Lunsford School Pupil Premium Strategy and Review 2019-2020



Summary Information							
School Lunsford School							
Academic year	2019-2020 Total PP Budget £38280 Date of most recent PP review September 2019						
Total number of pupils (January census)	209	Number of pupils eligible for PP funding	29	Date of next internal review of this strategy	April 2020		

Current Attainment and Progress at the end of KS2					
	Pupils eligible for PP in school in Year 6 (5 pupils)	Pupils not eligible for PP (national)			
% achieving the expected standard in reading, writing and maths	40%	65%			
% achieving the expected standard in reading	80%	73%			
% achieving the expected standard in writing	60%	78%			
% achieving the expected standard in maths	60%	79%			
% achieving the expected standard in GPS	60%	78%			
% achieving the higher standard in reading, writing, maths	0%	10%			
% achieving the higher standard in reading	20%	27%			
% achieving the higher standard in writing	0%	20%			
% achieving the higher standard in maths	20%	27%			
% achieving the higher standard in GPS	40%	36%			
Progress in reading					
Progress in writing					
Progress in maths					

	Barriers to future attainment for pupils eligible for PP					
In-scho	ol barriers					
А	Due to low literacy and maths levels on entry into school, non PP children outperform PP children in the prime and specific areas in FS and therefore the overall % of PP children achieving a GLD at the end of FS is lower than non PP children.					
В	Attainment of PP children in Year 4 is lower than in other year groups.					
С	Non PP children outperform PP children at the end of every key stage in reading writing and maths at the expected level and at greater depth.					
Externa	ll barriers					
D	Attendance for this group is a concern. There are specific families that are impacting significantly. Other agencies are working with these families following referrals from school.					
E	30% of our PP children have experienced social, emotional or behavioural difficulties and their families have needed support from external bodies such as Social Services, Early Help, External Counselling Services or the School Attendance and Absence Team.					

	Desired Outcomes	Success Criteria
A	Diminish the difference between PP and non PP children achieving the expected level in the prime and specific areas in FS.	Pupils eligible for PP in Foundation Stage make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
В	PP pupils to make accelerated progress through access to strong quality first teaching alongside targeted support for pupils – providing focused 1:1 support and small group teaching to close learning gaps in core subject areas and raise the number of children reaching and exceeding national expectations	2020 disadvantaged outcomes for Year 4 to improve significantly from 2019. July 2020 - All year groups (PP pupils) to increase the % working at expected levels to be in line with national averages for all pupils.
С	Diminish the difference between PP and non PP in reading, writing and maths at the expected level at the end of KS1 and KS2.	Pupils eligible for PP at the end of KS1 make rapid progress in reading, writing and maths by the end of the year so that all pupils eligible for PP meet age related expectations.
D	Ensure that Early Help is in place for families in need. Rigorously track the attendance of pupils	Long term target – 2019/2020 – PP pupils attendance is in line with other pupils.
E	Children's well-being in school will be catered for and have a positive impact on their learning. To provide targeted well-being support to ensure that PP pupils feel safe and are fully engaged in their learning (Pupils surveys)	Pupils eligible for PP at the end of every Key Stage will achieve in all areas of the curriculum in line with Non PP children. Pupil Voice survey and levels of engagement and well being with 95%+ of pupils responding positively

		Planned Expenditure for 2019-2020			
Quality of Teaching for all					
Desired Outcome	Action	Rationale and evidence for this choice	How will we ensure it is implemented well?	Staff lead	Review of implementation
A - Diminish the difference between PP and non PP children achieving the expected level in the prime and specific areas in FS.	Repurchase Ten Town license for use in daily Maths session to improve number knowledge	20%/40% of disadvantaged children achieved an expected level in the area of Number and Shape, Space and Measure (SSM).	 Observations CPD Assessment Data 	FS Leader	April 2020 Ten Town licence has been purchased and baseline suggests PP child in FS is a expected for number and for shape.
3. Add in Fi ider diffe	anguage difficulties in FS 3. Additional adult employed to support in FS to offer targeted support to identified individuals to diminish the difference.	After initial testing 30% of children failed in specific areas of the assessment but when intervention was put in place, all children (100%) passed the Speech Link test. 2019 – Initial testing of language link – all pupils passed the Language Link Assessment 5 pupils did not pass the SpeechLink assessment. 3 pupils have been referred 2 other in school programmes.	 Observations CPD Assessment Data 	AEN TA	Jan 2020
	4. Forest School to be introduced for children in FS	Evidence from the Education Endowment Foundation (EEF) suggests that TAs can have a positive impact on academic achievement. where TAs support individual pupils or small groups, which on average show moderate positive benefits.	 Children identified and targeted support given Monitor the impact of the support through observations 	FS Leader	Feb 2020
		Studies from the Education Endowment Foundation (EEF) show adventure learning interventions consistently show positive benefits	Staff trained in leading and supporting the running of the intervention	English Leader	April 2020

		on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.	Observations	Forest School Leader	
B - PP pupils to make accelerated progress through access to strong quality first teaching alongside targeted support for pupils – providing focused 1:1 support and small group teaching to close learning gaps in core subject areas and raise the number of children reaching and exceeding national expectations	Staff Training To provide bespoke TA training using in school and external staff to increase awareness of needs, in school systems and intervention delivery Specialist Teaching Service – courses Hadlow Primary School – TA book. Expectation for TAs to focus support for underachieveing disadvantaged pupils	Need for TAs to be able to show impact of their work with pupils Tailored CPD needed to support TAs Evidence in lesson observations	attainment of non PP and PP	PP Lead SENCO	July 2020
national expectations	To provide quality CPD for teachers with clear focus on inclusion	Need for teachers to be able to deliver QFT through good to outstanding lessons consistently Tailored CPD needed to develop understanding of pedagogy Evidence in lesson observations and books	better Evidence in books show significantly	HT DHT SENCO	July 2020

Total budget cost £12000

PP pupils to make accelerated progress through access to strong quality first teaching alongside targeted support for pupils – providing focused 1:1 support and small group teaching to close	Staff Training To provide bespoke TA training using in school and external staff to increase awareness of needs, in school systems and intervention delivery Expectation for TAs to focus support for underachieveing disadvantaged pupils	Need for TAs to be able to show impact of their work with pupils Tailored CPD needed to support TAs Evidence in lesson observations	QFT from TAs. Difference between attainment of non PP and PP diminished. Improved focus across the school on high quality, corrective teaching	SENCO/ PP LEAD	July 2020
learning gaps in core	To provide quality CPD for teachers with clear focus on inclusion	Need for teachers to be able to deliver QFT through good to outstanding lessons consistently Tailored CPD needed to develop understanding of pedagogy Evidence in lesson observations and books	Quality of teaching is 100% good or better Evidence in books show significantly improved outcomes for disadvantaged. (externally validated) 2020 disadvantaged outcomes to improve significantly form 2017 and 2018	HT SENCO/ PP LEAD	July 2020

Total budget cost

C - Diminish the difference between PP and non PP children in reading writing and maths at	1.	Continue to purchase additional resources to support interventions – e.g reading comprehension boxes and Toe by Toe.	To further diminish the difference between PP and Non PP children in reading through targeted support.	Observations Assessment	English Leader	July 2019
KS1 and KS2	2.	Investigation into Reading Gladiators intervention in place for identified children in Years 2 - 6 to move children to the expected standard and greater depth in reading.	In KS1 38% of boys achieved an EXS+ level in reading compared to 83% of non-disadvantaged boys. In KS2 the progress score was -0.44 so this scheme will be accessible Years 2 -6 to help diminish the difference for children between Key Stages.	 Observations Assessment Data 	CPD Leader English Leader	April 2019
	3.	Enrichment opportunities for identified children	It is important to offer children opportunities that they may not necessarily get the chance to access to help further enhance their experiences and interests	ObservationsLog of opportunities given	Educational Visits Coordinator	July 2019
	4.	TA employed to carry out specific testing (e.g. BPVS, Dyslexia, Dyscalculia) with identified children to ensure barriers to children's learning are identified and specific interventions put in place.	Barriers are identified within school and then specific tests are required to identify actions to put in place to diminish the difference for the children.	② Observations② Assessment Data② Referrals where necessary	AEN TA	Jan 2019
	5.	Forest School to be introduced for identified children and year groups across the school and outdoor learning to be promoted within the curriculum.	Studies from the Education Endowment Foundation (EEF) show adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make	Staff trained in leading and supporting the running of the interventionObservations	English Leader Forest School Leader	July 2019

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			tracked with 95%+ of pupils responding positively.		
Ensure Early Help is in place for families that need further support. Rigorously track the attendance of pupils.	Family Welfare To monitor Early Help progress and identify families that may need further support. To provide parenting support classes for basic behaviour management strategies.	Increase in number of families identified for EH Support for parents to enable pupils and families to engage with and attend school	All identified, vulnerable families supported through Early Help. Increased awareness of basic behaviour management strategies and improved parent confidence. Long term target – 2019/20 = PP pupils attendance is in line with other pupils. 2018/9 – PP attendance rate to improve from a starting point of 90% so that the gap closes considerably with national.	HT FLO	Ongoing

Total Budgeted Cost: £4500