



Cramlington Village Primary School

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Principal Report to Governors July 2021 - Pupil Premium Update

By Melissa Costello

We had 72 children in school who are classed as in receipt of Pupil Premium June 2021.

PUPIL PREMIUM CATEGORY	Number	Amount	Total	PERCENTAGE OF PP (72)	PERCENTAGE OF SCHOOL (204)
Deprivation Pupil Premium	53	1345	71285	74%	26%
Looked After Premium	3	2,345 (1,495)	7035 (4485)	4%	1%
Adopted From Care Premium	4	2,345	9380	6%	2%
Service Child Premium	2	310	620	3%	1%
Early Year Pupil Premium	10	300	3000	14%	5%
TOTAL	72			100%	35%
			91,320 (88,770)		

Pupil Premium Attainment and Progress (see whole school breakdown on next page)

Only pupils who were on the school roll for the whole year are included as they have entry, mid way and end data. Only year groups 1-6 are included. Year 6 data was compared to practice SAT results as there were no statutory tests this year.

Main Points

This has been something of an untypical year. Education has suffered disruptions through lockdown again and children that were making progress from the first lockdown have experienced further setbacks through not being in school. In the second lockdown classes continued as much as possible as they would have face to face with many sessions being delivered live to whole groups or to small groups and individuals. However, some children found it more difficult to engage with online lessons and attainment was generally lower at the end of July 2020 than it would have been expected. So there was a deficit in attainment in July 2020 and our challenge was to accelerate progress for all but particularly for pupil premium children.

EEF [Education Endowment Fund Research](#) indicates that, 'school closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap. This is because disadvantaged pupils tend to have less access to technology, spend less time learning and have reduced support from parents/carers compared with their peers' (UK Parliament Sept 20). This national trend was reflected in our school and also seemed to have a more significant effect on the younger children, where skills and knowledge were not so well established, and on higher level maths attainment at the top end of KS2.

- Attainment July 2020 - PP have 20% more children below ARE in reading, 25% in writing, 26% in maths than non PP children. PP children well below non PP children.
- But in progress by May 2021 - In reading and maths, more PP than non PP were making above expected progress. PP has 18% more children above expected progress in reading but 5% fewer in writing compared to non PP, and in maths 5% more PP than non PP are above expected progress.
- There are slightly fewer PP pupils making accelerated progress in writing than non pupil premium (27%/32%). This is possibly a reflection on our 'catch up' focus on reading and maths this year.

READING ATTAINMENT

(GD - greater depth)

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
JULY	61/135	45	51/135	38	23/135	17	31/55	56	21/55	38	3/55	5	29/80	36	30/80	38	21/80	26
MAY	54/148	37	58/148	39	36/148	24	27/51	53	18/51	35	6/51	12	27/97	28	40/97	41	30/97	31
JUL	61/154	39	61/154	39	32/154	21	26/56	46	25/56	45	5/56	9	35/98	36	36/98	38	27/98	28
Difference July 20 - Jul21		-6		1		4		-10		7		4		0		0		2

READING PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
JULY	57/135	42	59/135	44	19/135	14	29/55	53	21/55	38	5/55	9	24/80	30	40/80	50	16/80	20
MAY	28/141	20	63/141	45	50/141	35	9/49	18	17/49	25	23/49	47	19/92	21	46/92	50	27/92	29
JUL	20/142	14	69/142	49	53/142	37	8/49	16	19/49	39	22/49	45	12/93	13	50/93	54	31/93	33
Difference July 20 - Jul21		-28		5		23		-37		1		36		-7		4		13

WRITING ATTAINMENT

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
JULY	69/135	51	50/135	37	16/135	12	36/55	66	17/55	31	2/55	4	33/80	41	33/80	41	14/80	18
MAY	69/148	46	58/148	39	22/148	15	38/51	75	9/51	17	4/51	8	31/97	32	49/97	51	18/97	19
JUL	79/154	51	53/154	35	22/154	14	35/56	62	15/56	27	6/56	11	44/98	45	38/98	39	16/98	16
Difference July 20 - Jul21		0		-2		2		-4		-4		7		4		-2		-2

WRITING PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
JULY	54/135	40	65/135	48	16/135	12	27/55	49	23/55	42	5/55	9	27/80	34	42/80	53	11/80	14
MAY	31/141	22	68/141	48	42/141	30	15/49	31	21/49	43	13/49	27	16/92	17	47/92	51	29/92	32
JULI	20/142	14	69/142	49	53/142	37	6/49	12	20/49	41	23/49	47	14/93	15	49/93	53	30/93	32
Difference July 20 - Jul21		-26		1		25		-37		-1		38		-19		0		18

MATHS ATTAINMENT

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
JULY	74/135	55	43/135	32	18/135	13	39/55	71	14/55	26	2/55	4	36/80	45	27/80	34	17/80	21
MAY	62/148	42	59/148	40	27/148	18	22/51	44	24/51	48	4/51	8	40/97	41	35/97	36	23/97	24
JUL	59/154	38	74/154	48	21/154	14	27/56	48	26/56	47	3/56	5	32/98	33	48/98	49	18/98	18
Difference July 20 - Jul21		-17		16		1		-23		21		1		-12		15		-3

MATHS PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
JULY	66/135	49	53/135	39	16/135	12	30/55	55	21/55	38	4/55	7	37/80	46	31/80	39	12/80	15
MAY	23/141	16	67/141	48	51/141	36	12/49	24	18/49	37	19/49	39	11/92	12	49/92	53	32/92	34
JUL	18/142	13	65/142	46	59/142	42	9/49	18	19/49	39	21/49	43	9/93	10	46/93	49	38/93	41
Difference July 20 - Jul21		-36		7		30		-37		1		36		-36		10		26

Focus Groups of Catch up Children

At the end of July 2020 all children were assessed to identify their levels of attainment. From this data and taking their Pupil Premium status into account, children were allocated into catch up groups. These groups received extra teaching input in a variety of ways. They were assessed again after returning from Lockdown 2 to identify if children's attainment had further regressed. The general patterns were in line with the findings from the rest of the country namely younger children suffered the bigger deficits

To help close the gap several strategies were introduced:

- Read Write Inc - from reception to Y3 children were assessed on their phonic knowledge and grouped by stage. All groups were given 2 x 30 minute sessions a day.
- Classes split three ways to make full use of trainee and assistant teachers.
- Extra maths sessions in the afternoon e.g. in Y3 with planning based on DfE 'Ready to Progress' statements
- Catch up maths sessions based on 'First Class at Number' in KS1

- Maths tutoring for specific groups by academic mentor (national tutoring programme)
- English curriculum adaptations to boost reading with extra staff training sessions on vocabulary, ways into text and comprehension strategies
- Additional staff training to support live lessons online which were delivered in Term 2 across KS2

Funding

We had 7 Looked After Children in 2020-20201 five of whom were Adopted From Care and two are classed as LAC and are overseen by the Virtual School.

£1450 per eligible pupil is provided to looked after children who are supported via the Virtual School at Northumberland Local Authority. The ePEPs for the LAC were all completed on time and quality assured to the highest 'green' standards. (Additional support for the family is being sought in 2020-2021 in bereavement counselling and 1:1 tuition.) The school has received all funding for the eligible children, following positive approval of the personal education plans put into place.

Additional funding was sought and provided for residential trips. We also successfully applied for laptops for the children to use at home, and access to the Lexia online reading programme and MyOn online ebooks both at school and home. One pupil also receives weekly additional support which was requested from CYPS for mental health support.

Covid-19 and Pupil Premium

Children entitled to Pupil Premium funding had a particular focus during the lockdown period with the needs of pupils of vulnerable children and their families given high priority.

The two LAC (Looked After Children) and one CIN (Child in Need) were risk assessed at the start of lockdown to identify any increased risk to health and educational provision, how best to support home learning and if they were better placed to be in school. These risk assessments were completed with SLT, social workers, parents and pupils where possible. Each week these were reviewed by SENCo / Vice Principal or the class teacher in consultation with the parents through a minimum of one weekly audio call where the child was also consulted.

During lockdown the LAC children and their family were contacted at least once a week to update risk assessments on their needs in relation to the current situation and for informal calls to check they family were fully supported in all areas including home learning and the children's social and emotional needs.

All pupils in receipt of PP funding were provided with the following home support tools:

- Differentiated and often bespoke programmes of work to support the child's cognitive, social and emotional needs
- Weekly video calls with pupils where there had been little or no home learning completed (communication with parents of any child with PP funding was given priority during the school closure period and the SLT / class teachers spoke to any families in need of support.)
- Online access to reading books and materials which provide support for times table learning

- Access to wifi connectivity via specially purchased sim cards, later provided for via DfE and other technology (see below)
- Whiteboards and pens for younger children to access phonics programmes

Free school meals and community support

During the Covid 19 lockdown period our Chef was providing hot takeaway meals for all of our FSM children but also for any family that needed the offer of a hot meal. This included children not at CVPS and some parents receiving a daily hot meal from CVPS. The admin team and our chef also supported families in accessing the FSM vouchers.

We also disseminated a number of donations to our most vulnerable families which included donated food parcels from Greggs, Asda and Sainsbury's.

Provision of Technology

85 Chrome books and 2 laptops were allocated to us following our requests to the DfE.

CVPS purchased one Prowise screen, and 2 laptop charging stations and 10 chromebooks and cases.

As a result of a significant increase in the quantity of devices, we have had to purchase two new laptop/chromebook charging stations, as well as a host of additional firewall software and licences to ensure that devices are kept bug free and are safe.

A new prowise screen was purchased to ensure that early years has access to a Prowise screen.

We have also allocated new google classroom email addresses to all children allowing a safe and secure method of communication.

Working with Key Professionals

- Transition meeting with Cramlington Learning Village discussing needs of all Pupil Premium learners moving in September 2021
- Frequent contact with key professionals including health visitors, social workers, Virtual School, school health, primary mental health, CAMHS, CYPS, educational psychologist, Education Welfare Officer, school nurses etc as necessary
- A new temporary part time SENCO was recruited following a mid year vacancy
- Additional support and training took place with our in house SEND support HLTA

EHAs

- We had 3 active EHA's in 2022-2021. This involved 14 children in total but only 6 attended CVPS at the time. One EHA involving 3 children (1 at CVPS) were not pupil premium but all other EHA's were PP for deprivation. CVPS staff were the lead professional for 3 of the EHA's.

CYPS

- Continuing to provide support and advice to all school staff through meetings, email, phone calls and conference calls as requested and when need identified
- Updating School development plan re PP
- Updating PP register and sharing with staff and governors
- Reviewing budget in terms of PP/LAC income

Training received

- LAC Virtual Conference
- New DSL virtual training
- Thrive course for new lead
- Whole staff training for live lessons
- Whole staff training for English with a particular focus on reading
- Leadership training undertaken by Principal for Education Fellows role

Staff Supporting PP

- Assistant teacher or HLTA in every class (This additional adult also allows for increased contact time with parents to discuss concerns as and when needed)
- Admin and catering staff e.g. providing hot takeaway meals for all of our families who needed them, supported families in accessing the FSM vouchers as well as providing support to access Covid tests and results
- Helping families to understand the Covid rules
- Helping to support families by having a greater presence 'on the gate'
- Supporting families with log in information, how to get online, how to access GP support, social work support, domestic violence support, interpreters
- Continued commissioning of the school nurse input one half day a fortnight (supporting with medical conditions, reviewing IHPs and the "Supporting pupils at school with medical conditions & Managing Medicines in School policy" and providing quicker referrals to NHS services.) She has also provided excellent and timely support to the SLT in dealing with Covid symptoms, test and trace issues and suspected cases in pupils, their families and staff.

The Future 2021-2022

- National Tutoring Programme (NTP)
- Academic Mentors - we have benefitted from the input of our academic tutor in maths this year and have requested one for English for 2021-22. (None were available for English in 2020-2021 despite us requesting one).
- The focus of the NTP is on supporting disadvantaged pupils, including those eligible for Pupil Premium funding. Tuition Partners will offer a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition.
- Being mindful of sustaining excellent accelerated progress rates for Reading and Mathematics alongside developing them to accelerate more for writing as well.
- Leadership training and support for the two new leaders joining the team, to allow them time and feedback to settle into the CVPS routines.
- Support of new ECTs (Early Career Teachers) under the new framework to support newly and recently qualified teachers and to assure each class of quality first teaching input.
- Support for emerging middle leaders and succession planning for them.
- Reigniting our PE offer with the easing of restrictions.
- Implementing the new outdoor gym and running tracks within the usual PE timetable.

- Continuing to closely monitor our historical trajectory of progress rates so that they can work towards being rekindled - and accelerated across all core subjects.
- Continue to support the emotional well being of our children and their families to ensure that Maslow's hierarchy of needs are in place fully to allow our children to thrive.