

Lyme Community Primary School

Pupil Premium Strategy 2019-2020

Inspire- to encourage somebody into greater effort, enthusiasm, or creativity

Challenge- to stimulate somebody by making demands on the intellect

Achieve - to succeed in doing or gaining something, usually with effort

Nurture- to encourage somebody or something to grow, develop, thrive, and be successful



As a Rights Respecting School (UNICEF) –this strategy upholds

Article 3: *The best interest of the child must be a top priority in all things that affect children.*

Article 28: *Every child has the right to an education.*

Article 29: *Education must develop every child's personality, talents and abilities to the full.*

Article 31: *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

1. Summary information					
Academic Year	2019-20	Total PP budget	£82, 820	Date of most recent PP Review	Sep 18
Total number of pupils	214	Number of pupils eligible for PP	52	Date for next internal review of strategy	Sep 20

2. Current attainment		
<i>2018-2019 RESULTS</i>	<i>14 xY6 Pupils eligible for PP Lyme</i>	<i>All Pupils Overall national average</i>
% of PP pupils achieving the expected standard in reading	57%	73%
% of PP pupils making the expected standard in writing	79%	76%
% of PP pupils making the expected standard in maths	79%	79%
% of PP pupils making the combined R,W,M, expected standard	50%	65%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Attendance: x1 of the 2018-19 Y6 PP cohort were P.As with punctuality being an issue for some chn in this cohort. Although attendance % is improving for PP children; gap remains between PP and Non-PP chn: 2 x PPG siblings on support plan, x4 PPG holidays, x1 PPG Traveller child (will be Y6 in 2019-20).
B.	Cohort: A high percentage of PP pupils are in the current Y6 - 31% and approx. 21% in current YR-Y5 cohorts.
C.	Learning and the Curriculum: Gaps in children's knowledge and understanding -2018-19 SATs QLA: although gap was narrowed between PP and Non-PP chn, % disadvantaged pupils achieving expected standard or above was not inline with local and national figures in Reading and Writing. This can be linked to vocabulary (chn enter school with low language skills) and experiences of eth wider world (see D).
D.	Experiences of the wider world are limited for a high number of children and aspirations for their future are low. (80 th percentile for school deprivation indicator). % of YR (2018-19 cohort) children achieving GLD was down from 2017-18 – current Y1 cohort need support with developing experiences to narrow gap (People and communities, The World – less than 65% chn achieved GLD, decline in chn exceeding in these areas). Speaking (77%) and Understanding (73%) – down on previous year with marked reduction in children exceeding (33%-13% and 33%-10%). Gap widening between school outcome and national average. Informal and formal observations of chn in school evidence support needed to extend vocabulary and develop spoken language across school.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Behaviour at home and family relationships- Within those eligible for pupil premium funding some families report the challenges they face with managing the behaviour of children at home leading to lack of sleep for children, not completing homework/reading and increased negativity at home. An additional factor can be that the parents/families do not feel confident in supporting their children with their learning. Parental engagement e.g. with parent meetings, family learning workshops.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and others nationally. The percentage of those PP eligible who become PA reduces.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 95.4% to 96% in line with whole school target attendance. Improve punctuality among pupils eligible for PP – to ensure in school for phonics/spelling sessions.
B.	Focused upper KS2 support will enable PP pupils to make increased progress and improved attainment reducing the gaps in achievements leading to higher results and improved life chances.	KS2 PREDICTED attainment for current Y6 PP cohort will increase in READING. (This is a school wide focus.) % pupils eligible for PP achieving expected standard at the end of KS2 will increase from 57% to 73% in line with national picture. (2 x Y6 PP chn with SEN)
C.	Targeted interventions across the school will enable all PP chn to make at least expected progress in Reading, Writing and Maths. Systematic tracking of PP chn to ensure not just making progress; bespoke interventions (academic and social/emotional) to close the gap; development of parental engagement.	PP chn to have individual RAPs (Raising Attainment Plans) which focus on key learning needed in order to close the gap; this to include SS taken from assessments and predictions from FFT. Gap between PP chn and non-PP chn closing with PP making at least expected progress: Y6 SEN/PP – small group with Teaching Assistant – reading recovery, maths and writing interventions to make at least 4 months progress per term; Y6 More Able/PP – small group with DHT to be on track to achieve GDS in all areas; Y6 EXP chn small-class size with class teacher and TA3 to make at least 4 months progress per term.
D.	Pupil premium children targeted to access ‘wow’ experiences, supported by funding from the PPG budget including visits out, visitors in, after school club provision and learning resources to motivate and inspire our disadvantaged children increasing aspirations and impacting on improved attendance (see A above) and outcomes. (see B above)	Readiness for learning in lessons improved which impacts upon pupil outcomes for key groups. Targeted support from Pastoral Leader – developing behaviour for learning, experiences, incentives to learn, working with families – developing support systems.

E.	Through focused interventions from PP Champion, Learning Mentor and other support staff, pupils eligible for PP will have improved outcomes and attitudes towards their education in both the primary and secondary phases.	Emotional well-being for targeted pupils improved through personalised programmes of support with Pastoral Manager/ support staff. Readiness for learning in lessons improved which impacts upon pupil outcomes for key groups. Discussions with PP chn and parents to discuss learning, aspiration and targets – bespoke RAP to support academic and emotional achievement. Improved outcomes for PP children – academically and personally. Support for PP families – workshops and supportive meetings with class teacher/PM/PP Lead.
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5. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review
To improve academic success for targeted groups of PP pupils. Misconceptions will be addressed in small groups and targeted pupils will make good progress. Pupil's confidence and independence in lessons will improve. Targeted pupils will catch up quickly and make age related expectations.	Provide intensive support for current Y6 cohort through increased staffing capacity GDS (DHT)/ SEN (Teaching Assistant)/ WTS (Class teacher/TA) Booster Sessions after school Pupil Progress meetings QFT – DHT covers PPA High quality resources to support teaching and learning and learning	Data analysis shows that x3 Y6 PP pupils are not at ARE in writing (x2 SEN). X3 Y6 PP pupils are not at ARE in reading (x2 SEN) and x4 Y6 PP pupils are not at ARE in maths (x2 SEN). Following analysis, pupils targeted for additional provision in reading, writing and maths make accelerated progress to catch up to ARE. EEF research shows that intensive tuition in small groups is very effective. (4 months' additional progress) Teachers and TAs focus on giving immediate feedback, and closely matching work to learners' needs. Staff aware of PP chn in their class, data analysis – to create RAP (Raising Attainment Plans) Quality First Teaching - high % of PPG children in LKS2	Experienced teachers with evidence of outstanding provision to deliver sessions. Use of pupil assessment data to target pupils' needs. Small group size to maximise impact. Closely monitoring planning and assessment information, tracking of objectives against PPG pupils- key objectives/skills and precision teaching in the areas that need it the most.	Jo Roberts (DHT) Carol Donnolly (SEN Teaching Assistant) Alison Hope (Y6 teacher/Writing Lead) Vicky Cunningham (Y6 TA3) Jo Roberts (DHT)	Termly assessment data Termly monitoring of PP children
		<i>Booster Sessions – 1 hour per week per child = £28</i> <i>8 x 18 weeks = 144 = £4,032</i>		<i>DHT – A2 2019-Su 1 2020 (3x am) = £10, 656</i> <i>DHT – PPA cover = £2928</i> <i>T and L resources = £1620</i>	

<p>Support in class for all year groups from trained Teaching Assistants and Teachers delivering reading, writing, and maths interventions.</p>	<p>Small groups' additional support during lessons by Teaching Assistants</p> <p>Small group tuition. (additional interventions within the school day)</p> <p>Homework Club by invitation</p> <p>Pre-teaching those chn who need it</p>	<p>QFT and targeted work for PP children</p> <p>Y6 PP/SEN chn with SEN TA 5 x weekly for R, W and M.</p> <p>Targeted support using EEF recommended intervention packages to accelerate progress made by PP children:</p> <p>*Accelerated Reading – Reading Recovery work and small group intensive support on key objectives</p> <p>*Write Stuff guided writing – guided/scaffolded QFT of writing</p>	<p>PP pupils to close attainment gaps and make substantial progress (+14 months progress or +6 tracking points instead of expected 6 in SPT) by July 2020.</p> <p>PP chn have made progress in line with non-PP chn by July 2020.</p> <p>The attainment gap between PP chn who are below ARE has closed by July 2020.</p> <p>Higher Prior Attaining PP chn working above expected standard – challenged to achieve GDS by July 2020.</p>	<p>Carol Donnolly (SEN TA)</p> <p>Jo Roberts (DHT)</p> <p>Teaching Assistants</p>	<p>Baseline assessments pre intervention and assessments post intervention</p> <p>Termly analysis by SENCo/PP Lead of intervention data to evaluate the most effective.</p> <p>(See SENCo/PP review and analysis report)</p>
		<p><i>T.A. Classroom support for small group learning in mornings (inc all PP) = £34, 176/ SEND CPD = £100</i></p> <p><i>L2 T.A. cost per intervention (x 6 weeks) per child = £48 / SEN T.A. cost for Y6 PPG/SEN (x2) = £4,611.30</i></p>			

<p>Continued funding of Learning Mentor to raise attainment and progress in Reading, Writing and Maths by addressing emotional needs.</p>	<p>Social skills programmes tailored to meet the individual needs of the pupils to raise self-confidence and self-belief.</p> <p>EHWB work</p> <p>PATHs sessions – promoting alternative thinking strategies – to support behaviour for learning, self-control and self-regulation</p>	<p>Meeting children’s emotional needs has an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (on average 3 to 4 months’ additional progress) Sutton Trust EEF.</p>	<p>Recorded poor behaviours by PP children will reduce over the year. Monitoring evidences improved B for L.</p> <p>Access to specialised programmes which are targeted at pupils with behavioural needs or school level approaches to develop a positive ethos to support greater engagement in learning.</p> <p>Health and Wellbeing Week to provide a range of activities to support all children.</p> <p>Accessing further training from Barnados to support effective implementation of PATHs teaching – supply costs to cover 1:1 support and resources</p>	<p>Jen Lammond (Pastoral Manager)</p> <p>Jo Roberts</p> <p>Jo Roberts</p> <p>Jen Lammond/ Jo Roberts</p>	<p>Half termly audit of time spent in Reflection by groups (boy v girls, PP v non-PP)</p> <p>Learning Mentor’s records</p> <p>Data from CPOMs</p> <p>Termly monitoring of outcomes</p> <p>Termly monitoring of PSHE; pupil questionnaires</p> <p>Termly monitoring of PSHE; staff feedback/questionnaires</p>
				<p><i>Learning Mentor = £19,580</i></p> <p><i>Additional experiences = Cost included in (iii)</i></p> <p><i>PATHs CPD = No cost to school</i></p> <p><i>PATHs supply cover = £600</i></p> <p><i>PATHs resources = £200</i></p>	

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review																																																
<p>School to reach in line/above national average for attendance.</p> <p>Pupil's health and well-being needs are met – removing barriers to learning.</p> <p>Families are supported and able to provide a nurturing environment to facilitate learning.</p> <p>Aspirations and confidence of eligible pupils will improve and increase.</p> <p>Overall PP attendance improves from 95% to 96% in line with whole school target attendance.</p>	<p>Provide a Pastoral Manager with specific responsibility for attendance. They should engage parents and refer to agencies to support if possible.</p> <p>Pastoral Manager to provide nurture sessions to address any barriers to learning that the children may have and their social, emotional and well-being issues will be targeted.</p> <p>Use of CPOMs to log incidents linked to EHWB, parental contact, behaviour, attendance</p>	<p>Attendance figures for this group serves as a barrier to learning and reduces the capacity for further progress. In some cases this is simply due to absence linked to holidays in term time. Despite these being unauthorised this is not a deterrent.</p> <p>Attainment for all pupils can be improved with good attendance.</p> <div style="text-align: center;"> <p>Attendance</p> <table border="1"> <thead> <tr> <th>2016/2017</th> <th>Whole school</th> <th>Girls</th> <th>Boys</th> <th>SEN</th> <th>PA 10%</th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>95.1%</td> <td>95.5%</td> <td>95.3%</td> <td>93.0%</td> <td>10.5%</td> <td>94.3%</td> <td>96.3%</td> </tr> <tr> <th>2017/2018</th> <th>Whole school</th> <th>Girls</th> <th>Boys</th> <th>SEN</th> <th>PA 10%</th> <th>PPG</th> <th>Non PPG</th> </tr> <tr> <td>Total</td> <td>95.6%</td> <td>96.1%</td> <td>95.1%</td> <td>92.5%</td> <td>8.4%</td> <td>95.0%</td> <td>95.9%</td> </tr> <tr> <th>2018/2019</th> <th>Whole school</th> <th>Girls</th> <th>Boys</th> <th>SEN</th> <th>PA 10%</th> <th>PPG</th> <th>Non PPG</th> </tr> <tr> <td>Total to date 30/6/19</td> <td>96.0%</td> <td>96.1%</td> <td>95.9%</td> <td>95.5%</td> <td>6.2%</td> <td>95.4%</td> <td>96.1%</td> </tr> </tbody> </table> <p>PPG v non-PPG</p> <p>2016-2017 – difference 2.0% 1 PPG Y6 student long term hospitalisation 2017-2018 - difference 0.9% 1 Y6 PPG long term hospitalisation 2018-2019 – difference 0.7% 2 PPG siblings on support plan, x4 PPG holidays, x1 PPG Traveller child,</p> </div> <p>Information sharing between relevant staff to ensure consistency of approach.</p>	2016/2017	Whole school	Girls	Boys	SEN	PA 10%	PPG	Non PPG	Total	95.1%	95.5%	95.3%	93.0%	10.5%	94.3%	96.3%	2017/2018	Whole school	Girls	Boys	SEN	PA 10%	PPG	Non PPG	Total	95.6%	96.1%	95.1%	92.5%	8.4%	95.0%	95.9%	2018/2019	Whole school	Girls	Boys	SEN	PA 10%	PPG	Non PPG	Total to date 30/6/19	96.0%	96.1%	95.9%	95.5%	6.2%	95.4%	96.1%	<p>Pastoral lead to ensure initiation, implementation and impetus of all strategies to improve attendance and behaviour for learning.</p> <p>Data analysis and close tracking of attendance for the target group from Learning Mentor with SLT measuring impact and feedback.</p> <p>Learning Mentor records / case studies</p> <p>Monitoring of records</p>	<p>Jen Lammond - Pastoral Manager</p>	<p>Half termly audits of attendance</p> <p>Learning Mentor's records</p> <p><i>Learning Mentor = £19,580</i> <i>CPOMs = £645</i></p>
2016/2017	Whole school	Girls	Boys	SEN	PA 10%	PPG	Non PPG																																														
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iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	<p>Pupil Premium funding is used to ensure that out of school visits and visitors to school inspire disadvantaged pupils and provide them with inspirational experiences which have an impact on their literacy skills.</p> <p>Support families with PP chn in Y6 with PGL costs.</p>	<p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. Being involved in extra-curricular sporting activities may increase attendance.</p> <p>First hand experiences are beneficial to pupils and aid in their learning. Learning experiences are mapped out throughout the year to ensure that each child has the opportunity to take part in wide range of experiences. Writing in school is showing an improving trend as a result of this.</p>	<p>Keep register of attendance of PP pupils. Target 50% attendance at clubs by disadvantaged pupils. (See also Sports Premium plan.) Annual plan for classes linked to LCC show distribution of visits and visitors to ensure good coverage of first hand experiences across the school. Cross-curricular writing overview to ensure opportunities are given for PP chn to apply skills as a result of additional learning experiences - writing is an area of development for the whole school. Keep register of PGL attendees – monitor support needed for PP chn to take part.</p>	Jo Roberts	<p>Half Termly review – when clubs changeover/ finish</p> <p>Writing monitoring - impact of PP spending on developing experiences and learning opportunities on skills.</p>
<i>Subsidised trips, visitors and after school clubs for PP children = £3445; support for PP families in Y6 to cover costs of PGL (Summer 2) – x2 chn = £200</i>					

<p>Increase parental involvement in their child's education at Lyme to maximise learning potential and raise standards.</p>	<p>Parent Workshops for specific year groups and in EYFS 'Stay and Play' sessions</p> <p>Pastoral Manager to plan informal Coffee Mornings</p> <p>NPQML focus – BW on early reading and engaging parents</p> <p>Planned events throughout the year to engage parents in school life</p>	<p>Parental engagement has a large and positive impact on children's learning.</p> <p>Disadvantaged pupils who have made accelerated progress at Lyme have a supportive home environment where they regularly read with their child and support school learning.</p>	<p>FS, Y2 and Y6 teachers deliver workshop and all classes a half termly learning overview to parents outlining expectations for year and ways to support learning.</p> <p>Informal opportunities to come into school, for example Coffee Mornings with a specific focus e.g. bedtime routines, School Nurse visit.</p> <p>Reading workshops to support parents</p> <p>Planned events throughout the year to engage parents in school life e.g. craft events, curriculum events</p>	<p>Jen Lammond</p> <p>Ben Widdowson</p> <p>Jo Roberts</p>	
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NPQML: No cost to school

Total spent: £82, 793.30

6. Preview of Expenditure - Previous Year 2018-19**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.	Cost
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To improve academic success for targeted groups of PP pupils. Misconceptions will be addressed in small groups and targeted pupils will make good progress. Pupil's confidence and independence in lessons will improve. Targeted pupils will catch up quickly and make age related expectations.

To employ additional teacher to support smaller groups in Y6 and to deliver some interventions

We will raise the attainment for all children through increased targeted support from experienced staff. A number of PP children will receive extra support in order to accelerate learning. The focus will be on 'narrowing the attainment gap' so all children reach their potential.



Y2: Increased % of children achieving at least expected standard in Reading, Writing and Combined. Increased % of children achieving GDS in Maths and Reading. Figures were around or above national average in Reading and Maths.

Y6: Increased % of children achieving at least expected standard in Maths, Reading and GPS, and only slightly below last year's figures in Writing. Increased of children achieving GDS in all areas. Figures were around or above national average in Maths, Writing and GPS. Average Scaled Scores were up on last year's and around national average.

All PP made at least expected progress.

DHT from A2 2018 4x am) - £14, 208

SENCo – from mid-A1 2018 (4 x am) + 2hr 45 min SEN/PP interventions (pm) - £14, 544

Booster sessions – 1 hour per week per child =£28

10 x 18 weeks = 180 = £5, 040

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.	Cost

School to reach in line/above national average for attendance.

Pupil's health and well-being needs are met – removing barriers to learning.

Families are supported and able to provide a nurturing environment to facilitate learning.

Aspirations and confidence of eligible pupils will improve and increase.

Overall PP attendance improves from

Continued funding of **Learning Mentor** to meet the needs of those who need extra nurture provision.

Attendance

2016/2017	Whole school	Girls	Boys	SEN	PA 10%	PPG	Non PPG
Total	95.1%	95.5%	95.3%	93.0%	10.5%	94.3%	96.3%
2017/2018	Whole school	Girls	Boys	SEN	PA 10%	PPG	Non PPG
Total	95.6%	96.1%	95.1%	92.5%	8.4%	95.0%	95.9%
2018/2019	Whole school	Girls	Boys	SEN	PA 10%	PPG	Non PPG
Total to date 30/6/19	96.0%	96.1%	95.9%	95.5%	6.2%	95.4%	96.1%

PPG v non-PPG

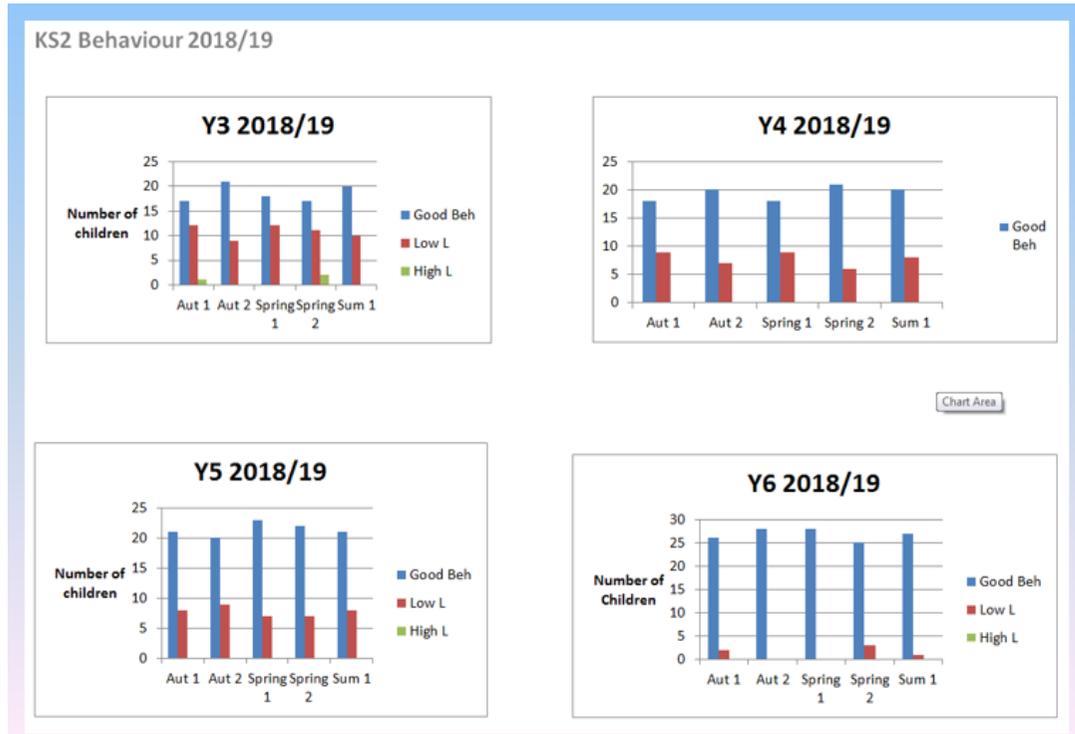
2016 -2017 – **difference 2.0%** 1 PPG Y6 student long term hospitalisation
 2017-2018 - **difference 0.9%** 1 Y6 PPG long term hospitalisation
 2018-2019 – **difference 0.7%**
 2 PPG siblings on support plan, x4 PPG holidays, x1 PPG Traveller child,

£19,580

Attendance gap closing between PP and non-PP children.

Continued funding of Learning Mentor to raise attainment and progress in Reading, Writing and Maths by addressing emotional needs.

Average number of children in reflection (as a result of a 'red' in class)



ACTIONS

- Whole staff training on PATHs curriculum to support behaviour (1 x CPD sessions for teachers and TAs, model lessons taught, co-coaching) – implemented in January 2018.
- Less visible use of traffic lights system – counters used instead – supporting self esteem
- RRS Class Charters – Children instrumental in deciding the articles they want to use. All charters displayed in each class, all the children signed up to them. Positive impact on behaviour especially in class as the teacher can ask the children to refer to them.
- Behaviour Policy used by everyone, including all external coaches and providers.
- IMPACT - fewer children using the Reflection room at break times.
- Activities lead at break times.

As a direct result of support provided by the Learning Mentor, the number of behavioural incidents over a 3-year period has reduced.

iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	To help subsidise some breakfast and after school provision, residential opportunities, school trips and extra-curricular activities for children.	To enhance the curriculum to ensure all children are able to participate and have the opportunity to experience new and challenging activities. We subsidise all extra-curricular clubs. Improved participation (see Sports Premium) and perseverance – less children not completing their chosen activity. Impact on Writing: developing impact PP chn’s writing, upward trend.	£3645
Increase parental involvement in their child’s education at Lyme to maximise learning potential and raise standards.	Parents will be given passwords to access their child’s individual data through our schools’ tracking system – School Pupil Tracker. On-going gap analyses will highlight further needs so extra provision can be provided.	Parental engagement and involvement in learning is increased. The tracking of progress and attainment is transparent so all can monitor and support the progress of the students. 84% non- PP vs 71% PP attendance at Parents’ Evening: 2018-19 SPT use by parents tracked by HT	£1141