

September 2020: Pupil premium strategy statement: Lakey Lane Primary School

Academic Year	2020/21	Total PP budget	£203,768
Total number of pupils	445	Number of pupils eligible for PP	152

1. Current attainment		
	<i>Pupils eligible for PP (your school) 2019 outcomes</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in Reading	73%	80%
% achieving expected standard in Writing	81%	83%
% achieving expected standard in Maths	92%	81%
% achieving expected standard in Reading, Writing and Maths	69%	71%
Average progress in reading (expected=0)	+1.3	+0.3
Average progress in writing (expected =0)	+0.9	+0.2
Average progress in maths (expected=0)	+3.7	+0.3

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. Our children enter school with very low attainment on entry. In particular, they often have very poor speech and language, for example- in September 19, 75% of children joined nursery with speech below the expected standard. This is added to by the fact that we have 45% EAL compared to the national figure of 20%, and 35 home languages, which impacts on understanding and application of English, such as correct use of grammar.

C.

Increased parental engagement in workshops/ curriculum meetings.

Increased support from parents for their children eg in hearing their child read regularly at home.

Improved progress and attainment at all key stages.

Positive anecdotal feedback from parents, children and staff.

4. Planned expenditure

Academic year	£203,768
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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 evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Progress and standards in writing match “national other”</p>	<p>Clarify with staff what the “basics” are in writing for the year group that they are teaching. Staff to focus on consolidating the “basics” in the 1st half term of the school year. Due to the COVID lockdown from March 2020 to July 2020, staff will also spend at least the first half term “catching up” on key skills not covered from the previous year group curriculum. This will be facilitated by a skewed autumn term curriculum with a heavier emphasis and time allocation being given to writing. Literacy leader will ensure that staff are covering what is needed to maximise “catch up”.</p> <p>Embed the revised provision for our LA (lower ability) writers, that we started in 19/20. Many of these children are PP (Pupil premium) children. The provision for these children will be bespoke to their specific needs. It will be planned by teachers and delivered by a combination of TAs and teachers (including our DHT and AHT)</p> <p>Further improve quality first teaching so that all remains at least good and even more is outstanding.</p>	<ol style="list-style-type: none"> 1. KS2 and KS1 outcomes 2. School Data 3. Monitoring evidence indicating that, in some cases, the “basics” have historically not been sufficiently embedded resulting in some fragile learning 4. Research- Sutton Trust- showing the importance of quality feedback in improving outcomes. 	<p>Monitoring, tracking of data, pupil progress and standards meetings, book scrutinies</p>	<p>E. Beyene (DHT/ SENCo) and Y Cridland (AHT/Literacy leader)</p>	<p>At least each term with a full review in July 2021</p>
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<p>Progress and standards in reading match “national other”</p>	<p>Training for all staff on Whole Class Reading Following on from this training, implementation of a whole school approach to WCR.</p> <p>Embed the approach to teaching vocabulary which was developed in 19/20.</p> <p>Ensure that children in KS2 continue to be given regular opportunities to enjoy sustained reading and therefore build up their reading stamina. Continue to reward children for regular reading at home and offer support and challenge to parents who are not hearing their children read regularly.</p> <p>Continue to offer a range of workshops and meetings, as well as materials on the school website to support parents in how to help their children effectively and understand the approaches that we use.</p> <p>Continue to promote reading for enjoyment.</p> <p>Further improve quality first teaching so that all remains at least good and even more is outstanding.</p>	<p>Our children typically have limited vocabulary which impedes their ability to access texts.</p> <p>This increased emphasis on reading is an intentional aspect of our curriculum design in order to make up for the deficit with which our children enter school. Our intent is that this heavy focus on reading ensures that the vast majority of our children enter year 3 “KS2 ready” and able to meet the demands of the KS2 curriculum.</p> <p>As well as believing that it is a life skill to be able to access texts and read for sustained periods of time, our children also need to build up their stamina so that they can read a test text and answer the related questions within the given time.</p> <p>Research through BEP reading project (Birmingham Education Partnership)</p>	<p>Monitoring, tracking of data, pupil standards and progress meetings.</p>	<p>Y Cridland AHT+Literacy Leader + Emma Moyle AHT.</p>	<p>At least each term with a full review in July 2021</p>
<p>Total budgeted cost This cost is for additional staffing in Y6 (PB/TT/DG) and towards the cost of the TA salaries for 1:1 reading and AHT/Literacy leader (YC) salary</p>					<p>£100,000</p>

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged children achieve well in writing, reading (all year groups) and in phonics (Y1) – aiming to match the outcomes of “other”	<p>Targeted Intervention in reading and phonics</p> <p>Targeted Intervention groups/ 1:1 conferencing for PP children on their writing outcomes</p> <p>Recruitment of reading volunteers to offer further 1:1 reading opportunities to PP children.</p>	<ol style="list-style-type: none"> 1. Evidence shows that good achievement in reading is key to future success across the curriculum. A key early reading skill is the secure acquisition and then application of phonic skills. 2. KS2 and KS1 outcomes 3. School data 	Monitoring, tracking of data, pupil progress and standards meetings, statutory test outcomes, entry and exit data for TI.	Louise Jones HT and Liz Beyene DHT/SENCo, Yvonne Cridland and Emma Moyle AHTs	At least termly and a full review July 2021
Disadvantaged children make rapid progress in speech and early language acquisition	<p>Buying in a private speech and language therapist regularly to work directly with children as well as offering support and guidance to staff on best practice.</p> <p>“Wellcomm” programme used in EYFS.</p>	<ol style="list-style-type: none"> 1. EY outcomes 2. School data 3. Evidence tells us that poor language skills significantly hamper future attainment. 	Monitoring, tracking of data, pupil standards and progress meetings, statutory test outcomes, entry and exit data for TI.	Liz Beyene DHT/SENCo Emma Beddows and Karen Gray-EY leaders	At least termly and a full review July 2021

Total budgeted cost This cost is towards the cost of the TA salaries for TI in reading, phonics and Wellcomm + teachers who deliver TI (PB, TT, DJ) and the cost of the S+L therapist	£90,000
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Greater engagement and support from all parents</p> <p>PP children are offered a varied set of experiences to support their understanding of contexts/ vocabulary in texts that they read, which they can then also use in their writing.</p>	<p>Support for individual families to overcome barriers to learning through learning mentor/ parent support advisor/ Parental meetings and videos on website Targeting parents at all key stages who are not regularly hearing children read at home</p> <p>Once COVID restrictions are relaxed, provision of a variety of enrichment activities to broaden PP children's experiences.</p> <p>Once COVID restrictions are relaxed, provision of free music and sports clubs. (Steel pan bands to start from Sept 20).</p> <p>Once COVID restrictions are relaxed, reading 4 Enjoyment- opportunity to join pop-up activities</p> <p>Once COVID restrictions are relaxed, library to be open before school to make it more accessible to children and parents</p> <p>Providing a broader range of reading materials in both the class libraries and the main school library.</p>	<p>Evidence shows that children who are actively supported by parents achieve better than those who are not.</p> <p>Limited understanding of vocabulary and contexts within texts leads to children not understanding what they have read.</p>	<p>Review impact on outcomes. Seek feedback from parent governors and parents who have attended meetings/ workshops.</p>	<p>Louise Jones HT- all staff taking responsibility for liaising with parents</p>	<p>Termly and a full review in July 2021</p>
<p>Total budgeted cost This cost is towards the learning mentor/PSA salary (TA), the cost of free enrichment activities/ clubs for PP children and the provision of a broader range of reading materials</p>					<p>£13,768</p>

5. Review of expenditure for previous academic year –

Headlines are: **No “official” outcomes due to COVID lockdown.**

July 20 outcomes: READING

- Our Teacher assessments showed that 81% of PP children were on track to achieve ARE+ at the end of KS2 (above Na other of 78%), with 26% on track to achieve Greater Depth (GD).
- KS1 teacher assessments were that 79% of PP children were on track to achieve ARE+(above Na other of 78%) with 26% on track for GD.

July 20 outcomes: WRITING

- Our Teacher assessments showed that 59% of PP children were on track to achieve ARE+ at the end of KS2 (below Na other of 83%), with 19% on track to achieve Greater Depth (GD).
- KS1 teacher assessments were that 79% of PP children were on track to achieve ARE+ (above Na other of 73%) with 11% on track for GD.

July 20 outcome: PHONICS

No assessment due to COVID, the children will be assessed instead in Autumn term 2 in 2020.

July 20 outcomes: MATHS

- Our Teacher assessments showed that 74% of PP children were on track to achieve ARE+ at the end of KS2 (below Na other of 84%), with 19% on track to achieve Greater Depth (GD).
- KS1 teacher assessments were that 79% of PP children were on track to achieve ARE+ (matching Na other) with 21% on track for GD.