



Pupil premium strategy statement: Poulton Lancelyn Primary School (2019 / 2020)

1. Summary information							
Total number of pupils	415	Total PP budget		£35 140	Date of most recent PP Review	Sept 2019	
Number of pupils eligible for PP	28	FSM – £1,320	children	17 (£22440)	Date for next review of this strategy (termly monitoring will take place throughout the year)	July 2020	
		LAC – £2,300	children	0			
		Post LAC - £2,300	children	5 (£11500)	Total PP budget spent		£35 140
		Services - £300	children	4 (£1200)			

2. Current attainment 2018/19 data for KS2		
	<i>Pupils eligible for PP (2 children)</i>	<i>Pupils not eligible for PP</i>
% of pupils achieving the expected standard in reading, writing and maths	100% (2/2 children)	46/54 85%
% of pupils achieving the expected standard in reading	100% (2/2 children)	50/54 93%
% of pupils achieving the expected standard in writing	100% (2/2 children)	50/54 93%
% of pupils achieving the expected standard in maths	100% (2/2 children)	50/54 93%
Reading progress score	-3.7	-0.6
Writing progress score	+5.05	-0.4
Maths progress score	+2.9	+0.8

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited Language skills leading to reduced comprehension skills in KS2
B.	Limited language & Literacy skills leading to reduced reading fluency at the end of KS1 and lower KS2
C.	Poor application of phonics & spelling leading to extended independent writing difficulties by the end of KS2
D.	Emotional difficulties of some children in receipt of PPG having a detrimental effect on their academic progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E.	Unsupported Learning habits at home (lack of resources for learning/support for homework)
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the percentage of Non-SEN pupils exceeding Age Related Expectations in Reading by the end of KS2	The percentage of Non-SEN children exceeding Age Related Expectations in Reading is higher than 0% by the end of KS2
B.	Ensure at least 85% of Non-SEN disadvantaged pupils in KS1 attain Age Related Expectations and can read fluently by the end of Year 4	85% or higher of Non-SEN disadvantaged pupils can read fluently by the end of Year 4.
C.	Increase the percentage of Non-SEN pupils exceeding Age Related Expectations in Writing by the end of KS2	The percentage of Non-SEN children exceeding Age Related Expectations in Writing is higher than 0% by the end of KS2
D.	Increase the levels of resilience and self-esteem in identified Disadvantaged pupils	A range of appropriate support strategies are in place to address issues related to resilience and self-esteem
E.	Establish strategies and in-school resources to support identified disadvantaged families in completing home learning tasks	A range of strategies are in place to support children to complete home learning tasks

5. Planned expenditure

Academic year	2019/20
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the rationale for this choice?	Staff lead	Cost	How impact will be measured?
Increase the percentage of Non-SEN pupils exceeding Age Related Expectations in Reading by the end of KS2	<ul style="list-style-type: none"> English Lead to analysis Content Domain information from KS2 Reading SAT with a particular focus on Greater Depth. CPD/Staff meeting for staff related to questioning linked to reading comprehensions and timely effective pupil feedback English Lead to analyse curriculum Key Vocabulary language links Subject Leader support/CPD from Ignite Teaching Alliance Summative assessments made Termly to effectively track progress of disadvantaged children. 	<ul style="list-style-type: none"> To enable longer term, sustainable change which will help all pupils by all staff accessing training. Leadership team can identify the attainment and progress of Disadvantaged pupils and provide further support to staff. New resources will develop enjoyment of reading and support staff in teaching inference and more complex comprehension questions 	M Parkinson A Dingle A Milne SLT TAs CTs	£800 – supply costs £300 – CPD £1000 – Resources £800 - TAs	Termly data analysis Lesson observations Termly Work Scrutiny Termly data analysis – pupil progress review meetings Pupil voice surveys Curriculum planning analysis Class teacher Tracking of Reading choices Parent feedback information from Workshops

	<ul style="list-style-type: none"> Leadership team to monitor data, marking and feedback in pupil books Audit library selection in KS2 areas and purchase new books accordingly, including those that incorporate technology. Diversity of books to include adopted families etc. Implement Reading related workshops for parents 	<ul style="list-style-type: none"> Curriculum developments will support pupils with increasing vocabulary 			
Ensure at least 85% of Non-SEN disadvantaged pupils in KS1 attain Age Related Expectations and can read fluently by the end of Year 4	<ul style="list-style-type: none"> Track Reading fluency Termly from Year 2 – Year 6 Bespoke intervention for specific individuals RWI Phonics introduced in Year 3 for children Support strategies for parents to support reading fluency 	<ul style="list-style-type: none"> Leadership team can identify the attainment and progress of Disadvantaged pupils and provide further support to staff. To boost pupil confidence and engagement in writing tasks that are meaningful 	M Parkinson A Milne	£2000 – supply costs £500 – intervention resources	Termly data analysis Lesson observations Termly Work Scrutiny Termly data analysis – pupil progress review meetings Pupil voice surveys Curriculum planning analysis Class teacher Tracking of Reading choices Parent feedback information from Workshops
Increase the percentage of Non-SEN pupils exceeding Age Related Expectations in Writing by the end of KS2	<ul style="list-style-type: none"> PL School Radio Hub – disadvantaged pupils to attend club, write broadcasts and deliver Half-Termly TA Bespoke Intervention support Targeted 1-1 Conferencing opportunities sought for improving standards in writing for disadvantaged pupils RWI Phonics in Year 3 to support spelling and application in writing Updated curriculum to enable cross curricular writing opportunities, writing for a purpose and ensure building of skills Summative assessments made Termly to effectively track progress of disadvantaged children. Leadership team to monitor data, marking and feedback in pupil books Moderation of writing internally and externally 3x per year – Disadvantaged pupil focus SATs writing booster group 	<ul style="list-style-type: none"> To enable longer term, sustainable change which will help all pupils by all staff accessing training. Leadership team can identify the attainment and progress of Disadvantaged pupils and provide further support to staff. To boost pupil confidence and engagement in writing tasks that are meaningful To ensure standards in writing match those that are Nationally/externally agreed 	D Arnold P Dutton L.Swift M Parkinson N Coull J Bridge A Milne SLT	£1000 - Teacher/TA Radio Hub club Resources £500 – RWI resources £800– TAs for interventions £1300 -RWI Training £2000 supply costs	Termly data analysis Lesson observations Termly Work Scrutiny Termly data analysis – pupil progress review meetings Pupil voice surveys
Increase the levels of resilience and self-esteem in identified Disadvantaged pupils	<ul style="list-style-type: none"> HLTA allocation to Forest School Programme x2 afternoons per week Use Forest School Baseline assessment data Designated Pastoral TA to support identified individuals/groups (Well-being scaling) CAMHS to provide staff CPD for Trauma and Attachment 	<ul style="list-style-type: none"> To support individuals to sustain emotional resilience and work confidently, independently and with high levels of self-esteem to impact positively on learning across the curriculum 	A.Sinnott S Collins J Simms	£1000 - HLTA £1000 – Forest School resources £1000 – Pastoral TA resources £1400 - Thumbs Up £200 – Heartsmart	Well-Being scaling Pupil voice for Forest School & HBHM events Parent workshop feedback Book scrutiny

	<ul style="list-style-type: none"> • ‘Thumbs up’ programme in Year 4, 5 and 6 • Year 2 and Year 6 ‘Residential’ programmes to support resilience, self-esteem and independence • Key worker allocation for Post LAC pupils as per Adoption UK recommendations • Mental Health and Well-Being workshops for parents • Introduction of ‘Heartsmart’ PSHE resource • Introduction of Well-being • ‘Healthy Bodies, Healthy Minds’ events (Newsletters, Bike-it, competitions,) • Music Festivals/Philharmonic visit • Whole school Art project • Purchase Heartsmart resource • Carnegie Trust Award 			<p>£600– Carnegie Trust £800 – Residential costs £200 – Philharmonic costs £200 - HBHM costs £500 Art resources</p>	
Establish strategies and in-school resources to support identified disadvantaged families in completing home learning tasks	<ul style="list-style-type: none"> • Transition meetings for parents • Lunchtime/After school clubs (Phonics, Maths, Homework, Reading, Art, Choir, Sports) 	<ul style="list-style-type: none"> • To ensure that all disadvantaged pupils can access the full range of learning opportunities that are available 	S.Collins J Simms	£2000 – Supply costs	Well-Being scaling Meeting minutes and Actions taken Data analysis Homework completion
Total budgeted cost				£19900.00	

ii. Targeted support

Desired outcome	Chosen action/approach	What is the rationale for this choice?	Staff lead	Cost	How impact will be measured?
To provide specialist assessment and advice.	<ul style="list-style-type: none"> • SENNAT SLA to assess and support SEND disadvantaged pupils. • EP SLA to assess and support SEND disadvantaged pupils. 	<ul style="list-style-type: none"> • To provide early intervention and support of Disadvantaged pupils, as required 	S Collins	£4000	Entry and exit data on termly provision maps Termly Hodder score data tracking system
Increase the percentage of Non-SEN pupils exceeding Age Related Expectations in Reading by the end of KS2	<ul style="list-style-type: none"> • Targeted, bespoke TA intervention to be established for all KS2 Disadvantaged children not making at least expected progress in Reading • Class teachers to track Reading choices for Disadvantaged pupils and signpost effectively • Implement a range of 'Reading for Pleasure' strategies to engage pupils, particularly those that are disadvantaged in immersing in reading activities 	<ul style="list-style-type: none"> • To provide targeted support to address learning gaps and enable children to catch up • To provide opportunities for personalised learning outside of normal teaching time. • To maximise the impact by using 1:1 intervention 	M Parkinson	£3000	Intervention entry and exit data SENDco analysis of TA recording information
Ensure at least 85% of Non-SEN disadvantaged pupils in KS1 attain Age Related Expectations and can read fluently by the end of Year 4	<ul style="list-style-type: none"> • Bespoke TA intervention for specific children identified to address learning gaps • Daily reading for disadvantaged children who are non-fluent readers 	<ul style="list-style-type: none"> • To provide increased opportunities to read aloud and practice and be supported with fluency enabling children to build confidence and enjoyment in Reading 	M Parkinson S Collins	£1800 TA intervention cost	Termly Fluency Checks data analysis Intervention entry and exit data SENDco analysis of TA recording information
Increase the percentage of Non-SEN pupils exceeding Age Related Expectations in Writing by the end of KS2	<ul style="list-style-type: none"> • Targeted, bespoke TA intervention to be established for all KS2 Disadvantaged children not making at least expected progress in Writing • Purchase & Implementation of Online 'Nessy' Spelling (x13 Children) • Purchase of technology and computing software for disadvantaged pupils who are also SEND (Clicker 7, IPAD writing/speaking App/ laptops) 	<ul style="list-style-type: none"> • To provide targeted support to address learning gaps and enable children to catch up • To provide opportunities for personalised learning outside of normal teaching time. • To maximise the impact by using 1:1 intervention 	M Parkinson S Collins	£260 Nessy x13 TA intervention £500 ICT software	Entry/Exit data on Provision Mapping – reviewed termly at Pupil Progress meetings

Increase the levels of resilience and self-esteem in identified Disadvantaged pupils	<ul style="list-style-type: none"> Provide access to a 'quiet club' during lunchtime breaks Pastoral Mentor TA to work with specific children on individualised targeted support programmes Targeted access sports, STEM, Music and Art programmes 	<ul style="list-style-type: none"> To support the individuals in enabling them to fulfil their potential. To support individuals to increase their self-confidence, self-esteem and resilience 	S Collins J Simms	£3500	Well Being scaling records Data Tracking for Club attendance
Establish strategies and in-school resources to support identified disadvantaged families in completing home learning tasks	<ul style="list-style-type: none"> TAF meetings established as appropriate Pastoral TA to closely work with children and their families 	<ul style="list-style-type: none"> To accelerate learning in school and develop home school partnerships to support learning 	S Collins		Well-being scaling Meeting Minutes and Actions taken
Total budgeted cost				£13060.00	

iii. Other Approaches

Desired outcome	Chosen action/approach	What is the rationale for this choice?	Staff lead	Cost	How impact will be measured?
To enable all children to access the extended opportunities	<ul style="list-style-type: none"> School trips partial or wholly subsidise (include remission for residential trips) 	<ul style="list-style-type: none"> To give children opportunities to develop their confidence and enjoyment in a range of alternative settings and contexts. Trips and residential improve independence, confidence and collaborative learning skills 	S Collins	£2000	
To build confidence and enjoyment through enrichment opportunities	<ul style="list-style-type: none"> Music tuition for pupils in Year 3 A range of clubs for KS1 and KS2 – School subsidise cost of clubs. 	<ul style="list-style-type: none"> To provide a broad and balanced curriculum, to provide a range of learning experiences and opportunities, holistic and emotional development 	S Collins L.Swift P.Smith	£600	
Total budgeted cost				£2600.00	

6. Review of expenditure (July 2020) ALL DATA IS BASED ON TEACHER ASSESSMENT AS OF MARCH 2020 DUE TO COVID-19 CLOSURE		
Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Increase the percentage of Non-SEN pupils exceeding Age Related Expectations in Reading by the end of KS2	The % of Non-SEN disadvantaged pupils exceeding Age Related Expectations in Reading in KS2 by the end of Spring Term was 20% in 2020 (1/5 pupils) compared to 0% in 2019. This demonstrates an increase of 20%	Approach to be continued. Further work to be completed on maintaining consistent engagement of Upper KS2 pupils in Reading
Ensure at least 85% of Non-SEN disadvantaged pupils in KS1 attain Age Related Expectations and can read fluently by the end of Year 4	The % of Non-SEN disadvantaged pupils exceeding Age Related Expectations in Reading in KS1 by the end of Spring Term was 100% in 2020 (3/3 pupils) compared to 0% in 2019. This demonstrates an increase of 100%. Pupils are tracked Half-terminly to monitor reading fluency.	Approach to be continued. Due to COVID-19 school closure a programme of catch up and coherent phonic teaching will be used in Year 2 and Year 3
Increase the percentage of Non-SEN pupils exceeding Age Related Expectations in Writing by the end of KS2	The % of Non-SEN disadvantaged pupils exceeding Age Related Expectations in Writing in KS2 by the end of Spring Term was 20% in 2020 (1/5 pupils) compared to 50% in 2019 (1/2 pupils).	Consultant support from the Multi Academy Trust to ensure disadvantaged pupils are targeted and supported very effectively in Writing development
Increase the levels of resilience and self-esteem in identified Disadvantaged pupils	Wellbeing short term pupil data demonstrates increased levels of resilience and self-esteem in identified pupils Forest School 'pupil voice' provides evidence of the positive effects of the outdoor learning programme on pupil resilience and confidence. The Forest school programme ended without formal exit data due to COVID-19 closure	Approach to be continued
Establish strategies and in-school resources to support identified disadvantaged families in completing home learning tasks	No TAF meetings were needed during the Autumn and Spring Terms 2019-2020 A designated pastoral TA has worked effectively with pupils and their families throughout each term (records are maintained) All disadvantaged pupils were effectively supported with welfare calls with increased welfare calls for identified families during school closure	Approach to be continued