

Service Pupil Premium Impact Statement, 2019-20

Introduction

The statement below should be read in conjunction with the [Care, Guidance and Support](#) plan, and the [Service Premium Guide for Stakeholders](#), which add further detail about our allocation of the SPP in school. The statement below details the impact the strategies laid out in the 2019-20 academic year had upon our pupils.

In addition, the impact of the COVID19 pandemic and lockdown has resulted in accurate impact assessment being exceptionally difficult to determine, as pastoral priorities shifted over the course of the year in response to this crisis. As a result, the following analysis represents a 'best fit' series of judgements on the basis of the period in which pupils were, in fact, in school, but acknowledging the lack of impact when restrictions came into force.

Impact Analysis

Number of Service children = 205 x £300 = £61,500

Pastoral Care, Staffing and Support		
Action	Time/Cost	Impact
<p>Pastoral mentor - non class based HLTA for emotional support of vulnerable pupils.</p> <p>Adapted mid-year to compensate for absence</p>	0.8 HLTA / ATA	<p>Medium / Low Impact – due to long term staff absence of the Pastoral Mentor, this role as articulated in strategy had a lower impact than previously.</p> <p>Mid-way through the year, this role began to be disseminated to a wider team, which increased impact. This approach will be adopted in future years.</p>
<p>TA - designated arrivals and leavers time – support induction of arrivals and time with leavers to complete booklets about themselves for new school and discussion to review time at Leeming.</p>	0.1 HLTA	<p>Medium Impact: as above, impact moderated by absence of pastoral mentor, but ownership of transition taken by SLT with some ATA support, including where ATAs were working from home during COVID. Children are effectively prepared for transitions to new schools, and settle rapidly into Leeming.</p>
<p>Admin Officer - to support leavers/arrivals administration.</p>	0.4 Admin	<p>High Impact: in spite of challenges of COVID19, systems and transition work for incoming and departing pupils have run smoothly during period of significant change and challenge. Management systems are secure, and safeguarding (e.g. SCR) procedures are robust.</p>
<p>Intervention Groups and Booster - TA time Success @ Arithmetic target groups Pre- Teach approaches</p>	0.4 ATA	<p>Medium / High Impact: Children spoke of increased confidence and self-belief as a result of sessions. Impossible to determine impact in terms of KS2 results due to lack of statutory assessments in 2019-20.</p>
<p>TA in EYFS - particular focus on developing oral language and social communication skills</p>	0.5 GTA	<p>Medium / High Impact: additional TA time supported neediest pupils and moved in pupils, along with those with SALT issues. Impact in terms of data difficult to ascertain due to no EYFS submission 2019-20.</p>
<p>Additional TA Hours – support across KS1/2 to provide good staff: pupil ratios and support gap filling, emotional check-ins, and free up 'teacher time'.</p>	0.5 TA	<p>Medium / High Impact: some evidence of positive impact, especially with regards to phonics, which, at point of prediction for Y2s accessing missed Y1 phonics test (autumn 2020) looks to be 90% pass rate.</p>

SEND Support, including Training and Development		
<i>Action</i>	<i>Time/Cost</i>	<i>Impact</i>
SENCO Release Time - to support increased workload with high turnover of pupils, high levels of SEN and frequent EHCAR applications.	0.1 DHT	High Impact: 3 successful EHCAR applications this year generating a further £15,000 worth of Element 3 funding to support highest need pupils. SENCO training for all staff has borne fruit in quality first provision. External reviewers (LA, TSA, PSR, Ofsted) comment on outstanding leadership of SEN.
Education Psychologist time	5 days £470 per day	Medium / High Impact: a wider range of pupils (beyond those awaiting statutory assessment) have been able to benefit from quality EP provision in school. Staff provided with resources, advice and immediate impact on high needs pupils. Some pupils still pending reports / further input.
Experiences and Curriculum		
<i>Action</i>	<i>Time/Cost</i>	<i>Impact</i>
Enrichment fund – additional opportunities to experience life “beyond the wire” – aim for 2 trips / events per term and increase visitors to school – e.g. star dome, theatre group, animal keepers, birds of prey, illustrator. Subsidy of coaches - trips/sporting events/competitions	£3,500	Medium / Low Impact: Children given opportunity to explore a range of exciting experiences which feed straight back into curriculum. Learning is purposeful and anchored in experience. EEF recommendations re: outdoor learning actioned with commensurate impact on progress. Transport subsidies for trips facilitate these – a large number of parents have noted that the cost of trips without subsidy would be prohibitive for their children's engagement. However, impact of this reduced by COVID limitations, preventing trips and visits etc. in the late spring and summer term.
Programmes and Resources		
CPOMs - online management system for core data, including CP, behaviour etc.	£650	High Impact: significantly improved tracking and recording of a multiplicity of incidents and service related issues. 2,232 records embedded in system at time of writing.
GL Assessment – online Assessment platform	£2000	Low Impact: having used this platform with some positive impact previously, review of this in the first term indicated some discrepancies relating to correlation to statutory results and teacher assessments. Alternative to be pursued in 2020-21.
IDL English subscription	£450 per year	High Impact: benefitted online learning significantly during COVID19 lockdown. To be maintained moving forward into the next year.
IDL numeracy subscription	£450 per year	High Impact: benefitted online learning significantly during COVID19 lockdown. To be maintained moving forward into the next year.