

Lakes Primary School - Pupil Premium Strategy 2020-21

Amount of Pupil Premium funding received 2020-21

Number of pupils eligible:	117
Total amount of Pupil Premium funding received:	£157,365

Identified barriers to educational achievement

Lakes Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language - especially early acquisition
- Access to appropriate grammar - especially orally
- The number of pupils who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND or Families in Need
- Pupils with specific social and emotional needs which can affect their learning
- Low self-esteem / aspiration
- Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities
- Attendance and in particular punctuality
- Parental engagement with school and their children's readiness for learning

Key expenditure - how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated Reading Recovery teacher	Access to reading, early phonics	£44,408
Additional TA support in classes and for focused interventions	English and Maths	£99,338
Early help/Attendance SLA/ELSA support	Personal, social & emotional	£12,319
Speech and Language Support and Intervention	Language, personal, social & emotional	£5,557
Funding school trips and residential trips	Personal and social	£500
Funding for Educational Psychology Services	Personal, social & emotional	£500
Funding for Counselling services	Personal, social & emotional	£9,000
Additional staff to facilitate smaller class / group sizes in Reception	Speech, language and early phonics	£31,603
Specific targeted interventions with outside agencies: Beanstalk Reading Support / Sound Training	Reading	£5,975
Total		£209,200

Area of spend	Intended outcomes - why these approaches were taken	Actions
Dedicated Reading Recovery Teacher	<ul style="list-style-type: none"> • Improved learning outcomes in reading • Improved comprehension of reading in Y3/4/5 • Improved confidence / engagement in reading • Learning tasks tailored to specific needs of pupils -closing gaps in understanding • Consolidation of learning in classes - time for practise and application of skills • stronger engagement with home - promotion of home reading 	<ul style="list-style-type: none"> • Regular reviews of Reading Recovery pupils / Early comprehension groups timetable with KS1 / lower KS2 leaders • Regular communication between Reading Recovery teacher and class teachers- individual pupils' needs, pre-teaching materials, learning to consolidate, sharing of resources • Reading Recovery teacher to attend literacy staff meetings - up-to-date with school priorities, teaching strategies and national developments • HT/DHT meet with teachers at each milestone (half termly) for pupil progress meetings - discussion regarding individual pupils including those in receipt of PP and how sessions and interventions could improve outcomes
TA support in classes and for focused interventions	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting, maths) • Support / extension within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes - time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Careful tracking of homework to include reading journals- ensure regular reading takes place • Priority reading with TAs if pupils are unable to read at home 	<ul style="list-style-type: none"> • Teacher /TA meetings with SENCO - review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher /DHT/HT/SENCO reviews - careful planning of interventions to be completed each half term/phase • TAs provide evidence of outcomes and plan for next steps • SENCO observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and TAs- expectations within lessons • TA timetables carefully planned - making best use of intervention time for pre- teaching and consolidation of learning • Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality and develop action plan as necessary • Teachers and TAs liaise closely and regularly update tracking for Pupil Premium pupils with SEN

	<ul style="list-style-type: none"> Tracking of pupils who are also on SEN register - teaching tailored to needs of pupils in specific areas Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress Sessions planned to work on feedback to teacher marking 	
<p>Early help/Attendance SLA/ELSA support</p>	<ul style="list-style-type: none"> To support to pupils and families regarding attendance and punctuality and ensure that PP pupils meet expected attendance targets of 97% SLA referrals for attendance / Early Help used to target those families needing specific support Support to pupils and families requiring additional support including working with multi-agency approach to ensure pupils are ready for learning and are supported by their families Pupils who are deemed 'at risk' are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child. 	<ul style="list-style-type: none"> Nurturing and parenting programmes to be run via Early Help teams Home visits to new starters ELSA communication with safeguarding school team on weekly basis / communication with Educational Psychologist Supervision half termly CPOMs (Child protection on-line monitoring system) used All EHA/CiN/CP/LAC meetings and training are attended and information disseminated to staff Lead Professional roles are taken on within multi-agency settings Liaison with Trust attendance officer
<p>Speech and Language Support and Intervention</p>	<ul style="list-style-type: none"> Enable children to reach their fullest potential in terms of their speech, language and communication development, which in turn will enable them to function and participate more fully in all aspects of daily life. Supports specific concepts such as comprehension, sequencing, actions, pronoun usage, categorization & grammar Supports pupils to develop appropriate social skills which are a key component to interacting with others Early provision programmes are used such as 'BLAST' Vocabulary training for staff to promote further use of extended vocabulary opportunities 	<ul style="list-style-type: none"> TA timetables carefully planned - making best use of intervention time for teaching and consolidation of learning Specialist guidance provided from Speech & Language Therapy is followed and close communication between TAs, teachers and HT ensures pupils with concerning difficulties with S&L are supported as necessary Feedback meetings to families regarding progress and additional support signposted when necessary Literacy lead to feedback impact of vocabulary work

<p>Funding for school trips and residential</p>	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and over- night stays on residential 	<ul style="list-style-type: none"> • Initial letters and meetings include information for parents about available funding • Team Leaders to liaise with parents and HT regarding specific requests for funding • Teachers made aware of funding available - can approach parents if appropriate
<p>Funding for dedicated Emotional and Psychological support for vulnerable pupils</p>	<ul style="list-style-type: none"> • To provide dedicated time and support to help build pupils emotional development and/or assess cognitive development • Tailor bespoke programs for children to develop learning skills • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred for correct programme • Regular opportunities for support staff to feedback to relevant parties - SENCo, teachers and parents • Feedback meetings to families regarding progress and additional support signposted when necessary
<p>Additional teaching staff to facilitate smaller classes in Reception</p>	<ul style="list-style-type: none"> • Specific assistance given to acting on feedback • More opportunities for guided work • More opportunities for scaffolding / challenge • To improve outcomes in speech, language and early phonics • Provide additional challenge for more able children 	<ul style="list-style-type: none"> • Data review meetings half termly to track PP pupils • To discuss next steps and provide necessary intervention support for families • Structured conversations where necessary
<p>Specific targeted interventions with outside agencies: Beanstalk Reading Support / Sound Training</p>	<ul style="list-style-type: none"> • To improve word recognition, decoding skills • To improve fluency and 'love of reading' • To develop comprehension skills 	<ul style="list-style-type: none"> • Data review meetings half termly • Pre and end data analysis to measure impact of intervention.

Pupil Premium Review Meetings - 17th November 2020, 19th January 2021, 20th April 2021 and 6th July 2021

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Lakes Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at least every term and will include a member of Senior Leadership, teachers and information from TAs.

At each review the impact of actions taken will be discussed and we will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding will be discussed on the Curriculum Committee of the Governing Body.

Measuring Impact - current key findings: No formal published data for 2020

Our KS2 results in 2019 show:

79% of disadvantaged pupils met the expected standard in Spelling, Punctuation and Grammar (4% below National Average for other children)

74% of disadvantaged pupils met the expected standard in Reading (4% below National Average for other children)

74% of disadvantaged pupils met the expected standard in Writing (9% below National Average for other children)

79% of disadvantaged pupils met the expected standard in Maths (5% below National Average for other children)

We continue to work with our pupil premium children to strive towards meeting the expected standard and we also have some discreet support groups to help push the more able achieve a higher standard.

Our progress in 2019 shows that disadvantaged children make more progress in Reading and Maths than our other children, we aim to address progress in writing, in particular.

Disadvantaged boys make more progress than girls in Reading, Writing and Maths.