**Pupil Premium: planning to overcome barriers to learning at Lidget Green Primary School**

**2020 - 21**

**September 2017 – July 2018**

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| **What are the most effective ways to support disadvantaged pupils’ achievement? NFER research into effective practice identifies**  **7 key features of provision:** | | |
| 1. **Whole school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed. | 1. **Addressing behaviour:** schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families. | 1. **High quality teaching for all:** Schools emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice. |
| 1. **Meeting individual learning needs:** Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. | 1. **Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils’ learning. | 1. **Data driven and responding to evidence:** Teachers use data to identify pupils’ needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies. |
|  | 1. **Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training. |  |

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| **What are our pupils’ internal and External barriers to learning?** | **What are the intended outcomes of our action plan?** |
| * Vulnerable families with emotional and social needs * Vulnerable families lacking engagement with education * Low attendance that impacts negatively on learning * Lack of *cultural capital* and experience impeding ability to contextualise learning * Low baseline pupils on entry to YR * Underachievement due to lack of engagement with education * Speech and language delay * English Additional Language /New to English | 1. % of pupils achieving age related expectations in reading, writing and maths match national expectations 2. PP tracking is robust and is used to inform subsequent provision 3. Support is provided for families’ and pupil’s social, emotional and health needs 4. Through rigorous approaches to persistent absence, extended leave and long term absence pupils’ attendance is improved and no longer limits access to learning 5. More able pupils are achieving at high levels 6. Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national other 7. Low baseline pupils are school ready in the summer term 8. Pupils are provided with access to a wide range of experiences that enhance their knowledge and understanding of the world and support learning across the curriculum particularly in literacy and mathematics |

The PPG per-pupil rate for 2020 to 2021 is as follows:

Pupils in year groups Reception to Year 6 recorded as Ever 6 free school meals(FSM): £1,345

Looked- after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local Authority: £2,345

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| **April 2020 – April 2021** | **Amount of pupil premium funding** | **Number of eligible pupils** | **Number of Looked After Children** | **Number of Forces Children** |
| 2020 – 2021 funding | £238,524 ( April ’20 – April ’21) | 175 /554 =31% (Sept ’20) | 4 | 0 |

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| **Evidence base** | **Action** | **Budget** | **New / Continued Action** | **Targeted Group** | **Intended Outcome** | **Monitored by** | **Impact** |
| **WHOLE SCHOOL STRATEGIES FOR ALL PUPILS – BENEFITTING 232 PP PUPILS** | | | | | | | |
| **2** | School Attendance Officer ensure all children attend on a regular basis. Focussed tracking and intervention for PP and PA children – *first day visits, ½ termly and 4 weekly meetings with parents, celebration of improved attendance: rewards &, certificates, parents invited to celebration events.* | £15,000 | **Continued Action** | Whole school | D | SLT  GOVS |  |
| **2** | SLA with Bradford LA ESW service to work alongside the Attendance officer: Attendance challenge with parents, panel meetings, penalty notices. | £1,727 | **Continued Action** | Whole School | D | SLT  GOVS |  |
| **1,2 ,4** | Inclusion Manager to support disadvantaged pupils and families across school. The IM has responsibility for line managing the staff within the pastoral team, works alongside the SEND coordinator and DSL and HT. Key focus on CP, transition, family support, interventions for behaviour support. | £27,000 | **Continued Action** | Whole School | C,D,H | SLT |  |
| **2, 4** | Pastoral team of 4 develop intervention and nurture activities to support children with SEBD challenges and disadvantaged pupils. Aim to reduce behaviour incidents and ensure all children have the opportunity to access all aspects of learning. | £50,000 | **Continued Action** | Whole school | A,C,E,H | SLT |  |
| **2 & 4** | Learning mentor to provide small group breakfast club provision on Monday morning to support and settle children with SEMH after the weekend and those children who may not otherwise have access to breakfast. | £6,000 | **Continued Action** | Whole School | C | SLT | . |
| **1 & 3** | Broad, balanced curriculum - contribution made to fund outdoor learning including Forest Schools, horse riding, archery , high ropes, mountain biking, film experience | £5,063 | **Continued Action** | Whole school | H & D | SLT  GOVS | . |
| **1,3,4,7** | High priority for staff CPD to meet the needs of all children with a focus on; Dialogic Talk, curriculum development, safeguarding, GD maths and English. | £19,790 | **New Action** | Whole school | A,B,E,F,G | SLT |  |
| **3,4,5,6,7** | Improvements to quality first teaching secured by the employment of outstanding practitioners, rigorous internal monitoring, school to school support within the West 1LAP, Additional support from external curriculum consultant and LA SIO. | £72,000 | **Continued Action** | Whole school | A, B, E, F & G | SLT |  |
| **3, 4 & 6** | Clear expectations set by school’s assessment system – children understand their next steps for learning. | 6,000 | **Continued Action** | Whole school | A,B | SLT |  |
| **TARGETED STRATEGIES FOR UNDER-PERFORMING PP PUPILS** | | | | | | | |
| **1,6,7** | Focus strategies for tracking PP – data analysis, 3x year progress meetings with senior leaders focused on PP – ongoing CPD for staff in the effective use of Target Tracker and release teachers as cohort to enable planning for interventions and combined outcomes for PP at EXS and GDS. | £4,000 | **Continued Action** | PP | A,B,E, F, G | CT, SLT |  |
| **1, 6** | Intervention groups for pupils who have been identified at pupil progress meetings as not making expected or accelerated progress in line with their end of year target for reading, writing, maths and the Prime Areas of the Early Years Curriculum. | £20,000 | **Continued Action** | PP | A,B, E,F,G | SLT |  |
| **4** | Catch up groups for phonics – staff to work with targeted groups. All targeted PP children to access additional phonic sessions weekly according to need. | £10,000 | **Continued Action** | PP | A,B & F - | KS1 staff, SLT |  |
| **TARGETED SUPPORT FOR INDIVIDUAL PP PUPILS** | | | | | | | |
| **2,7** | Subsidised educational visits | £2,000 | **Continued Action** | PP | C & H | SLT |  |
| **Total** |  |  |  |  |  |  |  |

**Pupil Premium Data Point 2 Outcomes March 2020 ( Covid 19 lockdown interrupted end of year assessment process)**

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|  | **Reading EXS** | **Reading GDS** | **Writing EXS** | **Writing GDS** | **Maths EXS** | **Maths GDS** | **R/W/M Combined EXS** | **R/W/M Combined GDS** |
| **Key stage 1 Teacher Assessment** | **58%** | **0%** | **47%** | **0%** | **63%** | **0%** | **42%** | **0%** |
| **Key Stage 2 Teacher Assessment** | **71%** | **26%** | **68%** | **10%** | **71%** | **36%** | **68%** | **7%** |