

# Pupil premium strategy statement: Littletown Primary Academy 2019/2020

1. Summary information					
Academic Year	2019-2020	Total PP budget	£79,940	Date of most recent PP Review	July 2019
Total number of pupils	450	Number of pupils eligible for PP	58	Date for next internal review of this strategy	July 2020

2. Current attainment - Year 6			
	Pupils eligible for PP (LT)	Pupils not eligible for PP (LT)	Pupils not eligible for PP (national average)
% achieved Reading	88%	78%	tbc
% achieved in Writing	88%	79%	tbc
% achieved in maths	81%	87%	tbc

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
3.	Physical readiness to learn
4.	Self-esteem and self self-belief
5.	Being part of a group - social and emotional
6.	Learning needs and Progress gains
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
1.	Pupils safety - Physical and emotional Security and Stability
2.	Supporting parents

4. Desired outcomes		
	Success criteria	
1.	<p><b>Physical readiness to learn:</b>            Following on from the success last year of the running of Young Carers and Little Troopers - children having a safe space at school to talk through their experiences and anxieties, groups to continue this year.            Boxhall approach will support children to self-regulate and make the right choices in their behaviour.</p>	<p>Increase in the number of children who can share their feelings in an appropriate way.            Implementation of Young Carers and Little Troopers to support identified children.            Using the Boxhall profile staff will identify the levels of skills children possess to access learning. This will increase the number of children positively engaging in education as staff understand what lies behind their behaviour .</p>

2.	<p><b><u>Supporting Parents</u></b> Further improve parental engagement, expectation and understanding for PP pupils</p>	<p>Increase in the number of parents who attend meetings and parent workshops throughout the year. Ultimately impacting upon attainment.</p>
3.	<p><b><u>Physical readiness to learn</u></b> Following the success of subsidising uniform and ensuring all PP children had a book bag ensured that children had the correct tools to be physically ready to learn. Successfully subsidising Breakfast club provision also improved the attendance of some PP children.</p>	<p>To continue the upward trend of children being physically read to learn. Continue to support identified FSM families with subsidised Breakfast club to improve attendance.</p>
4.	<p><b><u>Self-esteem and Self-belief</u></b> The Schools provision to support pupils' mental health and wellbeing is developed further by providing trained staff and a variety of nurture groups to meet their needs. Many of our PP pupils who are disadvantaged have associated social and emotional issues. Research into closing the attainment gap</p>	<p>To continue the upward trend of progress in all areas of learning as a result of more structured support for mental health and wellbeing. Using the Edison model we shall be able to identify children and provide specific support for their mental health and wellbeing.</p>
5.	<p><b><u>Being part of a group</u></b> Following the success of Lego therapy and Forest school activities children we have noticed a positive impact on the use of these strategies for enabling children to feel part of a group and to join in with all in-class group activities.</p>	<p>Implementation of Nurture groups such as Lego therapy, Guinea Pig club, Forest school and games activities</p>
6.	<p><b><u>Learning Needs and Progress Gains</u></b> -To continue to improve language skills of <b>EYFS</b> children to ensure pupils make age related expectations of attainment by the end of KS1 in reading and writing. To use Speech link to assess all Foundation children in Reception to identify areas which require further support. <b>KS1</b> - <b>42%</b> of PP children achieved ARE or above in Reading compared to <b>78%</b> of non PP. We shall continue to provide the Accelerated reading system and additional reading support in class (6. Learning Needs). -<b>50%</b> of PP children achieved ARE or above in Writing compared to <b>79%</b> of non PP. Year 1 and 2 booster sessions will continue to support spelling and phonics and in turn support independent writing. -<b>50%</b> of PP children achieved ARE or above in Maths compared to <b>87%</b> non PP. The continued use of Power Maths and specific intervention for children with additional needs will continue this year. <b>KS2</b> -<b>81%</b> of PP achieved ARE or above in Reading and Writing compared to <b>79%</b> of non PP. AR and booster sessions in reading have proven to have made a huge difference in attainment and will continue this year. -<b>81%</b> of PP achieved ARE or above in Maths compared to <b>87%</b> of non PP. The continued use of Power Maths and specific intervention for children with additional needs will continue this year.</p>	<p>Early identification of pupils eligible for PP in Reception and Nursery who did not have the expected entry level for speech and language and KS1 pupils who require further S&amp;L to secure greater outcomes by the end of KS1. As a result, pupils are well prepared for the next stage of their learning. -Speech link will identify children who require further support and intervention links directly to need.</p> <p>Continuing to use the AR reading system to enhance the teaching of comprehension and inferred meaning. Continuing to use Power Maths to increase the progress in maths through responding to increased challenge. Reduce the attainment gap between pupils eligible for PP identified as high ability and other pupils identified as high ability who are working at Greater depth by the end of KS2. Measured half termly by class teacher assessment and moderation. Implementation of new Power Maths to support this (see above).</p>

## Planned Expenditure

<b>Academic year:</b>	2019-2020	<b>Budget:</b>	£79,940		Pupil numbers: 58
<b>Premium Champion:</b>	<b>£9,690 per year for: administration of Pupil premium spending - Approaches linked to SDP, Facilitating training where necessary / Co-ordinating TA's to achieve best intervention results /Supporting and leading groups of targeted groups</b>				

### 1. Safety - Physical and Emotional Security and Stability - (Soft data)

Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<b>Provision of Young Carers</b> 1/6 PP Child) To meet every 3 weeks.	Young carers have opportunities to talk about their home situation. Where appropriate New referrals to be made to DYC	<b>"Young Carers experience particular challenges that impact on their capacity to achieve and enjoy their time at school"</b> 'Carers Trust'	Check in on the emotional well-being of young carers with their CT.  LC will keep updated with any updates for YC. To be in regular contact with YC's if necessary	Liane Childs	Linked to PP champion costs
<b>Provision of Little Troopers Group for Military children.</b> (100% 5/5 PP children)	Improved Mental health of Targeted groups. (SDP - Mental Health strategy)  Improved emotional wellbeing and self-esteem of targeted children.	<b><i>'Military children - anxiety can lead to disrupted learning and this is especially relevant if parents are deployed'.</i></b> <b><i>Daniel Sobol</i></b>	During data conversations monitor the academic progress and attainment of children but to also monitor the emotional wellbeing of group.	Liane Childs	
<b>Emotional Support – Introducing the 'Bohxcall profile' – replacing our current Skills for life</b>	Behaviour and emotional responses improved. Children are able to self-regulate and focus more on their everyday learning.	<b><u>Sutton Trust:</u></b> <b><i>"On average, 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. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils".</i></b> Recommended by Graham Fisher from the Behaviour support team	Each class teacher will assess the needs of targeted children at the beginning of the year.  Monitored throughout the term by KC, VL, JT	Jess Trim Karen Canniford Veronica Layzell	£15,000
<b>Total budgeted cost</b>					£15,000

2. Parents - Supporting parents (Soft data)					
Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<b>Pastoral Support Team – to provide a drop in service for parents to engage with Pastoral Manager</b>	Empower parents to be able to support their children with key learning.  Relationships with school and family developed and improved.	<u>Sutton Trust:</u> <b><i>'The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes'.</i></b>	KC will be given time to meet with parents on set days/times every half term.	Karen Canniford	£4,000
<b>Parental Support - for targeted parents – Parent workshops (Repeated course)</b>	Parenting skills and approaches for children has improved. Parents feel empowered to be able to support their children at home.	Some Disadvantaged children were struggling to engage with school work due to a number of home factors such as; poor diet, poor hygiene, communication skills.  Extend schools provision and a subsidised Holiday club will be on offer for targeted parents.	On-going conversations with KC leading the parent meetings. Conversations with class teachers to check on improvement in children's well-being.	Karen Canniford	£2,000
<b>Parental Support - Timid to Tiger – (Repeated course)</b>	Parenting skills and approaches for anxious children have improved. Parents feel empowered to be able to support their anxious child at home.	<b><i>"Timid to Tiger is an entirely parenting-based approach to managing anxiety in children aged nine years or below. It is based on evidence that anxious children benefit substantially from a parenting style that is clear, calm and consistent"</i></b> The Mental Elf – evidence based community.	Feedback from class teachers on improvement of children's self-esteem and confidence and the impact this has on the children's learning.	Karen Canniford Veronica Layzell	£2,500
<b>Total budgeted cost</b>					£8,500

3. Physical Readiness to learn (Soft data)					
Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<b>Subsidised school uniform including the replacement of book bag for targeted PP children.</b>	Children are dressed appropriately for school and for all weathers. Children have a book bag and access to a reading	Children are coming to school without appropriate uniform or school shoes. Some children are feeling different to their peers and this can distract them from their learning.	Review half termly how often money is being used to subsidise school uniform and how often book bags are replaced.	Liane Childs Karen Canniford	£200

	book at home and at school daily.	Children without book bags are not reading at home and this is having a direct impact on their reading attainment.			
<b>Improving Attendance through daily monitoring by SAFS team.</b>	Attendance and punctuality improved. Access to education improved.		Attendance will be robustly tracked and communication with families will be swift where attendance rates are causing concern.	Karen Canniford SLT SAFs team	£1,000
<b>Improving Attendance through the provision of subsidised Littletown Laurels Breakfast or Afterschool club</b>	Better results for those underachieving due to poor attendance.	DFE report evidence: 'There is a clear link between poor attendance at school and lower academic achievement'	PP will be highlighted on the weekly print out of attendance. Poor attendance will be discussed at data conversations.		£2,000
<b>Total budgeted cost</b>					£3,200

4. Self-Esteem and Self-Belief - Aspirations (Soft data)					
Chosen action / approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<b>Support for Music Tuition for FSM disadvantaged children 6 children.</b>	By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy.	By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy	Peripatetic Music teachers will give feedback on lessons. Class teachers will note any changes to self-esteem and confidence	Music Teachers	£2,700 per year
<b>- Targeted FSM disadvantaged and Young carer children to take part in Termly Aspirational visits</b>		Targeted children will widen their life experiences and their aspirations 'We want to produce people who can confidently and competently find their place in the world; people who have aspirations and the tools to achieve them. -Daniel Sobol.	Monitored and discussed in data meetings for emotional impact. Class teachers to monitor children's attitudes and behaviours	Liane Childs Jess Trim	£400 covering the cost of transport and NT entrance
<b>Subsidised educational trips and visits</b> Year 4 and Year 6 residential for FSM disadvantaged children	Children participate fully in all school educational visits and trips.	Charging and remissions policy (Review June 2018) <i>"When parents are informed about a forthcoming visit, it will be made clear that parents who can prove they are in receipt of any of the following benefits will be exempt from paying the cost of board and lodging. The governors have agreed that children who are not covered by the Remissions Policy above may be subsidised in accordance with need as</i>	This will be overseen by Finance and SLT.	SLT	£500 -Year 4 £600 - Year 6

		<i>identified by the HT, so no child is discriminated against”</i>			
<b>Access to technology for home learning - TT rock stars, Spellodrome. (For targeted children)</b>	Children will be given time to complete homework during the school day if there is limited or no access to appropriate technology.	<b>Sutton Trust states:</b> <i>‘There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners’</i>  <i>‘It is certainly the case that schools whose pupils do homework tend to be more successful’.</i>	Class teachers to review how often children need additional time to complete home learning tasks.  If there is a larger group of children not completing tasks then a TT rock stars/Spellodrome after school club will be set up.	Liane Childs	No additional cost
<b>10 minute catch up conversations with children identified as most in need of 1:1 time with class teacher</b>	Children will have 1:1 time with their class teacher to talk. This strategy will enable children to talk through day to day worries or long term anxieties	ASPIRE - Closing the Gap Rubric - <b>Dimension #2 Teaching A personal Accountability</b> teachers take personal accountability for the progress and attainment of the disadvantaged learners; including the transfer of skills between additional activities and ongoing class learning.	Teachers to have regular contact with children who require additional emotional support.	All staff	During PPA time or assemblies
<b>Exeter university courses</b>	Children will have opportunities to access enrichment courses in areas in which children demonstrate a particular talent or interest	Targeted children will widen their life experiences and their aspirations ‘We want to produce people who can confidently and competently find their place in the world; people who have aspirations and the tools to achieve them. -Daniel Sobol.	Zara Urry will send out termly letters highlighting courses that are available for children to attend.	Zara Urry - G&T coordinator Liane Childs	No cost to school
<b>Total budgeted cost</b>					£4,200

<b>5. Being Part of a Group/collaborate (Soft data)</b>					
<b>Chosen action/approach</b>	<b>Desired outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
<b>Provision of Lego therapy Training</b>	Children can work in a group, demonstrating the ability to collaborate and make the right social choices.	We have a lot of children across the school (PP and other) that display low emotional and social resilience which has led to Play ground exclusions and poor decision making when resolving friendship issues.	Children will be timetabled with trained staff to undertake lego therapy sessions at least once a week.	Jess Trim	£3,500

		Through Lego therapy and Forest school activities children will learn how to work collaboratively with others and to make the correct choice.			
<b>Every term - Targeted FSM disadvantaged and Young carer children to take part in the care of the Guinea Pigs and a Games or Forest school after school activity</b>	By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy	Targeted children will widen their life experiences and their aspirations 'We want to produce people who can confidently and competently find their place in the world; people who have aspirations and the tools to achieve them. -Daniel Sobol.	Monitored and discussed in data meetings for emotional impact. Class teachers to monitor children's attitudes and behaviours	SAFs team	£3,500
<b>Total budgeted cost</b>					£7,000

<b>6. Learning needs and Progress gains - OFT - (Hard data)</b>					
<b>Chosen action/approach</b>	<b>Desired outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
<b>Power Maths – to improve progress and attainment rates in all PP pupils in Maths aiming for an improved % at GD</b>	Children make increased progress in maths through responding to increased challenge. More children achieving GD by the end of KS1/2.	SDP: "Power Maths scheme purchased to embed fluency in mastery approach.'  2018/19 end of year data identifies the need to continue to promote GD attainment in Maths.	Assessments of learning regularly updated on SPTO. PUMA tests KS1/2 SATs Data moderated at termly data conversation meetings.	Alan luxton (Maths coordinator) All staff	£7,500
<b>Continued use of Accelerated Reading approach comprehension</b>	Reading comprehension levels improved and progress increased. More children achieving ARE or GD by the end of KS1/2.	<u>Sutton Trust:</u> <i>"For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation".</i>	Star testing PIRA tests Teacher assessment KS1/KS2 reading SATs Data moderated at termly data conversation meetings.	SLT All staff	
<b>Cornerstones Curriculum</b>	Children continue to express an increased enjoyment and engagement in their learning,	The impact it has had last academic year has proved that it has improved outcomes across the curriculum. Express events have also proven to be successful in demonstrating the learning and enjoyment to parents and carers	Monitored by Class teachers at the end of each unit.  Key stage Leaders reporting to SLT about successes.	David Perkins SLT	

<b>Teaching Assistants for 1:1 teaching and groups:</b>	TA's deployed and used to effectively deliver support and interventions. This will then have a positive impact on the attainment for targeted children.	Sutton Trust: <i>"Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver"</i>	SLT will monitor the overall effectiveness of the use of TA	SLT SAFS	£12,000
<b>Homework club Year 6 – Maths reasoning and arithmetic and Reading club</b>	Targeted children make progress towards achieving their targets.	This has been a successful approach in the academic year 2019/2020 particularly for children who regularly fail to complete their homework at home.	SPTO and data conversations will record progress towards attainment.	Julie Fallon Chris Priddle	£1,500 per year
<b>Morning Intervention for Year 6 and 5 - Reading and Phonic support.</b>	Targeted children make progress towards achieving their targets.	This approach would ensure that children who require additional support would still access a broad and balanced curriculum during school hours.	SPTO and data conversations will record progress towards attainment.	Julie Fallon Sue Randall Gillian Sweet	£4,600
<b>Year 1 and 2 Phonics booster</b>	Children will make progress towards achieving their targets and passing the year 1 phonics test.	The Booster sessions proved to be extremely successful in the academic year 2018/2019. There was a high level of parental support and attendance to targeted phonic meetings. <b>67%</b> (/46) of Year 1 PP pupils and <b>50%</b> of Year 2 PP (retake) pupils passed the phonics test.	Monitored half termly by Year 1 CT's through phonic assessments.	Year 1 staff Sue Randall Laura Carnell	£3,500 per year
<b>Speech and language intervention – using Speech Link in Reception and Year 1 Junior link - reassess any identified Year 3 children.</b>	Children make progress towards achieving their targets.	Recommended by Speech and Language Therapist.	Review intervention half termly.	Karen Canniford	TA time £2,200  £300 Speech link subs
<b>Funky Fingers - Fine motor skill development and Fun Fit</b>	Improved fine motor skills. Improved communication and language skills. Improved hand writing skills through fine motor strength and control.	Linked to improving the oral literacy of Nursery and Reception aged children.	Half termly review by staff implementing Funky fingers.	Jess Trim	£750
<b>Total budgeted cost</b>					£32,350