

Lunsford School Pupil Premium Strategy and Review 2020-2021



Summary Information

School	Lunsford School				
Academic year	2020-2021	Total PP Budget	£48420	Date of most recent PP review	September 2019
Total number of pupils (January census)	205	Number of pupils eligible for PP funding	37	Date of next internal review of this strategy	June 2021

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-school barriers	
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 5 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	2021 disadvantaged progress outcomes for Year 5 to increase more than non PP pupils. July 2021 - 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 – 2020/21 – 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 in light of impact of COVID. 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 2020-2021

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.	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 children in FS are at expected for number and for shape. 100% PP achieved expected vs 82% non Pupil Premium
	2. Re-purchase Speech Link and purchase 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	Communication results – 75% (3/4) PP pupils achieved expected vs 85% non PP Impact of Speech Link and Language link was high for all pupils.
	3. Additional adult in class to support in FS to offer targeted support to identified individuals to diminish the difference.	<p>2020 – Initial testing of language link – 90% pupils passed the Language Link Assessment</p> <p>5 pupils did not pass the SpeechLink assessment.</p> <p>3 pupils have been referred</p> <p>2 other in school programmes.</p>			

	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	Impact of forest school was high as all pupils had lost interaction time due to age and COVID restrictions. This supported all children in many areas of the framework.
		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 approximately four additional months' progress.	<ul style="list-style-type: none"> Staff trained in leading and supporting the running of the intervention Observations 	English Leader Forest School Leader	Speech Link and Language Link interventions had a positive impact on overall ELG. Support from parents at home was good with high engagement levels during lockdown period for both PP and non PP
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>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	<p>Comparative results between PP vs non PP how the gap narrowed from 29.5% to 23.2% in Reading (see table below)</p> <p>In writing the gap widened from 22.2% to 24.2%</p> <p>In maths the gap slightly narrowed</p>

					from 25.8% to 25.4%
	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 DHT SENCO	Evidence in books showing good progress of PP children across the school in reading writing and maths from their starting points. Attendance had an impact on overall results and this will continue to be a focus for PP group.
Total budget cost					£12000

C - Diminish the difference between PP and non PP children in reading writing and maths at KS1 and KS2	1.	Purchase additional literacy reading resources to support increase interventions	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	Additional texts bought for school library.
	2.	BURT Assessments for all PP pupils – TA intervention to support additional reading opportunities for PP pupils	Due to COVID restrictions and Lockdown 1 all pupils assessed in September 2020	<ul style="list-style-type: none"> Observations Assessment Data 	CPD Leader English Leader	BURT assessments carried out and informed reading interventions.
	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	Suspended due to COVID.
	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	Suspended due to COVID. In its place TAs trained in ELSA and also Drawing and Talking interventions to support identified pupils both PP and non PP
	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	Outdoor learning promoted across the school and additional CPD to staff given.

	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.	Observations Assessments	Maths Leader	Maths Lead continues to form part of the Maths Hub and has supported class teachers in training and CPD as well as supporting Year 2 teacher in ping pong method.
	8. Engage in EEF Reciprocal Reading project to support comprehension for PP pupils	Scaffolding and modelling reading and comprehension strategies to support diminishing the difference in reading attainment between PP and non PP pupils	Observations Assessments Pupil Voice	SENCO Literacy Lead	Reciprocal reading group impact showed positive results and will continue next academic year
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 tracked with 95%+ of pupils responding positively.</p>	HT Inclusion Lead	<p>See PP survey on website. PP pupils feel safe and enjoy learning and feel supported by their teachers.</p> <p>Targetted wellbeing support given through different approaches including ELSA. Drawing and Talking, FLO support</p>

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	Attendance tracked rigorously. Attendance for PP vs non PP for 20-21 (90.6% vs 97.7%) Support put in place for PP families. To have as focus for next academic year
Total Budgeted Cost: £4500					

178 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Aut1 20-21	Sum2 20-21
Pupil Premium	35 (19.7%)	8 (22.9%)	33.3%	55.6%
Not Pupil Premium	143 (80.3%)	6 (4.2%)	62.8%	78.8%
Difference (change in difference):			29.5	23.2 (-6.3)

178 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Aut1 20-21	Sum2 20-21
Pupil Premium	35 (19.7%)	8 (22.9%)	29.6%	48.1%
Not Pupil Premium	143 (80.3%)	6 (4.2%)	51.8%	72.3%
Difference (change in difference):			22.2	24.2 (2.0)

178 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Aut1 20-21	Sum2 20-21
Pupil Premium	35 (19.7%)	8 (22.9%)	37.0%	55.6%
Not Pupil Premium	143 (80.3%)	6 (4.2%)	62.8%	81.0%
Difference (change in difference):			25.8	25.4 (-0.4)

Difference Key: Widening Narrowing Unchanged