

Lunsford School Pupil Premium Strategy and Review 2019-2020



Summary Information

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| 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) |
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| % 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-school barriers | |
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| A | 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. |
| B | Attainment of PP children in Year 4 is lower than in other year groups. |
| C | 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. |
| External 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. |
| 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 | 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. |
| C | 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 | | | | | |
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| 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. | 1. 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). | <ul style="list-style-type: none"> Observations CPD Assessment Data | FS Leader | April 2020 Ten Town licence has been purchased and baseline suggests PP child in FS is at expected for number and for shape. |
| | 2. Re-purchase Speech Link and purchase Language Link and Junior Language Link in order to identify and manage language difficulties in FS | 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. | <ul style="list-style-type: none"> Observations CPD Assessment Data | AEN TA | Jan 2020 |
| | 3. Additional adult employed to support in FS to offer targeted support to identified individuals to diminish the difference. | 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. | | | |
| | 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Staff trained in leading and supporting the running of the intervention | English Leader | April 2020 |

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| | | on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. | <ul style="list-style-type: none"> 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 | <p>Staff Training</p> <p>To provide bespoke TA training using in school and external staff to increase awareness of needs, in school systems and intervention delivery</p> <p>Specialist Teaching Service – courses</p> <p>Hadlow Primary School – TA book.</p> <p>Expectation for TAs to focus support for underachieving disadvantaged pupils</p> | <p>Need for TAs to be able to show impact of their work with pupils</p> <p>Tailored CPD needed to support TAs</p> <p>Evidence in lesson observations</p> | <p>QFT from TAs. Difference between attainment of non PP and PP diminished.</p> <p>Improved focus across the school on high quality, corrective teaching</p> | PP Lead SENCO | July 2020 |
| | To provide quality CPD for teachers with clear focus on inclusion | <p>Need for teachers to be able to deliver QFT through good to outstanding lessons consistently</p> <p>Tailored CPD needed to develop understanding of pedagogy</p> <p>Evidence in lesson observations and books</p> | <p>Quality of teaching is 100% good or better</p> <p>Evidence in books show significantly improved outcomes for disadvantaged.</p> <p>(externally validated)</p> <p>2020 disadvantaged outcomes to improve significantly from 2017 and 2018</p> | HT DHT SENCO | July 2020 |
| Total budget cost | | | | | £12000 |

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| | <p>To provide quality CPD for teachers with clear focus on inclusion</p> | <p>Need for teachers to be able to deliver QFT through good to outstanding lessons consistently</p> <p>Tailored CPD needed to develop understanding of pedagogy</p> <p>Evidence in lesson observations and books</p> | <p>Quality of teaching is 100% good or better</p> <p>Evidence in books show significantly improved outcomes for disadvantaged.</p> <p>(externally validated)</p> <p>2020 disadvantaged outcomes to improve significantly from 2017 and 2018</p> | HT SENCO/ PP LEAD | July 2020 |
| Total budget cost | | | | | |

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| C - Diminish the difference between PP and non PP children in reading writing and maths at KS1 and KS2 | 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. | <ul style="list-style-type: none"> • Observations • Assessment | English Leader | July 2019 |
| | 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. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Observations • Log 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. | <input type="checkbox"/> Observations <input type="checkbox"/> Assessment Data <input type="checkbox"/> 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 | <input type="checkbox"/> Staff trained in leading and supporting the running of the intervention <input type="checkbox"/> Observations | English Leader Forest School Leader | July 2019 |

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| | 6. Beanstalk | All children make at least 1-6 months of progress per 10 week scheme; self-confidence and enjoyment of reading have been recognised as an improvement | <input type="checkbox"/> Assessment <input type="checkbox"/> Observations | English Leader CPD Leader | April 2020 |
| | 7. Become part of the Maths Hub | To form part of a teaching specialist group to help further enhance teaching for mastery across the school. At the end of KS2 4% of children achieved a GDS compared to 34% of nondisadvantaged. In KS1 0% compared to 32% achieved a GDS. In FS 0% of children achieved a level 3 in Maths compared to 16% of nondisadvantaged children. | Observations Assessments | Maths Leader | June 2020 |
| | 8. Purchase visualisers for every classroom to support QFT. | <p>Need for teachers to be able to deliver QFT through good and good + to outstanding lessons consistently</p> <p>Scaffolding and modelling as well as reviewing childrens work using the visualisers</p> | Observations Assessments Pupil Voice | CPD Leader Computing Lead | June 2020 |
| Total Budgeted Cost: £7000 | | | | | |
| Other approaches | | | | | |
| To provide targeted wellbeing support to ensure that PP pupils feel safe and are fully engaged in learning. (Pupil surveys) | <p>Social / Emotional Development To provide targeted well-being and academic support in class from Nurture TA.</p> <p>This support to be focused on underachieving children in Key Stage 1 and entering Key Stage 2.</p> | High numbers of pupils needing support for their well-being in all year groups to enable full access to curriculum | <p>Improved engagement for PP children in class work and good progress made across reading, writing and maths.</p> <p>Improvement across wellbeing scores through Leuven.</p> <p>Pupil voice survey and levels of engagement and wellbeing</p> | HT Inclusion Lead | July 2020 |

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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. | <p>Family Welfare</p> <p>To monitor Early Help progress and identify families that may need further support.</p> <p>To provide parenting support classes for basic behaviour management strategies.</p> | <p>Increase in number of families identified for EH</p> <p>Support for parents to enable pupils and families to engage with and attend school</p> | <p>All identified, vulnerable families supported through Early Help. Increased awareness of basic behaviour management strategies and improved parent confidence.</p> <p>Long term target – 2019/20 = PP pupils attendance is in line with other pupils.</p> <p>2018/9 – PP attendance rate to improve from a starting point of 90% so that the gap closes considerably with national.</p> | HT FLO | Ongoing |
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| Total Budgeted Cost: £4500 | | | | | |

