



# 2019-2020 Pupil Premium Grant (PPG) Spending Review Statement Corsham Regis Primary Academy



1. Summary information					
School	Corsham Regis Primary Academy				
Academic Year	2019-2020				
Total PPG budget	£76,500				
Date of most recent internal PPG review	July 2020				
Total number of pupils	175				
Number of pupils eligible for PP	51 (29%)				
Date for next internal review of this strategy	January 2021				
Headteacher	Mr Gareth Spicer	Pupil Premium Governor	Mr Alan Brown	Chair of Governors	Mr Chris Denton

2. Review of expenditure in 2019 – 2020 <b>December 2019</b> <b>March 2020</b> <b>July 2020</b>				
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)	Cost
A. Improve the reading comprehension skills of pupils eligible for the PPG	Use PiXL Club primary reading resources to explicitly teach the gaps identified from PiXL testing. Resources will be used in whole class teaching.	<p><b>End of Autumn Term 2</b> Mrs Doe, Reading Curriculum Leader, has used PiXL Club reading resources to devise and implement a planned weekly approach to teaching reading for those pupils who have completed the Read Write Inc phonics programme.</p> <ul style="list-style-type: none"> <li>• <b>Year 3</b> PPG pupils on track to achieve EXS or above is 1 out of 5 (Target is 2)</li> <li>• <b>Year 4</b> PPG pupils on track to achieve EXS or above is 5 out of 12 (Target is 7)</li> <li>• <b>Year 5</b> PPG pupils on track to achieve EXS or above is 8 out of 12 (Target is 8)</li> </ul> <p><b>End of Spring Term 4</b></p> <ul style="list-style-type: none"> <li>• <b>Year 3</b> PPG pupils on track to achieve EXS or above is 2 out of 5 (Target is 2)</li> <li>• <b>Year 4</b> PPG pupils on track to achieve EXS or above is 7 out of 12 (Target is 7)</li> <li>• <b>Year 5</b> PPG pupils on track to achieve EXS or above is 8 out of 12 (Target is 8)</li> </ul> <p><b>End of Summer Term 6</b> No formal assessment due to COVID 19</p>	This strategy and using these resources has worked well for our pupils this year until lockdown. We will continue to use next year.	As planned £2600 PiXL subscription

<p><b>B.</b> Improve the quality and embed the use of high quality assessment for learning for pupils entitled to the PPG</p>	<p>Deputy Headteacher to lead all teaching staff in the use of PiXL Club tracking system, testing resources and Implications For Teaching reports (IFTR). These will identify the gaps in pupils' knowledge and understanding in Reading, Mathematics and EGPS, which will be used to inform teachers' planning going forward.</p>	<p><b>End of Autumn Term 2 and End of Term 4</b>  PiXL evidence based teaching is in place in all classes from Year 2 to Year 6. Work and planning scrutiny shows this to be true.</p> <p><b>End of Term 4</b>  Following visit from NLE in January 2020 this process has been strengthened with core subject leaders working alongside class teachers where progress has not been as expected.</p> <p><b>End of Summer Term 6</b>  No formal assessment due to COVID 19. However, the assessments leading up to lockdown have been copied into end of year annual reports to parents &amp; carers</p>	<p>This strategy has worked well for our pupils this year until lockdown. We will continue to use next year.</p>	<p>As planned  £6,900 SLT release</p>
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**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)	Cost
<p><b>A.</b> Improved oral language skills to support pupils entitled to the PPG to make expected progress and meet age related standards across the curriculum</p>	<p>Use of Talk Boost materials to provide small group interventions to develop language skills delivered by practitioners trained in use of this Wave 2 intervention.</p>	<p><b>End of Autumn Term 2</b>  Due to staff absence and redeployment, this intervention has not taken place</p> <p><b>End of Spring Term 4</b>  This has started with some Year 1 pupils in Jade Class but with the disruption arising from COVID-19 it has been impossible to implement this properly.</p> <p><b>End of Summer Term 6</b>  No further implementation or formal assessment due to COVID 19.</p>	<p>Include Wiltshire speech and language diagnostic assessments in the SIP for 2020-21 for FS2 pupils (free resource) in addition to using Talk Boost with Year 1 pupils</p> <p>Start intervention again on return to school post enforced school closure.</p>	<p>As planned  Cost £2,000</p>

<p><b>B.</b> Year 6 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Provide DTT (Diagnosis, Therapy, Test) strategy for key marginal pupils entitled to the PPG using PiXL Personal Learning Checklists. These will be reviewed after each termly assessment. DTT will be delivered by the class teacher and headteacher in school time and through Breakfast Club.</p>	<p><b>End of Autumn Term 2</b>  PiXL DTT strategy is securely in place.  There are 8 PPG pupils.  <b>Year 6:</b> 3 out of 8 are on track to achieve EXS or above in Reading and Mathematics out of a targeted 5 pupils in each subject.  2 out of 8 pupils are on track to achieve EXS or above in Writing.</p> <p><b>End of Spring Term 4</b>  PiXL DTT strategy is securely in place.  There are 8 PPG pupils.  <b>Year 6:</b> 5 out of 8 are still on track to achieve EXS or above in Reading and Mathematics out of a targeted 5 pupils in each subject.</p> <p><b>End of Summer Term 6</b>  No further implementation or formal assessment due to COVID 19.</p>	<p>This strategy and using these resources has worked well for our pupils this year until lockdown. We will continue to use next year</p>	<p>As planned  Cost £20,000</p>
<p><b>C.</b> Year 5 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Success @Arithmetic – small group intervention for Mathematics</p> <p>PiXL DTT (see above) for Mathematics and Reading delivered by class teacher and trained Teaching Assistant.</p>	<p><b>End of Autumn Term 2</b>  A group of Year 6 pupils finished the intervention from last year. A new group of 5 x Year 5 pupils, one of whom is entitled to PPG, started in November. The baseline raw score and scaled score results for this child is: 29 / 101</p> <p><b>End of Spring Term 4</b>  Group of Year 5 pupils have all successfully completed addition, subtraction and multiplication strands.</p> <p><b>End of Summer Term 6</b>  No further implementation or formal assessment due to COVID 19.</p>	<p>This strategy and using these resources has worked well for our pupils this year until lockdown. We will continue to use next year</p>	<p>As planned  Cost £9,000</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue</p>	<p><b>Cost</b></p>

			with this approach)	
<b>A.</b> The attendance of pupils entitled to the PPG is at least 95.3%	Senior Teacher Leading Inclusion will have dedicated time to work with EWO to plan proactive as well as threshold reactive actions in respect of attendance.	<p><b>End of Autumn Term 2</b> Attendance of PPG pupils is 96.08%</p> <p><b>End of Spring Term 4</b> Attendance of PPG pupils is 95.26% at 16.03.20 (This is the most realistic point before COVID-19 situation)</p> <p><b>End of Summer Term 6</b> No further implementation due to COVID 19. However, the STLI has worked with vulnerable families during the lockdown to support with learning, resources and communication.</p>	<p>Attendance for this group has improved overall and was close to our target (-0.04%).</p> <p>Continue to use in 2020-21</p>	As planned £7000
<b>B.</b> Reduce the occurrence of emotional dysregulation in eligible pupils.	Emotional Literacy Support Assistant (ELSA) deployment	<p><b>End of Autumn Term 2</b> 13 pupils have had ELSA provision during this term, 10 of whom are eligible for PPG. This has had a significant impact of improving pupils' ability to regulate themselves and engage appropriately with learning.</p> <p><b>End of Spring Term 4</b> End of ELSA assessments show that 6 pupils have made significant progress. This is recorded on our vulnerable pupil tracker.</p> <p><b>End of Summer Term 6</b> No further implementation due to COVID 19.</p>	<p>This provision is invaluable, even more so when one considers the recovery process for many of our vulnerable pupils returning to school in September 2020.</p> <p>Continue to use in 2020-21</p>	As planned £8000

<p><b>C.</b> Improve the emotional health and well-being of eligible pupils</p>	<p>Nurture Group provision. Children whose emotional and social vulnerability has the potential to prevent them successfully accessing the curriculum, receive a curriculum that is specifically designed to support their engagement with learning, build their self-worth and promote positive interaction with adults and peers.</p>	<p><b>End of Autumn Term 2</b> 5 out of the 6 pupils who attend Nurture provision are entitled to PPG. Boxhall Profiles completing by these children's class teachers show that all 6 pupils are progressing well in this intervention. Almost all of the developmental strands have increased for each pupil while the overwhelming majority of diagnostic strands have decreased.</p> <p><b>End of Spring Term 4</b> 7 out of the 7 pupils who now attend Nurture provision are entitled to PPG. Boxhall Profiles completing by these children's class teachers show that all 2 out of 3 pupils are progressing well in this intervention with developmental strands increasing for each pupil. The other 4 have only just started the intervention since February 2020.</p> <p><b>End of Summer Term 6</b> No further implementation due to COVID 19.</p>	<p>This provision is invaluable, even more so when one considers the recovery process for many of our vulnerable pupils returning to school in September 2020.</p> <p>Continue to use in 2020-21</p>	<p>As planned £20,000</p>
<p><b>D.</b> Pupils from low-income households have equitable access to the Corsham Regis broad and rich curriculum</p>	<p>Profound Learning budget</p>	<p><b>End of Autumn Term 2</b> None of this allocated amount has been spent yet</p> <p><b>End of Spring Term 4</b> 'Don't pick me miss!' production purchased from Wiltshire Music Connect. This was a fantastic production which really enthused the children's language and creative skills. Further trips have been planned for the Summer Term but with COVID-19, these are unlikely to take place.</p> <p><b>End of Summer Term 6</b> No further implementation due to COVID 19.</p>	<p>The opportunities that were, and would have been, provided for our pupils are invaluable.</p> <p>Continue to use in 2020-21</p>	<p>£72:00 actually spent from £1000 allocated.</p> <p>The remaining amount will be accrued to 2020-2021</p>