

# Lyme Community Primary School

## Pupil Premium Strategy 2020-2021

**I**nspire - to encourage somebody into greater effort, enthusiasm, or creativity

**C**hallenge - to stimulate somebody by making demands on the intellect

**A**chieve - to succeed in doing or gaining something, usually with effort

**N**urture - 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	2020-21	Total PP budget	£68,595	Date of most recent PP Review	Sep 18
Total number of pupils	174	Number of pupils eligible for PP	KS1/2 -51	Date for next internal review of strategy	Sep 20

2. Current attainment		
<i>2018-2019 RESULTS</i>	<i>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	50%	65%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	ACHIEVEMENT FOR ALL: Pupil Premium children – the gap had reduced due to strategies that had been implemented but these are likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure.
<b>B.</b>	HIGH QUALITY TEACHING FOR ALL: Behaviour for Learning
<b>C.</b>	MEETING INDIVIDUAL LEARNING NEEDS: Planned interventions; high % of PP children within each cohort; poor oral language skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	EXPERIENCES OF THE WIDER WORLD: Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home.
<b>E.</b>	ATTENDANCE: Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons. Covid-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised.

<b>F.</b>	PARENTAL ENGAGEMENT: Limited engagement with remote learning, home learning, attendance at parent meetings	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Quality first teaching will enable PP pupils to make increased progress and improved attainment reducing the gaps in achievements leading to higher results and improved life chances.</p> <p>MEASURED: data – attainment and progress, monitoring activities (e.g. book looks)</p>	<p>Pupils eligible for PP accelerate quickly – making at least expected progress per term in order to diminish any difference in attainment by the end of each school year.</p> <p>Quality First Teaching will be improved by:</p> <ul style="list-style-type: none"> <li>*CPD for staff – vocabulary, reading, maths, writing, critical thinking, questioning</li> <li>*Development in the planning and teaching of reading – ‘Reading Gems’</li> <li>*Development of use of critical thinking and questioning in all lessons</li> <li>*Development of teaching and learning strategies to support retrieval of knowledge – embedding learning and a mastery approach</li> </ul>
<b>B.</b>	<p>Through focused interventions from all teaching staff and Learning Mentor, pupils eligible for PP will have improved outcomes and attitudes towards their education.</p> <p>MEASURED: data – attainment and progress; pupil voice; intervention tracking; tracking of support</p>	<p>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.</p>
<b>C.</b>	<p>Targeted interventions across the school will enable all PP chn to make <b>at least</b> 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.</p> <p>MEASURED: data – attainment and progress; pupil voice; intervention tracking</p>	<p>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: PP – small group with Teaching Assistant – reading recovery, maths and writing interventions to make at least 4 months progress per term; more able PP children supported to make at least expected progress per term.</p>

<b>D.</b>	<p>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 and outcomes.</p> <p>MEASURED: data – attainment and progress, monitoring activities (e.g. book looks); pupil voice</p>	<p>Readiness for learning in lessons improved which impacts upon pupil outcomes for key groups.</p> <p>Targeted support from Pastoral Leader – developing behaviour for learning, experiences, incentives to learn, working with families – developing support systems.</p>
<b>E.</b>	<p>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.</p> <p>MEASURED: attendance and punctuality data</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 93.5% to 96% in line with whole school target attendance.</p> <p>Improve punctuality among pupils eligible for PP – to ensure in school for phonics/spelling sessions.</p>
<b>F.</b>	<p>Improvement in parental engagement</p> <p>MEASURED: Engagement with reading/home learning/remote learning, parent meetings, home learning activities, family learning workshops</p>	<p>Families with children eligible for the PP will have support networks and access to early intervention; opportunities to develop their own learning and how to support their child(ren); an improvement in home-school communication – resulting in improved outcomes for PP children.</p>

5. Planned expenditure					
Academic year		2020-21			
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 well?	Staff lead	When will you review
To improve academic success 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.	Develop QFT  Booster Sessions after school for Y6  Pupil Progress meetings	Data trends evidence below national average at the end of KS2  Following diagnostics and benchmarking, 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)	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.	All teachers/TAS  Jo Roberts (DHT) to monitor	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 = £4032</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 for all and targeted work for PP children</p> <p>Targeted support using EEF recommended intervention packages to accelerate progress made by PP children:</p> <p>*Reading – new approach – Reading Gems</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>*Maths – mastery approach</p> <p>*Staff CPD – critical thinking, questioning, retrieval and embedding learning put into practice in the classroom</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 2021.</p> <p>PP chn have made progress in line with non-PP chn by July 2021.</p> <p>The attainment gap between PP chn who are below ARE has closed by July 2021.</p> <p>Higher Prior Attaining PP chn working above expected standard – challenged to achieve GDS by July 2021.</p>	<p>All teachers/TAs</p> <p>Jo Roberts (DHT) to monitor <i>Classroom support for small group learning in mornings (inc all PP) = £30,700</i></p> <p><i>L2 T.A. cost per intervention (x 6 weeks) per child = £48</i></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>TA classroom support (K1 and 2) = £35,700</i></p>		<p><i>L2 TA cost per intervention (x6 week) = £2,448</i></p>	<p><i>Staff CPD (time and resources) = £1,200</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.</p>	<p>Jen Lammond (Pastoral Manager)</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>
---	--	---	--	---------------------------------------	--

*Learning Mentor £19,580*  
*Additional experiences: Cost included in (iii)*  
*PATHs CPD: No cost to school – training = 2 hours per year/ teacher = £200*

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<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</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</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>	<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>Jen Lammond - Pastoral Manager</p>	<p>Half termly audits of attendance</p> <p>Learning Mentor's records</p> <p>Weekly meetings between Headteacher and Learning Mentor – (see records)</p>

<p>pupils will improve and increase.</p> <p>Overall PP attendance improves from 95% to 96% in line with whole school target attendance.</p>	<p>learning that the children may have and their social, emotional and well-being issues will be targeted.</p>			<p><i>Learning Mentor £19,580</i></p>
---	--	--	--	---------------------------------------

<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</p>	<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.</p> <p>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.</p> <p>Keep register of PGL attendees – monitor support needed for PP chn to take part.</p>	<p>Jo Roberts</p>	<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>
---	---	---	---	-------------------	---

*Subsidised trips, visitors, after school club and resources for PP children - £3445; support for PP families in Y6 to cover costs of PGL (Summer 2) = £200*

<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 - virtual</p> <p>Pastoral Manager to plan informal Coffee Mornings and support meetings – virtual</p> <p>Remote Learning support</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>Virtual learning opportunities/presentations/workshops -ways to support learning.</p> <p>Pastoral support e.g. bedtime routines, School Nurse visit.</p> <p>Planned events throughout the year to engage parents in school life e.g. curriculum events – alternative ways during current pandemic.</p>	<p>Jen Lammond</p> <p>Jo Roberts</p>	
---	---	--	---	--------------------------------------	--

*NPQSL: No cost to school for programme; staff release time 3 hours per half term = cover (DHT) x 36 hours = £650*

*NPQH: No cost to school for programme; staff time and resources = £ 650*

***Total spent: £68,105***

***Difference: £490 (a reserve to support PP – uniforms, etc,)***