

Pupil Premium Strategy Statement 2019/20

School	Loatlands Primary School				
Academic Year	2019-20	Total PP budget	£51480	Date of most recent PP review	November 2019

Current attainment (2019 Y1 Phonics Screening, KS1 tests and End of KS2 tests.)										
KS2 results 2019	Reading		Writing		Maths		GSP		Combined	
	Expected	Higher	Expected	Higher	Expected	Higher	Expected	Higher	Expected	Higher
National 2019	73%		78%		79%		78%		65%	
School 2019	64%	17%	70%	10%	80%	33%	67%	27%	60%	3%
PP 2019	40%	20%	60%	20%	60%	20%			40%	20%
PP 2018	63%	38%	63%	25%	75%	38%	88%	38%	50%	25%

KS1 results 2019	Reading		Writing		Maths	
	Expected	Higher	Expected	Higher	Expected	Higher
National 2018	75%	26%	70%	16%	76%	21%
School	82%	37%	74%	21%	82%	28%
PP 2019	70%	10%	60%	10%	60%	10%
PP 2018	60%	0%	20%	0%	60%	0%

Yr 1 Phonics	
National	82%
PP 2019	71%
PP 2018	89%

EYFS GLD	Expected
National	71%
School 2019	56%
School 2018	70%
PP 2019	0%

Barriers to learning for disadvantaged pupils

In school:

- 1) Our disadvantaged pupils need the opportunity to accelerate attainment and progress across all core subjects. Pupils need to develop independent working skills, overall resilience and foster a growth mindset attitude towards their learning. We aim for all disadvantaged pupils to be making expected progress across all core subjects.
- 2) Our disadvantaged pupils need to be provided with real life experiences and opportunities which feed into the curriculum. We want all the children to adopt a love of learning and self-development. We aim to raise pupil's confidence and to create high aspirations for their own futures.

External barriers:

- 1) Our vulnerable families often need extra support within school to ensure they can reach their potential. External factors may include low income/unemployment, overcrowded housing, family learning needs, poor social networks of support, wider life experiences and opportunities, attendance.

Outcomes:

- 1) Pupils use of self-assessment and personal challenge is adopted in all classes through the 20-day challenge system. Pupils will be encouraged to target areas they need to improve upon and develop their skills in.
- 2) Pupils are supported to help manage their social, emotional and learning behaviours, enabling them to access purposeful learning. In turn this will lead to accelerated progress and higher attainment at the end of the academic year. Pupils will have access to 1:1, group and whole class sessions helping them to build resilience and independence.
- 3) Improved overall attendance for vulnerable pupils.
- 4) Pupils to foster a love of all learning through a variety of real-life experiences which feed into the curriculum.
- 5) All vulnerable pupils to have made at least expected progress in all core areas.

Expenditure: 2019-2020

2019-2020	Expenditure	Rationale for predicted spend
Predicted funding	£51480	
Assistant Headteacher small group projects plus leadership time	£10800	AHT time to work on small group projects with pupil premium children to develop skills for life based on real life experiences. 2 days of dedicated time to work on projects, leadership
Pastoral and attendance manager	£11500	Established parent support advisor in post works with targeted families and is introduced new family learning courses to invited parents. Continues to work with individual cases and leads on attendance monitoring, liaising with EWO and Early Help work
Teaching assistant targeted work for disadvantaged pupils	£14780	TA release across school for targeted intervention work.
Breakfast club staff	£3800	3 members of staff to run the breakfast club on a fortnightly rota.
Virtual voucher and breakfast club provision (£200 per child KS2, £100 per child KS1.)	£9000	Greater choice to parents on how to spend part of the pupil premium entitlement on curriculum visits, extra-curriculum activities and uniform. A number of children were lacking appropriate breakfast and struggled with the morning routine in school. Targeted pupil premium will attend breakfast club each morning to improve start to school day and focus for learning.
Real-life experiences and projects	£1600	Investment in projects to enable real life experiences and visits.

Targeted support:

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Update
Reduce the gap between PP/non PP pupils attainment. Raise the overall attainment levels of all	Employ Assistant Headteacher responsible for all vulnerable pupils who will drive forward this strategy. (£10800)	Part of this role is to take a lead on improving standards for all vulnerable learners (2 days per week)	SLT (Senior leadership team) and the Governing Body to be fully aware of both the spend and the impact of Pupil Premium	Sally Roper	

vulnerable pupils to be closer to the national average.			funding. Updates to be presented to the Governing Body termly and governors to challenge where appropriate.		
Staff to take a lead role in identification of subject area to focus on for 20 day challenges for pupils in their class.	Embed a whole school 20-day challenge rolling programme with an individual learning focus	Pupils benefit from taking control of their own learning goals, empowerment, positive attitudes towards learning and developing a growth mindset.	Staff training sessions. Half termly reviews. Book scrutiny to evidence impact in every day learning, data tracking.	All staff involved	
Identified pupils with additional needs to have access to the reading dog therapy programme. Tracked through Emotional Literacy and SDQ.	Selected pupils to develop a holistic approach to reading through a reading dog.	High levels of proven research in the therapeutic qualities of reading to animals. To have a positive impact on reading and a love of reading. Developing confidence.	Required risk assessments in place. Targeted children who require emotional support and a boost in reading. 14 sessions. Emotional Literacy tracker. Data tracker.	Sally Roper	
Children to develop peer relationships, confidence and skills in reading. (whole class)	Peer reading scheme. All children will be paired up with a child in a different class to promote and support reading.	Developing confidence of reluctant readers, promoting social skills, nurture and self-confidence and positive relationships.	Emotional Literacy tracker, strengths and difficulties tracker, reading tracker.	Sally Roper	
Increased enjoyment and motivation in books and reading. Children to visit a book shop and choose a book of their choice.	Access to real life/hands on learning projects	Animal experiences, community reading visits, book shop visit, cooking project to provide enriching experiences for pupils in a safe and nurturing environment.	Emotional literacy tracker Data tracker	Sally Roper Teaching assistants	

Progress made in individual interventions. Tracked, monitored and reviewed every 10 weeks.	Set up targeted and group interventions linked to learning	All opportunities for targeted academic/social and emotional development both individually and in groups.	Intervention review meetings termly. Data tracker	Teaching assistants	
Children to become more confident, take risks, improve social skills, peer relationships and be prepared to move out of their comfort zones.	Develop outdoor learning projects such as forest school across both key stages	To provide enriching experiences for pupils in a safe, yet challenging environment. They enable children to take risks, feel successful and transfer this positive attitude into other learning situations.	Emotional Literacy tracker Strengths and difficulties tracker. Behaviour tracker	Sally Roper Katie Greenwood	
Children to reach the expected level of attainment.	Selected groups of pupils to develop 'book groups'	To identify gaps in reading, initiate reading conversations, discussion, deeper level thinking.	data tracking,	Sally Roper	
Further improve the amount of parents accessing the additional funding for their child/ren.	Virtual voucher £200 per KS2 child, £100 per KS1 child.	Access to uniform, trips, after school clubs or activities, music tuition, enable parents/carers to have a say in the provision for their child. Pupils will also be able to buy books to support the development of reading for pleasure.	Tracking via office spreadsheet. Parents regularly informed on their personal balance and are actively encouraged to use the voucher to fund clubs and extra-curricular activities.	Gillian Seakens	
All families supported through EHA's and family learning opportunities. Improved attendance for all vulnerable learners.	Pastoral and attendance officer £11500	Participation in family support groups and support for parents enable pupils to attend school feeling nurtured and ready to learn. Early help coordinator to	Attendance data PP tracker Vulnerable pupils meetings	Hayley Harvey Sally Roper Laura Buckley	

		support vulnerable families and pupils.			
Improved attendance and focus of selected vulnerable learners at breakfast club.	Breakfast club provision for vulnerable pupils.	Smooth transition and start to the day for vulnerable learners. Pupils are at school on time and ready to learn.	Tracking via office spreadsheet	Breakfast club staff	