

Orleans Primary School 2019-2020 PPG review

Due to the closure of school for most part of the summer term 2020. The data for this academic year is not available and not all actions were completed. In light of this the school endeavours to ensure that the focus of the PPG strategy 2020-2021 will ensure that we aim to diminish the difference for all our PPG pupils as well as set high expectations for them.

1. Review of expenditure			
Previous Academic Year 2019-2020			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Increased progress for all PPG pupils in reading, writing and maths	Training for teachers to develop their strategies to use within the classroom to accelerate the progress of PPG pupils.	<p>Training and CPD Inclusion manager attended PPG and DT forums on half termly basis and feedback relevant strategies when discussed – arrange staff meet to feedback strategies. SENCO delivered training on ACE’s. Educational Psychologist led session on anxiety Inclusion lead attended DT training on attachment and Trauma and ran CPD sessions All staff offered EAL training during school closure through Bell Foundation in supporting EAL pupils of which some of our PPG pupils are so this led to a deeper understanding of their needs</p>	<p>The school has signed up to be an Attachment Aware school which will support the school in many ways relating to PPG pupils and their needs. All staff understand ACE’s and the importance of identifying early support – continue to embed</p>
Higher rates of progress across KS2 for low attaining pupils eligible for PPG.	<p>There is a focus on the progress towards aspirational targets for PPG pupils - these are reviewed in pupil progress meeting and as part of appraisal for all teaching staff</p> <p>SLT conduct pupil conferences with all PPG pupils once a term to help identify barriers to learning and support pupils</p>	<p>Pupil progress meetings and appraisal meetings These took place in Sep/ March and have held teachers accountability for pupils progress Send welfare assistant to PPG Training Welfare assistant regularly does drop ins on all PPG+ children – timetabled in. PPG children who need support are directed to AJ by teachers and BB</p> <p>Aspirational targets set during appraisals, these have been reviewed as part of PPM (March 2020 and discussed) teachers still have aspirational targets for all children</p>	<p>Aspirational targets to be set for all pupils in 2020-2021 – Due to Covid all pupils will be expected to make between 4-6 steps of progress (usual is 6) but individual pupils will be tracked carefully and additional support in place when needed</p> <p>Observations of lessons with a focus on the provision for and progress of PPG pupils These took place in Sep/ March and have held teachers</p>

	in taking responsibility for their learning	<p>As part of triangulation in March 2020, pupils progress was measured. PPG pupils on track to meet end of year targets Reading 75% to meet target, Writing 72% to meet target, Maths 72% to meet target.</p> <p>Expected 2 steps or more progress in Reading -91% (3 pupils did not) Expected 2 steps or more progress in writing 94% (2 pupils did not) Expected 2 steps or more progress in Maths 88% (4 pupils did not) Due to COVID19 – results for summer 2020 are estimated as no tests were undertaken.</p>	<p>accountable for pupil progress – This will continue next academic year as ensure teachers are ensuring high quality first teaching is in place</p> <p>Progress will be measured accordingly with baselines conducted in Sep 2020</p>
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Greater parental understanding and involvement in PPG pupils' learning	<p>Parents of vulnerable children are invited to attend meetings with regards to the progress of their children.</p> <p>Teachers will meet with parents to agree strategies that they can use at home.</p> <p>Teachers to use pre learning as a tool to engage both the pupils and parents in the learning. 1</p>	<p>All PPG parents attended autumn parents evening. ALL PPG parents were contacted at the virtual parents evening in March 2020.</p> <p>PPG pupils were phoned weekly during lockdown to keep contact with the school and support them with aspects of remote learning.</p> <p>Laptops were learnt to those PPG pupils who did not have access to them</p> <p>Workbooks/sheets were available and dropped to pupils' home address if they could not access Google classroom.</p> <p>10/19 of the PPG children attended Pre teach sessions in Autumn and Spring term</p> <p>Home learning club offered to all PPG pupils</p>	<p>Admin team following up with parents who had not booked, proved successful in building positive relationships with parents, also allows teachers to reiterate support available directly to parents. – This is embedded for last 3 years and will continue</p> <p>During lockdown all pupils who were in receipt of PPG were monitored and called weekly, non PPG pupils on a fortnightly basis. Continue in event of further lockdown</p> <p>Pre teach will continue throughout school as part of mathematics mastery approach</p> <p>Home learning club available to all PPG pupils - we know this works and</p>

			ensure they are supported by staff to complete and keep up with peers
Increased progress for all PPG pupils in reading, writing and maths	A HLTA is employed to teach FSM/Ever 6 pupils in small groups and 1:1 (leader of learning)	Monitoring of progress using the Target Tracker and termly observations of sessions. Leader of learning tracks all interventions and the progress they make each term – she then uses this data to inform the next round of interventions and further support they may require Monitoring of progress using the Target Tracker and termly observations of sessions. Inclusion manager is clear about those that need support and how these are linked to interventions	Leader of learning highly skilled in supporting interventions, builds positive relationships with pupils and gets best from them – the school will continue to do this throughout 2020 – 2021. Incomplete data set due to Covid 19 – early assessment in Autumn 1 2020 will enable us to track missed progress
Higher rates of progress across KS2 for high attaining pupils eligible for PPG.	1:1 tutoring is offered to some PPG pupils who need a tailored approach to learning in addition to what is on offer. Iona M to provide this	This did not happen due to Covid19 impacted the spring and summer term	Look at the National tutoring programme and how this can support pupils further.
Adopted and LAC PPG+ pupils make progress in line with peers	½ termly coffee mornings with parents to discuss what is going well and what could be improved	Parents requested termly – as happy school is meeting needs of pupils. All parents attended in Autumn term	From autumn meeting – summer transition needs to be improved – ensure the Transition policy is robustly followed - New Designated Teacher to manage this from September. More emphasis was placed on this in summer 2020 to ensure all PPG+ pupils had a strong transition. Designated Teacher is a member of adopter hub and regularly participates in webinars and support networks for the group. Coffee mornings to continue albeit virtually – highly successful during lockdown.

Higher percentage of pupils attaining a Good Level of Development at the end of Reception.	<p>Early intervention</p> <p>PPG reading packs are in place and sent home regularly</p> <p>High quality provision in place</p>	<p>Early Years intervention to target identified areas led by experienced HLTA's. Data from previous years highlighted specific areas to focus on – mainly fine motor see intervention tracker – accelerated progress seen</p> <p>Children regularly swap books with teachers support – PPG packs distributed by teachers to all PPG pupils. These are swapped each half term by teachers</p>	Covid19 has stopped the data for this target. However, it remains a focus for the school with supporting early intervention.
iii. Other Approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Develop emotional literacy for PPG pupils to ensure they are ready to learn	<p>Mindfulness is taught to the pupils by a trained member of staff Year 2 and year 6</p> <p>SATS breakfast is in place to support all pupils</p> <p>PPG breakfast club for vulnerable pupils who need the home environment to support learning</p>	<p>Did not happen due to school closure in Spring term</p> <p>Did not happen due to school closure in Spring term</p> <p>Children come in ready to learn, there is no identified need for a breakfast club at present. The school will continue to monitor this closely.</p>	<p>Continue to put into place for next academic year as in past years has been a supportive network for both teachers and pupils</p> <p>Plan for 2020-2021</p> <p>Will continue if necessary</p>
	The progress and attainment of the vulnerable children is closely monitored and interventions are planned and delivered to support these pupils where appropriate. The money funds a member of staff to attend appropriate training and ½ day a week release time	<p>Teachers planning indicates a clear understanding of the needs of PPG pupils</p> <p>PPG pupils making progress in line with or better than peers as shown on Target Tracker. PPG and PPG+ pupils tracked by inclusion leader on Target tracker and discussed with governors in Q and S and monitoring visits</p> <p>Pupil interviews show the pupils to be engaged with learning – CCC meetings effective</p>	School has embarked on becoming an attachment aware school and we feel the support from this course will benefit all staff and pupils across the school, especially in light of COvid19 and trauma related from it.

<p>Improve the attendance of PPG pupils</p>	<p>Making high attendance part of our ethos – red hot list system/100% certificates at end of year</p> <p>Class attendance cup to continue to encourage team ethos</p> <p>Being alert to patterns of poor attendance in our nursery and addressing them as soon as they become concerned</p> <p>Yearly traffic light letters</p> <p>Supporting parents to get to school through measures such as home visits</p> <p>Teaching parents to understand the difference between minor ailments and the kind of illnesses that warrant a day off school</p>	<p>Attendance for PPG pupils will be above 96%</p> <p>Spring data Sep- March - 96.02%, PPG pupils Sep- March – 95.94% Non-PPG pupils</p> <p>Admin team are aware of PPG pupils and call immediately when they are not in to check on reasons</p> <p>PPG pupils were monitored rigorously during lockdown and were phoned weekly</p>	<p>Continue to track data regularly and monitor all pupils. During 2020 – 2021 the school will monitor the attendance of PPG pupils.</p> <p>Headteacher, Deputy head and welfare assistant all in communication together regarding ‘red hot lists’ pupils</p>
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