

## Lubenham All Saints Primary School Pupil Premium Strategy Statement 2019-2020

<b>1.Summary Information</b>					
Academic Year	2019-20	Total PP Budget	£ 11 122	Date of the most recent PP review	July 2019
Total Number of Pupils	64	Number of Pupils eligible for PP	7	Date of next Review	December 2019
<b>2. End of Key Stage 2 outcomes 2019</b>					
Based on 2 pupils		% of PP children		% of non PP children	
% of children achieving EXS or above in RWM combined		0%		75%	
% of children achieving EXS or above in reading		50%		75%	
% of children achieving EXS or above in writing		50%		75%	
% of children achieving EXS or above in maths		0%		75%	
<b>Whole School Outcomes</b>					
Based on 5 pupils		% of PP children		% of non PP children	
% of children achieving EXS or above in RWM combined		22%		70%	
% of children achieving EXS or above in reading		67%		84%	
% of children achieving EXS or above in writing		89%		88%	
% of children achieving EXS or above in maths		33%		75%	
<b>3.Review of Expenditure 2018-19</b>					
<b>Desired outcome Chosen action /approach</b>		<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>		<b>Lessons learned (and whether you will continue with this approach)</b>	
To diminish the difference in all core subjects		Teaching assistant support to provide; <ul style="list-style-type: none"> <li>• targeted intervention, pre and post task support,</li> <li>• additional reading</li> </ul>		Half termly analysis of progress of PP children increased teacher awareness, which will continue	

	<ul style="list-style-type: none"> <li>emotional wellbeing support as necessary</li> </ul> CPD & Incremental Coaching for teachers and support staff to improve quality first teaching; lesson study release time	<p>Immediate, bespoke pupil intervention through the form of verbal feedback from the teacher within a lesson has a much greater impact on pupil progress than a designated, generic intervention programme. Action to continue next year with emphasis on PP GD</p> <p>Development of pedagogies across school through coaching and lesson study has improved the overall quality of teaching, which will continue.</p>
To ensure that the pupils have access to a rounded education and a wide range of experiences	Support to enable children attend enrichment opportunities; residential trips in line with school policy	Enabling all pupils to access the wider curriculum was a success and will continue next academic year.
<b>4. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-School Barriers</b>		
A	Low aspiration within PP children, low expectation of their own ability	
B	Fixed mind-set lined to resilience & self esteem	
<b>External Barriers</b>		
C	Lack of family engagement in learning	
D	Attendance of PP children is in some cases below the school average	
<b>5. Desired Outcomes</b>		

5. Desired Outcomes		Success Criteria
A	<ul style="list-style-type: none"> <li>• Ensure pupils make expected progress in reading</li> <li>• Regular analysis of interventions and additional support through pre-learning/additional teaching will allow pupils to make more progress.</li> <li>• Children will have focused support &amp; intervention to help them understand expectation &amp; aspire to achieve</li> <li>• Pupil progress to be assessed half termly by SLT &amp; class teachers via school assessment procedures &amp; fed back to children via parental meetings</li> </ul>	<p><b>PP children make expected progress or better in reading</b></p> <p><b>Develop staff &amp; pupil understanding of mind-set through training and work on Building Learning Power</b></p>
B	<ul style="list-style-type: none"> <li>• Ensure pupils make expected progress in writing</li> <li>• Regular analysis of interventions and additional support through pre-learning/additional teaching will allow pupils to make more progress.</li> <li>• Children will have focused support &amp; intervention to help them understand expectation &amp; aspire to achieve</li> <li>• Pupil progress to be assessed half termly by SLT &amp; class teachers via school assessment procedures &amp; fed back to children via parental meetings</li> </ul>	<p><b>PP children make expected progress or better in writing</b></p> <p><b>Develop vocabulary through work on word study</b></p>
C	<ul style="list-style-type: none"> <li>• Ensure pupils make expected progress in maths</li> <li>• Regular analysis of interventions and additional support through pre-learning/additional teaching will allow pupils to make more progress.</li> </ul>	<p><b>PP children make expected progress or better in maths</b></p> <p><b>Develop mind-set and family engagement through open mornings for parents</b></p>

	<ul style="list-style-type: none"> <li>Children will have focused support &amp; intervention to help them understand expectation &amp; aspire to achieve</li> <li>Pupil progress to be assessed half termly by SLT &amp; class teachers via school assessment procedures &amp; fed back to children via parental meetings</li> </ul>	
D	<ul style="list-style-type: none"> <li>Celebrate good attendance via rewards, certificates in assembly</li> <li>Weekly reporting of attendance figures</li> </ul>	<b>Attendance of PP children is in line/ above school average</b>

### 6. Planned Expenditure 2019-20

The following demonstrates how we are using Pupil premium to improve classroom pedagogy, provide targeted support and whole school strategies;

- I. Quality of teaching for all
- II. Targeted support
- III. Other Approaches

#### I. Quality of teaching for all

Desired outcome	Chosen approach	Evidence for the rationale	How will this be monitored	Staff lead	When will this be reviewed
Quality teaching for all	CPD programme/lesson study to address areas for development identified through incremental coaching Small teaching groups for literacy & maths	To provide a consistently high standard through encouraging resilience, setting expectations, monitoring performance & sharing best practise. Research shows that for pupils from disadvantaged backgrounds the difference between a good and bad teacher	Impact will be measured through book scrutinies, observations, half termly data analysis	SLT	Every half term

		is a whole years' progress.			
Diminish the difference for pp pupils	Regular data analysis to monitor PP pupils	Data analysis will ensure that teachers know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress	Half termly analysis & pupil progress meetings	All	Every half term
	CPD programme/Trust wide support/training Training for TAs Teaching assistant support to provide some targeted intervention, pre and post task support, additional reading and emotional wellbeing support as necessary	Rehearsing and practising skills or relearning sessions in a small group/ 1:1 will allow children to develop confidence and so improve outcomes	Half termly analysis & pupil progress meetings	SENDCO	Every half term

## 2. Targeted support

<p>Difference between PP and NPP (Non pupil premium) to be diminished in in all year groups in maths .</p>	<p>Those children who are not on track to achieve expected progress will receive interventions</p>	<p>We want to ensure that the gap closes between PP and NPP and therefore feel that a fully qualified teacher is best placed to intervene to ensure any children who appear to making slow progress will have the opportunity to work in small concentrated groups. Extensive research (EFF Toolkit, Sutton Trust) states that small group work with qualified staff is shown to be highly effective Teachers to provide some targeted intervention</p>	<p>Pupil Progress meetings held termly and will focus on the intervention children. Quality of Learning including -Coaching, drop ins, pupil discussion, work scrutinies reflection and feedback</p>	<p>SLT</p>	<p>June 2020</p>
<p>Difference between PP and NPP (Non pupil premium) to be diminished in in all year groups in reading</p>	<p>Reading intervention for PP children-reading champions</p>	<p>PP children achieving GD is lower than NPP children nationally. Providing PP with additional time and support for daily reading, combined with encouraging growth mind-set characteristics, will eliminate the shortfall from home when</p>	<p>Termly data analysis of PP children attending intervention, identifying progress. Performance management discussions Observations of guided Reading and additional interventions.</p>	<p>SLT &amp; SENDCo</p>	<p>June 2020</p>

		compared to NPP children			
<b>Other Approaches</b>					
All children to take part in school and Residential trips, alongside wider curriculum opportunities.	All children will experience and be able to attend school and residential trips and access wider curriculum opportunities with their peers.	Residential and school trips and wider curriculum opportunities ensure we are developing the whole child and providing them with opportunities they may not have at home. Financial circumstances should not be a barrier to these experiences. The Learning surrounding these opportunities is valuable and is an important part in the curriculum.	All children will take part on school visits and not feel excluded	SLT	July 2020
Improved attendance of PP children to increase to above 96%	Office staff & HOS to monitor pupils and follow up quickly on absences. First day response provision. Celebration of attendance in weekly assembly.	Addressing attendance as a key step in raising attainment	Close tracking of PP children attendance, work with parents and children to address and increase attendance	HoS	December 2019

Total Budget Cost £11 122