</i> <i>GD – Greater Depth</i> <i>GPS – Grammar, Punctuation and spelling</i> <i>ELG – Early Learning Goal</i> | Kildwick Primary School eligible for Pupil Premium against PP results nationally | Kildwick Primary School – all pupil results against national |
| When examining this data, it is important to take account of the pupil numbers. For 2019 Kildwick School had 1 pupil in Y6 and 2 pupils in Year 2. Case studies of individual pupils are available to sit alongside these results. This represents a true reflection of the progress made. | | |
| % achieving Y6 ARE in reading, writing and maths Combined | 0% (national 71% 2019) | 75% (national 65% 2019) |
| % achieving Y6 ARE in reading | 0% (national 78% 2019) | 78% (national 73% 2019) |
| % achieving Y6 ARE in writing | 0% (national 83% 2019) | 83% (national 78% 2019) |

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| % achieving Y6 ARE in Maths | 100% (national 84% 2019) | 89% (national 79% 2019) |
| % achieving Y6 GPS | 0% (national 83% 2019) | 83% (national 78% 2019) |
| % achieving Y6 GD in reading, writing and Maths | 0% (national 13% 2019) | 28% (national 11% 2019) |
| % achieving Y6 GD in Reading | 0% (national 31% 2019) | 56% (national 27% 2019) |
| % achieving Y6 GD in writing | 0% (national 24% 2019) | 28% (national 20% 2019) |
| % achieving Y6 GD in maths | 0% (national 32% 2019) | 61% (national 27% 2019) |
| % achieving Y6 GD in GPS | 0% (national 41% 2019) | 67% (national 36% 2019) |
| Average scaled score in Y6 Reading | 97 (national 105 2019) | 107 (national 104 2019) |
| Average Scaled Score in Y6 Maths | 101 (national 106 2019) | 108 (national 105 2019) |
| Average Scaled Score in Y6 GPS | 99 (national 107 2019) | 108 (national 106 2019) |
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| % achieving Y2 ARE in reading | 100% (national 78% 2019) | 79% (national 75% 2019) |
| % achieving Y2 ARE in writing | 100% (national 73% 2019) | 84% (national 69% 2019) |
| % achieving Y2 ARE in maths | 100% (national 79% 2019) | 84% (national 76% 2019) |
| % achieving Y2 GD in reading | 0% (national 28% 2019) | 21% (national 25% 2019)) |
| % achieving Y2 GD in writing | 0% (national 17% 2019) | 16% (national 14% 2019) |
| % achieving Y2 GD in maths | 0% (national 24% 2019) | 21% (national 22% 2019) |
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| % of pupils making it to ELG in Reception | N / A | 82% (national 71% 2019) |
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| Predicted outcomes for Y6 2020 Based on 2 pupils eligible for PP | | |
| % achieving Y6 ARE in reading | 100% | 85% |
| % achieving Y6 ARE in writing | 100% | 85% |
| % achieving Y6 ARE in maths | 50% | 89% |
| % achieving Y6 ARE in GPS | 100% | 85% |
| % achieving Y6 GD in reading | 0% | 32% |
| % achieving Y6 GD in Writing | 0% | 22% |
| % achieving Y6 GD in Maths | 0% | 39% |
| % achieving Y6 GD in GPS | 0% | 42% |
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| Predicted outcomes for Y2 2020 Based on 3 pupils eligible for PP | | |
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| % achieving Y2 ARE in reading | | 66% |
| % achieving Y2 ARE in writing | | 66% |
| % achieving Y2 ARE in maths | | 66% |
| % achieving Y2 GD in reading | | 33% |
| % achieving Y2 GD in writing | | 33% |
| % achieving Y2 GD in maths | | 33% |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
| In – school barriers (issues to be addressed in school, such as poor oral language skills) | | |
| A. | Post Covid Catch Up, children have missed a significant amount of schooling and statistics show that the disadvantaged pupils are at most risk. Academic barriers and challenges – dyslexia related tendencies, reading, processing and memory skills, speech and language, social communication difficulties, listening and attention difficulties. | |
| B. | Covid closures have had an impact on the mental health and wellbeing of pupils. Social and emotional – low confidence within the classroom, friendship – getting on and falling out challenges, separation anxiety from parents as they have spent so long together at home | |
| C. | Those that should have been accessing the greater depth of the curriculum now need further exposure upon re-entry to school post Covid closures. High academic ability – reaching full potential, stretching more able progress | |
| External Barriers | | |
| D. | Parents that have emotional needs themselves that need addressing, Parents that offer limited opportunities and experiences outside of school, Financial constraints of families that may affect their inclusion in music tuition, school trips and residential, Parents that offer limited reading opportunities to their children | |
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| 4. Desired Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success Criteria</i> |
| A. | Across the school, disadvantaged pupils’ academic skills improve to move in line with that of their peers, especially in reading and writing, including developing positive pupil attitudes towards reading and enjoyment of literature. Improved tracking (every half term for those PP making slower progress). Pupil Premium Passports to be introduced | <ul style="list-style-type: none"> • Children show at least good progress in cores subjects Intervention data evidences steps of progress. • Half termly tracking of PP children show progress made and informs next steps. |

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| | <p>which give a holistic picture and will be passed through school as children progress.</p> | <ul style="list-style-type: none"> • PP passports have a positive impact on teacher knowledge of pupil • Their books show evidence of significant progress. • Provision maps/SEN targets (for those PPG children who are also on the SEN register) demonstrate impact of intervention. • Children are involved and motivated learners. • Individual achievement in reading including those achieving greater depth is evidenced. • To increase children’s exposure to a range of text types – evidenced by governor discussions with pupils / English co-ordinator • To increase the frequency of home reading. • Test outcomes in Y2, Y6 and end of year data shows gaps closing. • Data shows that spending of COVID-19 Catch up funding on small group tuition by intervention teacher and dedicated TA have a beneficial impact upon closing the gaps. • New reading books purchased to help promote early reading have a positive impact on early reading progress. • Whole school focus upon mental arithmetic strategies as again this element of maths has taken a slip dip during the COVID school closures. • CPD - Maths arithmetic training focus with specialist mastery teacher and explicit daily teaching has a positive impact on closing the gaps. • CPD Phonics training for all staff shows that phonics scores are improving, particularly with disadvantaged pupils. |
| B. | <p>Children’s emotional wellbeing and mental health improves so that they gain confidence and are happy to be at school.</p> | <ul style="list-style-type: none"> • Children show confidence in engagement in school activities and learning and are able to separate from parent and come into school positively. • They make use of resources and strategies to help them manage difficult emotions. • Children form positive friendships and enjoy successful, positive playtimes |

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| | | <ul style="list-style-type: none"> • School records show a reduction in the need for intervention. • Staff have accessed support and CPD from Compass Buzz • Pupil discussion /governor observation / impact reports demonstrates pupils improving emotional wellbeing |
| C. | Children who are 'more able' pupil premium children are challenged and make good progress | <ul style="list-style-type: none"> • PP children who scored highly at KS1 stretching progress so that they leave KS2 with a positive progress measure. Data shows this progress • Use of pupil premium funding and supported by catch up funding will allow all pupils, including those disadvantaged to have access to intervention programs when required. This will be carried out with the intervention leader or Intervention TA and will ensure all pupils reach their full potential, stretching more able through small group bespoke sessions spanning this academic year. Assessment data will evidence the impact of this. |
| D. | Children access all aspects of the curriculum, including school trips and activities. Parents feel emotionally supported by the school. | <ul style="list-style-type: none"> • No pupil excluded from any school activity due to financial constraints • No pupil prevented from taking part in an activity or experience. • Parents feel able to emotionally and academically support their children. |

| 5. Allocation of funding, purpose and Evaluation of Impact | | | |
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| Academic Year | 20/21 | | |
| Allocation | Purpose | Intended Impact | Evaluation – End of academic year 2020-21 |
| Deployment of Teacher 0.4 FT (2 days) for small group intervention work including PPG children and Covid Catch Up £14000 | On return to school in September, all pupils will be assessed and a baseline created. Progress will be measured against the baseline assessment. | <ul style="list-style-type: none"> • Children continue to make consistently good progress – as evidenced through class books, 360 progress reviews, pupil progress tracking data and through smaller steps. | <ul style="list-style-type: none"> • <i>On return to school in September and following January Lockdown, all pupils were assessed and a baseline created</i> |

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| | <p>Teaching and learning in very small groups allows for carefully targeted teaching based upon the review of progress since the return to school post COVID school closures.</p> <p>Lessons and support delivered is carefully tailored to suit starting points, learning styles and additional needs</p> | <ul style="list-style-type: none"> • Children gain confidence in basics skills that they take back into a whole class setting. Evidenced through book scrutiny. • Children access the curriculum with growing independence. • Children experience success within a smaller group, their engagement and involvement in learning improves and they become self-motivated learners as a result. | <ul style="list-style-type: none"> • <i>Children have gained confidence steadily following a turbulent year, through Quality First Teaching and targeted interventions. Book Scrutiny has shown progress and evidenced in end of term assessments.</i> • <i>Pupils have engaged with learning in smaller groups and this has been a successful use of finances.</i> • <i>PP children and Catch up children have made good progress</i> |
| <p>Deployment of TA for small group intervention work for Covid Catch up and PPG 15 hours intervention work £6,433</p> | <p>From Autumn 2 selected pupils will have access to a whole range of intervention programs, delivered in small group settings.</p> | <ul style="list-style-type: none"> • Use of the catch up funding to provide additional tuition for children in small class groups, working on a bespoke curriculum to support their needs and close any identifiable gaps should help to accelerate progress. • The aim is that across the half term the additional tutoring will allow the children to 'catch up' where needed on missed learning due to the school closures but also stretch those more able pupils | <ul style="list-style-type: none"> • Dedicated Catch Up support TA has been effective in helping children focus in small groups and make progress in identified gaps of learning • Speech and language support has been provided for 4 children in EYFS using a structured program • Lego Therapy as started this half term following some NYCC training to support communication and language development in EYFS |
| <p>Purchase evidence based intervention programs to support PPG and other Covid catch up children</p> | <p>to support teaching of spelling, writing and reading across school and especially children with dyslexia</p> | <ul style="list-style-type: none"> • To reduce barriers to learning and enable children with additional needs to access the curriculum. | <ul style="list-style-type: none"> • Fresh Start – Read, Write, Inc – this has been used with Y3 & Y4 for those pupils that struggled with phonics in KS1. This has |

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| <p>£1000</p> | <p>and spelling difficulties/working memory</p> <p>Many of the PPG children and Covid Catch up children have dyslexic tendencies and find the demands of the English curriculum challenging</p> | <ul style="list-style-type: none"> • Overcoming literacy issues and providing children with relevant strategies in the classroom to improve their reading and writing • Improved attainment in all areas of the curriculum. | <p>been very successful and the identified catch up pupils have made very good progress.</p> <ul style="list-style-type: none"> • IDL – Online program designed to assess children and create bespoke programs of work. This is accessed at school between 8.45am and 9am and also parents are asked to support access at home 3 x weekly • The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children. Three Reception children are taking part in this intervention and it is having a positive impact. |
| <p>Additional early phonics reading books bought to support reading in KS1 and used to close the gaps for disadvantaged pupils in KS1 and lower KS2 (Y3) as well as helping those pupils who missed out on early reading development during COVID.</p> | <p>Greater whole, school focus on reading systems and practices in school will benefit the PPG children and those struggling due to long periods away from school through the COVID closures. Teachers and TA plan for additional reading sessions for those who struggle in this area.</p> | <ul style="list-style-type: none"> • Children’s early reading is strengthened and pupils make accelerated progress. Evidenced in assessments and reading records. • Improving attainment in reading and writing for pupils | <ul style="list-style-type: none"> • Training has been accessed from the English Hub and by the School Improvement Adviser in reading and phonics. All staff have attended this. As a result, we have refined our approach to reading and it is consistent throughout school. |

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| <p>£1,000 (match funded £2,000 worth of books) £500 for additional readers to top up current stock, which was depleted due to COVID school closures.</p> <p>Phonics training for all staff – led by English consultant Heather Russell. – 5th October & 12th October 2020. £500</p> | <p>Phonics progress has been an area identified by staff in need of support post COVID closures and so the additional texts and phonetical readers will help to support teachers and pupils in developing their early reading skills.</p> <p>School to use the English Hub’s 8 recovery curriculum CPD Video to ensure that all ability groups are catered for, including the lowest 20% and more able students.</p> | <p>in Rec / KS1 and lower KS2 Pupil premium.</p> <ul style="list-style-type: none"> • Whole school focus upon becoming better readers will target lower KS2 and PPG children who have moved into Y3. • Half termly phonic trackers highlighting progress of PP pupils. • Improved whole school reading progress scores • Increased numbers of children reaching GD in reading. | <ul style="list-style-type: none"> • Additional books purchased as the year has progressed. • This will continue into next year • Evidence of increased progress in reading • The bottom 40% of pupils in EYFS / KS1 have been listened to read every day. • 7 Reception children reached exceeding in EYFS |
| <p>Intervention teacher and TA to support PPG and other children who have returned to school since lockdown with separation anxiety or other emotional and mental health needs. Involvement of Compass Buzz when required.</p> | <p>Intervention teacher / TA / SENDco regularly check in and support all PPG children and their families as well as any other vulnerable pupils in school. Regular supportive telephone calls are made and adjustments to provision is school where necessary. Emotional wellbeing weekly checks with PPG children to ensure their mental health and wellbeing is supported. SENDco attends Early help meetings, if necessary and supports HT with the monitoring of the PG funding impact.</p> | <ul style="list-style-type: none"> • PPG / parents feel supported in school • Other children with emotional health needs feel supported in school • PPG / other children with emotional health needs show a smooth transition back into school • Member of staff to complete the mental health champions program to become a mental health first aider <p>Research from PAC-UK suggests that supporting children’s emotional literacy and executive functioning skills helps to address mental health issues</p> | <ul style="list-style-type: none"> • Staff have been in regular contact with all parents / PPG / Catch up children via email / telephone. This has resulted in a consistent approach and to gain support from home. The intervention leader has checked in with identified pupils that need extra emotional support. • Moving forward we will be appointing a Pastoral and welfare leader for 6 x hours per week. • Member of staff identified to become the mental health ambassador and we have registered for the mental health award |

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| <p>Improve outcomes in reading, writing and maths across school. (£1000 supply covered by mastery hub) supply costs and leadership time to release staff to attend the English Hub and maths mastery readiness working groups / training.</p> <p>Release of staff and cover of supply or HLTA hours across the year £1000</p> <p>£1000 guided reading materials in KS2</p> | <p>Continue to embed revised reading systems within our English curriculum. All staff to access high quality training to deepen their subject knowledge and expertise in teaching phonics and early reading. Phonics intervention focused on letters and sounds. Promote love of reading. Develop class library space and reading environments in school. Additional investment in high quality, structured reading texts for children including high interest lower reading age materials. Newly purchased 100% phonetically decodable home reading and guided reading books for Rec/KS1 will enable all pupils get off to a flying start.</p> | <ul style="list-style-type: none"> • Increase outcomes / attainment, in particular, for PP in reading, writing and maths in KS1 and lower KS2 • Whole school love of reading is embedded and therefore children become better readers • Half term phonic tracking identifies gaps and informs future teaching. • Reading benchmarking assessments ensure correct progression of children through the reading scheme. • Whole school reading progress scores, into the positives and increased numbers of children reaching GD in reading. | <ul style="list-style-type: none"> • Progress has been good for all pupils and attainment in lower KS2 has been very good. Some children have not reached the expected standard for their year group but progress has been above expected and so this will continue in September. • Reading benchmarking is used effectively throughout school and reading is assessed accurately. • Phonics CPD has taken place and a thorough tracking system identifies next steps for children and teaching. |
| <p>Teachers provide 10 x 1 hour sessions of after school tuition to boost all PPG learners but especially focusing upon more able and how to stretch and challenge learning.</p> <p>£300 x 4 = £1200</p> | <p>To ensure all PPG children are able to close gaps in their academic studies, where needed, and for our more able PPG pupils to ensure progress is maximised through class teachers delivering a high quality, bespoke curriculum on in a small group basis. . The sessions will take place after February half term until the May half term.</p> | <ul style="list-style-type: none"> • Children receive high quality teaching and learning in a group setting, allowing for more focused and personalised teaching and learning and feedback. • Learning is tailored precisely • Achievement and progress of PPG is increased. • Children are 'secondary ready' by the time they leave KS2. • More able pupils are given chances to further explore the | <ul style="list-style-type: none"> • X 3 pupils have received extra tuition after school. This is having a positive impact on pupil progress and attainment. • This will continue into the next academic year. |

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| <p>Financing academic visits/Residentials and before and after school clubs, milk, uniform and music tuition. £1000</p> | <p>Enabling PPG children to take part in the residential trips, which focuses on building self-esteem, confidence, communication, independence and teamwork. Providing opportunities to learn a musical instrument and attend enriching clubs before and after school.</p> | <p>greater depth elements of the NC.</p> <ul style="list-style-type: none"> • Children are able to access the same experience as all of their peers and benefit from the skills taught and learned on the residential trip. • Children are able to access extra curriculum clubs and enrichment to broaden their experiences and learn how to stay healthy and fit both physically and mentally. Extra-curricular enhancements dashboard demonstrates PP involvement. • Children given the chance to learn how to play a musical instrument from an early age and become exposed to music in this way | <ul style="list-style-type: none"> • Some PP have accessed extra-curricular this year when it has been offered. This will continue into next year. • School has paid for PP pupils to take part in outdoor and adventurous activities during the summer term • Y6 have not been able to attend a residential but have had two day trips into the Yorkshire Dales to take part in climbing and Pot holing. • They have taken part in cycling Proficiency and also cycled along the canal to Skipton. • We have developed and used the Peggy’s Garden and Grow area and used our own produce in the school kitchen. • Music lessons have been delivered to EYFS and KS1 by an external professional. This will be developed further into KS2 in September and an extra-curricular band will be formed. |
| <p>Total Budgeted cost for Pupil Premium Funding Total budgeted cost for Covid – 19 Catch Up Funding</p> | | | <p>£26,633</p> |