

Leadgate Primary School Pupil Premium Strategy 2020 2021



Academic year covered by statement: 2020/21	Publish Date: November 2020	Review Date: Termly
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Pupil Premium Governor Andy Plant		

Rationale

At Leadgate Primary School, we strive to deliver high quality teaching and learning in a rich learning environment focused on individual needs to enable every child to meet or exceed their potential becoming confident, resilient, lifelong learners. Our provision is closely tailored to pupil need ensuring all pupils including the most vulnerable children can thrive focusing on the holistic development of children as individuals meeting their emotional, social and academic needs. Our core values places our pupils' wellbeing at the centre of all that we do ensuring individualised programmes are developed from an in depth accurate knowledge of what our pupils need. We aim to accelerate progress and remove barriers for all vulnerable groups including our pupils eligible for Pupil Premium Grant enabling children to succeed in line with their peers.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding		Number of Eligible Boys	Number of Eligible Girls	Number of Looked after Children/Post LAC	Number of Service Children
Total:182	76 (41%)	Per Pupil: £1345 40	Per Pupil: £1345 36	Per Pupil: £1700	Per Pupil £310

Total Premium Funding- £130, 185

*Looked After Children receive £2300 with £600 being retained centrally by the Local Government.

2020 – Disadvantaged Pupil Outcomes – DATA UNAVAILABLE NO STANDARD ASSESSMENTS IN 2020

Due to the COVID-19 Pandemic, school partially closed on 20th March 2020 for all pupils except for childcare and did not fully reopen until 1st September 2020. As a result of the school closure, official assessments were not completed for the end of the 2019/20 academic year. Subsequent internal assessments form the COVID Catch Up Strategy. Data below relates to 18/19

Good Level of Development	School FSM	All Pupils	NA All Pupils	School Diff	Nat Diff
% of Pupil achieving a good level of development.	25%	72%	72%	-47%	-47%

Key Stage 1 – Year 2	Expected Standard					Greater Depth				
	School FSM	All Pupils	NA All Pupil	School Diff	Nat Diff	School FSM	All Pupils	NA All Pupil	School Diff	Nat Diff
Data Unavailable for 2020 – No SATS										
Reading	67%	70%	75%	-3%	-8%					

Writing	67%	70%	69%	-3%	-2%					
Maths	75%	78%	76%	-3%	-2%					

Phonics Screening Year 1	75%	85%	82%
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Key Stage 2 – Year 6	Expected Standard					Greater Depth				
	School FSM	All Pupils	NA All Pupil	School Diff	Nat Diff	School FSM	All Pupils	NA All Pupil	School Diff	Nat Diff
Data Unavailable for 2020 – No SATS Previous Data for 18/19										
Reading	83%	61%	73%	+22%	+10%					
Writing	67%	83%	79%	-16%	-12%					
Maths	83%	65%	79%	+18%	+4%					

Internal Barriers to Future Attainment		
Barriers	Desired Outcomes	
A Pupils who are eligible for PP do not enter early years working within typical age related expectations particularly for language and literacy. This means they need to make accelerated progress to catch up to peers.	Pupils eligible for PP in Reception make accelerated progress in the area of communication and language so a higher proportion of PP meet ARE. High quality provision both indoors and outdoors supports pupil’s development in all areas of learning.	
B A proportion of pupils are not reaching the expected standard in phonics by the end of Year 1.	Pupils eligible for PP will make good or outstanding progress from their low starting points in phonics and achieve age related expectations at the end of Year 1.	
C Progress from pupils passing the Y1 phonics screening compared to those achieving ARE by the end of Y2 in reading is lower due to under developed comprehension skills.	To close the skills gap between reading sight words and comprehending a text. To reduce the difference in outcomes between phonics screening and end of KS1 attainment.	
D A proportion of pupils eligible for PP do not reach the expected standard in writing in KS2.	A greater proportion of pupils eligible for PP will achieve the expected standard in writing by the end of KS2.	
E The impact of COVID closures has resulted in gaps in learning particularly surrounding understanding of the basic skills for a high proportion of pupils eligible for PP due to limited access to resources at home.	Pupils will make accelerated progress in the basic skills ensuring a secure foundation for future learning narrowing the currently growing gap between PP and all Pupils achievement.	
F A proportion of pupils with identified literacy difficulties would benefit from removing writing as a barrier to learning across the curriculum raising their own self-esteem and developing a more positive attitude towards learning.	Enhanced provision alongside quality first teaching will enable pupils to fully access a curriculum that meets individual needs.	
External Barriers to Future Attainment		
Barriers	Desired Outcomes	
G Emotional resilience for pupils eligible for pupil premium can sometimes be lower than that of other pupils. Many external factors such as safeguarding or personal family circumstance can affect pupil wellbeing. This can affect their ability to concentrate on academic activities	Develop emotional resilience and wellbeing for pupils Eligible for PP through the use of external agencies where appropriate. To ensure targeted interventions meet pupil individual needs.	

Pupil Planned expenditure							
Quality of teaching for all							
B a r r i e r	Action	Desired Outcome	Evidence Source	Cost	Baseline Data	Person Responsible	Impact/Evaluation (Autumn, Spring, Summer)
A	<p>1) Develop a language rich environment in EYFS ensuring pupils are immersed in opportunities to develop their verbal communication.</p> <p>2) To promote reading and a love of literature to widen children's vocabulary.</p> <p>3) To engage parents in supporting early language development.</p> <p>4) Intervention in place and provisions made for children who are identified early with requiring additional support by speech and language link.</p> <p>5) Staff attend CPD ensuring they are trained to deliver language intervention sessions.</p>	<p>Pupils eligible for PP in Reception make accelerated progress in the area of communication and language so a higher proportion of PP meet ARE.</p> <p>High quality provision both indoors and outdoors supports pupil's development in all areas of learning.</p>	<p>EEF (2019) Support 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF (2019) 'evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress'</p> <p>EEF (2019) 'studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.'</p>	£11,939	31% below ARE on entry	Early Years Lead	

B	<ol style="list-style-type: none"> 1) To use assessment 'phonic tracker' to inform pupils next steps ensuring quality first teaching in discrete phonics sessions. 2) To identify and swiftly implement additional support to those pupils making less than satisfactory progress. 3) To deliver 1:1 sessions for identified children daily. 	<p>Pupils eligible for PP will make good or outstanding progress from their low starting points in phonics and achieve age related expectations at the end of Year 1.</p>	<p>Research (EEF) suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to</p> <p>EEF (2019) Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p>	£13,728	<p>Baselines show a large proportion of children working below Year group expectations.</p>	<p>Year 1 Teacher</p>	
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C	1) To close the skills gap between decoding and comprehension skills ensuring the two areas develop in line with each other	To close the skills gap between reading sight words and comprehending a text. To reduce the difference in outcomes between phonics screening and end of KS1 attainment.	EEF state that 'On average, reading comprehension approaches deliver an additional six months' progress.' EEF states 'A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One.	£26, 325	Internal data shows the gap between decoding skills and comprehension skills is widening.	DHT	
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D	<ol style="list-style-type: none"> 1) Staff to attend a range of moderation opportunities both internal and external throughout the year. 2) Implement high-quality structured interventions to help pupils who are struggling with their literacy. 3) Monitoring to ensure high quality feedback is given to pupils to ensure learning is moved forward and accelerated through appropriate next steps. 4) Share good practice throughout school. 5) Expose pupils to opportunities to develop their vocabulary. Reading to pupils and discussing books is important. Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge, will develop their language cap 6) Ensure pupils have opportunities to write about purposeful events including using trips/visitors to enhance and enrich the curriculum. 7) High quality CPD. 	<p>A greater proportion of pupils eligible for PP will achieve the expected standard in writing by the end of KS2.</p>	<p>EEF – Suggested a tired approach to pupil premium spending. ‘Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.’</p>	<p>£48,301</p>	<p>Basic skills have been identified on baseline as an area of weakness following closures.</p>	<p>DHT</p>	
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E	<ol style="list-style-type: none"> 1) To ensure the catch up curriculum meets individual pupil needs. 2) To deliver booster sessions to targeted individual through 1:1 tutoring where appropriate. 3) Resources to support pupils understanding of basic skills. Supplement current year groups provision with previous year groups practical resources (concrete mathematical resources). 4) Purchase apps to support the retention of basic skills. 5) Monitor interventions to ensure impact purchase Provision Map. 	<p>Pupils will make accelerated progress in the basic skills ensuring a secure foundation for future learning narrowing the currently growing gap between PP and all Pupils achievement.</p>	<p>EEF (2019) 'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'</p>	£7800	Baseline show regression from Spring Data to Autumn data.	DHT both sites	
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F	<ol style="list-style-type: none"> 1) Removing writing as a barrier to learning through the use of technology to support learning. 2) Purchase 2 iPads per class to be used for dictation software and other apps to support SEND pupils in accessing the curriculum. 3) Purchase Clicker 8 software and other apps to support learning. 	<p>Enhanced provision alongside quality first teaching will enable pupils to fully access a curriculum that meets individual needs.</p> <p>Pupils will have access to technology that helps to support their learning in all aspects of the curriculum.</p>	<p>EEF (2019) 'Studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional four months' progress over the course of a year. Evidence suggests that technology should be used to supplement, rather than replace, other teaching activities and interactions'</p>	£15,412	Limited technology use for individual classes-sharing tablets.	SENCO	
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G	<ol style="list-style-type: none"> 1) Develop emotional resilience and wellbeing for pupils Eligible for PP through the use of external agencies where appropriate. 2) To ensure targeted interventions meet pupil individual needs. 3) To monitor effectively external barriers such as safeguarding and attendance. 4) Monitor attendance to ensure the attendance gap between PP (96.51%) and non-pupil premium (96.52%) remains negligible. 5) To ensure pupils basic needs are being met including providing breakfast before school. 	<p>Pupils have access to services that support their emotional well-being.</p> <p>Provision in school offers pupils the opportunities to develop their resilience and self-esteem.</p>	<p>EEF (2019) 'Evidence shows SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>£8859</p>	<p>A higher priority of wellbeing in schools.</p> <p>Discussions with staff, pupils and parents identified areas of further support.</p>	<p>DHT - Upper</p>	
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Total Cost: £130, 218