

# Pupil Premium Strategy Statement

## Lansdowne Primary School 2020-2021



1. Summary information					
School	Lansdowne Primary School				
Academic Year	2020-2021	Total PP budget	162857	Date of most recent PP Review	July 2020
Total number of pupils	403	Number of pupils eligible for PP	129	Date for next internal review of this	July 2021

2. Attainment End of Year 2018-2019		
	Pupils eligible for PP (school) %	Pupils not eligible for PP (national average) %
<b>% KS2 pupils achieving expected or above in reading, writing &amp; maths <i>*previous academic year due to COVID-19*</i></b>		
Reading Expected +	33.3	73
Writing Expected +	73.3	78
GPS Expected +	60.0	78
Maths Expected +	53.3	79
Combined R/W/M	26.6	65
<b>% KS1 pupils achieving expected or above <i>*previous academic year due to COVID-19*</i></b>		
Reading +	68.5	76%
Writing +	47.3	
Maths +	63.1	77%
% EYFS pupils achieving GLD	58.8	
% Year 1 pupils passing the Phonics Screening	75.0	

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
<b>A</b>	On entry to Reception (Autumn 2020) the Prime Areas of Communication and Language; Personal, Social and Emotional Development; Literacy: Physical Development. The area of the most concern is the Communication and Language were the lowest areas. On entry, to Reception, 25% of our pupil premium children 3/12 are working below in these areas.	
<b>B</b>	In KS2 the gap in writing attainment is diminishing and pupils need to make accelerated progress again this year. The barrier to accelerated progress continues to be spelling and a broad vocabulary. In Maths the gap needs to be diminished further by improving number fluency and mastery of the curriculum.	
<b>C</b>	Year 6 cohort has a high proportion (33%) of Pupil Premium Pupils and 28% of the pupils have SEND provision and 15% EAL. 72% pupil premium are working below in reading, 75% in writing and 72% in maths (from previous academic years data).	
<b>D</b>	There are 67 pupils on the SEND register and 17% of these pupils are in receipt of Pupil Premium funding. There are 10 pupils in the school that have EHCPs and 25% of them are Pupil Premium. Teachers ownership of SEND provision needs to be embedded so that provision is consistently high across the school and children make accelerated progress from their starting points.	
<b>External barriers</b>		
<b>E</b>	Mobility is a barrier to future attainment with causal admissions throughout the school year, from local schools, and increasingly outside of the area. Pupils are mostly in receipt of Pupil Premium funding, have high SEN needs, safeguarding concerns, are school refusers or low attainment. This will continue to be a barrier as year groups, throughout the school, are not at full capacity.	
<b>F</b>	38% of the vulnerable families, open to multi agencies, are receiving Pupil Premium funding. There are 3 identified Young Carers in the school and all of them are Pupil Premium pupils.	
<b>G</b>	PERI-COVID is an ongoing barrier in terms of attendance. A number of families continue to have significant periods of time away from school following government guidance with self-isolation	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A</b>	That the Prime Areas are a focus in the Autumn terms, to improve oral language skills and remove speech and language barriers, so that accelerated progress is evident in T1 and 2 data. That Talk for Writing is implemented and the 5 a day reading diet so that pupil's oral story telling skills are developed. Significant focus on fine/gross motor skills to combat impact of lockdown and missed learning.	That the gap is diminished by the end of the Reception year and attainment of PP pupils is at least in line with national average for GLD.
<b>B</b>	That the structured approach to teaching vocabulary (key priority of the ADP) across the curriculum will accelerate pupil's progress in writing to age appropriate and exposure to a wide range of texts in English. Setting in Yr6 for reading, writing and maths allows for more focused teaching to fill gaps caused by COVID lockdown and missed learning	The gap is diminished in writing across Key Stage 2 – especially yr6

<b>C</b>	That the year 6 cohort is split to maximise learning. Two experienced teachers and support staff provide high quality SEN provision so that pupils can engage in learning and make accelerated progress (5 focus pupils to reach age expected). Setting in Yr6 for reading, writing and maths allows for more focused teaching to fill gaps caused by COVID lockdown and missed learning	That the year 6 cohort reach National expectations for writing
<b>D</b>	The SENCO and SLT support staff to deliver high quality SEND provision through the 9-3 approach and 1:1 meetings with all teachers, allowing focus pupils across the school make accelerated progress. To identify pupils for targeted reading interventions if just below age appropriate. TAs being trained in First Class @ Maths to support development of Maths.	Teachers' ownership of SEND provision needs to be embedded so that provision is consistently high across the school.  TAs provide consistent and effective interventions
<b>E</b>	That the well-being team supports casual admissions and works closely with families to quickly remove barriers to learning and engagement with school. Pupils settle quickly and their needs are met.	Pupil's regularly attend school and make at least expected progress. Any gaps in learning are identified and addressed rapidly.
<b>F</b>	That the well-being team works closely with the vulnerable families to quickly remove barriers to learning and engagement with school. Improve the social and emotional skills of pupils across the school.	SEMH development is tracked through whole class Boxall profiles. The Safeguarding log monitors progress of families referred by the school to multi agencies.
<b>G</b>	Support with FSM and learning provided by the school's pastoral and remote learning team	Pupils continue to make progress

## Allocation of Pupil Premium Funding for 2020-2021

### Use of the Pupil Premium Grant

The DFE have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs.

Schools are required to report on:

- The amount of funding they receive.
- How the Pupil Premium has been spent & the impact of this on attainment?
- Details of how the current year's funding will be allocated.

As a school set within the context of a deprivation indicator that is above the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. We have a very clear vision that funding is used to provide a wide range of experiences as we remember that "limited experience" is not the same as "low ability". As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non- disadvantaged peers.

At Lansdowne Primary we are committed to providing good Teaching and Learning. Phase Leaders provide a strong level of support, to develop teaching and learning across the school and Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths and the Curriculum. We “bring learning to life” through a broad and balanced curriculum to build cultural capital. Our teachers are accountable for pupils’ attainment, progress and outcomes. (*Teacher Standards*). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills.

We have an embedded and robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers’ skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of ‘self-differentiation’ where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than ‘straight-jacketing’ pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers’ skills in accurately leveling work. The agreed levels are then entered onto the school’s tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the **tracking system**, teachers have 1:1 ‘accountability meetings’ with the SLT and SENCO. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers.
4. These ‘short term targets’, or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator.
5. Key information is then fed into the **Termly Strategy Report** which is then discussed at a termly SLT Strategy meeting, chaired by the CEO. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School’s Development Plan**.

Developing a child’s well-being and academic progress go hand in hand. The funding is used to provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Trust Safeguarding Lead, Attendance Officer and Nurture team work closely together to support vulnerable families.

## STRATEGIES

### Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

Item	Details	Cost	Impact
Switch on	Skilled reading intervention TAs accelerate children's progress to age appropriate. A KS1 and Year 3 intervention. 2 hours intervention per day.	£92,138	12 PP children have completed this intervention and made accelerated progress to age appropriate in reading. At the beginning of the year 46.3% Pupil Premium children were below in reading Yr1-Yr3. At the end of the term 4 39.8% are below. Out of the 16 pupils that are still below 10 pupils are on the SEN register. Of the 6 remaining, 6 are mid-way through the intervention and so will carry on in next academic year (COVID).
Inference	Skilled reading intervention TAs accelerate children's progress to age appropriate. A KS2 intervention.	Included Above	At the beginning of the school year 35% of Pupil Premium children from Yr4-Yr6 were below in reading. At the end of term 4 (Due to Covid19) 27% are below. There are 19 Pupil Premium children and 11 of them are also on the SEN register.
Speech and Language Link (EYFS)	Skilled EYFS TA to deliver Speech and language intervention as well. Speech and Language therapist 3x weekly to accelerate progress in this Prime Area to diminish the gap on entry.	£542	In Reception, 30.2 % of Pupil Premium children were assessed with age appropriate or below in Communication and Language skills in the October baseline (on entry assessment). 100% of Pupil Premium children were assessed with age appropriate Communication and Language skills at the end of Term 4. No data recorded for GLD by end of Reception due to Covid19 lockdown.
Bug Club and Times Table Rock stars	To use digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home.	£2,161	Children in KS2 are given the opportunity to practise their timetables daily during school time and key Pupil Premium children are targeted for the lunchtime Rocks Star club. 23.6% of Pupil Premium children across KS2 have made accelerated progress in maths this year. Bug Club is used in KS1 and lower KS2 to increase the reading mileage of targeted Pupil Premium children who do not read regularly at home. This takes place during reading lessons and other times of the day with 1:1 planned time. 57.8% of Pupil Premium children have made accelerated progress in reading this year.
<b>TOTAL</b>		<b>£94,841</b>	

## STRATEGIES

### Training and leadership

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD. Bespoke training is delivered, by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

Item	Details	Cost	Impact
Nurture training	For SEMH interventions – Restorative justice, Lego Therapy, whole class Nurture approach.	£600	A whole school Nurture approach has brought the 6 Nurture principles in the classrooms with the wellbeing of the children at the heart of the school. The Nurture assistant has been trained in Restorative Justice and Lego Therapy. 8 children in KS2 have received this intervention and 6 of them are Pupil Premium children. Programmes were not run for complete term due to COVID.
Speech and Language External	A speech and Language Therapist employed. 15 days per year.	£5520	This external expert has assessed, planned, supported and to delivered support for pupils with speech, language & communication needs. 40% of pupils in the school have a need type of SLCN (Inc. ASD). 16% of Pupil Premium children have a need type SLCN. Three children have been closed to SALT and 11 new pupils have been assessed – although this assessment has been delayed due to COVID and the S&L therapist leaving.
Occupational Therapist	To provide training and advice for staff to improve provision for individuals and all pupils.	£1472	Key children have received OT therapy plans which staff have followed. The OT has advised on specific resources and interventions to support sensory and physical needs. Conditions and specific difficulties identified by the OT have contributed towards referrals to other professionals. Impact has been limited due to COVID.
Reading TLRs	To monitor impact of reading interventions. To monitor reading passports for reading mileage.	£7632	Targeted Pupil Premium children, who do not read regularly at home, have daily 1:1 reading sessions to increase their reading mileage. These children have then been able to access the whole school reading incentive whereby a free book is given to children when they fill their reading bookmarks. High quality fiction, non-fiction, poetry and graphic novels have been purchased to ensure that children can read for enjoyment.
<b>Total</b>		£6992	

## STRATEGIES

### Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor, Attendance Officer and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

Item	Details	Cost	Impact
Parent Support Advisor	PSA works closely with families at risk of falling below 80% attendance to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school). To raise parental engagement and improve communication. 3 days per week.	£12,978	70% of children on the safeguarding log are Pupil Premium. The PSA works closely with the families who are open to agencies and also makes referrals when support is needed for vulnerable children. This support for families is instrumental in breaking down SEMH barriers and improving attendance. The proportion of persistent absentees is now in line with national (8.4%) and the proportion of pupil premium pupils (4.2%) is the same as non-pupil premium (4.2%). The gap in whole school attendance has diminished when comparing Pupil Premium children with all children in the school (this school year: 95.4% for all children and 93.7% for Pupil Premium children).
Trust Safeguarding Lead	To support vulnerable families and work as part of the team to break down SEMH barriers. 0.5 days per week.	£9,011	Trust Safeguarding Lead works closely with the Parent Support Advisor and Head teacher to support vulnerable families. The Trust leads works 2 days and the PSA works the other 3 days of the week
Educational Psychologist	To provide advice and training to help staff to develop skills to support children with specific needs and enhance all children's learning.	£1,845	The EP has met with teachers individually as part of the School Based review process. Provision plans and personalised plans demonstrate a greater, and more appropriate, range of effective strategies to support the 10 pupils that this process involved.
Nurture Teaching assistants	Trained staff to deliver full time nurture and nurture interventions to remover SEMH barriers.	£28,746	6 Pupil Premium children have benefitted from full time /part Nurture provision across the year (excluding National lockdowns), in class. Nurture TA is highly skilled in whole school Boxalls and is able to support teachers and the SENCO in tracking progress of social and emotional development of nurture children as well as providing strategies in class.

Pupil Premium Case studies	Ring-fenced money for 14 PP children in the school. A holistic approach with a team around the child.	£3,000	A vulnerable child from each year group is selected and a case study is set up with a team around the child to plan strategies and actions to improve the child's well-being and academic progress. Funding for specific children to attend breakfast club has improved attendance of key families. Money is allocated for resources that will make a difference to a child's well-being. One child received a camera so that she could spend time with her dad, who suffers from depression, and his only hobby is photography. The impact of these case studies is tracked by Boxall profiles, Pupil Premium case study evidence and data on Target Tracker for the focus group.
<b>TOTAL</b>		£55,580	

<b>STRATEGIES</b>			
<b>Enrichment</b>			
We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other 'wow' moments which will act as stimuli to the children's learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter.			
Item	Details	Cost	Impact
School trips subs	As part of the Creative Curriculum, teachers plan visitors, experiences, local trips and trips further afield to bring learning to life.	£1000	A range of educational workshops and trips have taken place throughout the year, linked to the topics children have been learning about. Teachers have been making greater use of the local area as a stimulus for learning. Further funding was used to subsidise part of the cost of other trips, further afield, to ensure they were affordable for all.
Reading for pleasure through reading passports and book marks.	To increase reading mileage in school so that a Pupil Premium child is not disadvantaged by lack of support from home.	£4000	Targeted Pupil Premium children, who do not read regularly at home have daily 1:1 reading sessions to increase their reading mileage. These children have then been able to access the whole school reading incentive whereby a free book is given to children when they fill their reading bookmarks. High quality fiction, non-fiction, poetry and graphic novels have been purchased to ensure that children can read for enjoyment.
<b>TOTAL</b>		£5,000	