



Pupil premium strategy statement:

1. Summary information					
School	Lammack Primary Community School				
Academic Year	2019-2020	Total PP budget	£67 320		
Total number of pupils	490	Number of pupils eligible for PP	42	Date for next internal review of this strategy	September 2020

2. Current attainment – based on Summer 2019 data	
<u>Summary of 2018-2019 Attainment/Progress</u>	
<u>EYFS (2 Pupil Premium Pupils)</u>	
100% of pupil premium pupils achieved a ‘ Good Level of Development’ compared to the LA figure of 59.9%	
<u>YEAR ONE PHONICS SCREENING (3 Pupil Premium Pupils)</u>	
66.7% (2 pupils) reached the Expected standard in the Phonics Screening Test.	
<u>KS1 - Year 2 (6 PP pupils in Year 2)</u>	
66.7% of PP pupils reached the expected standard in Reading.	
50% reached the expected standard in Writing.	
50% reached the expected standard in Maths.	
This group will be closely monitored in Year 3 and they will receive additional interventions to target their needs.	
<u>KS2 – Year 6 (15 PP pupils in Year 6)</u>	
73.3% of PP pupils reached the expected standard in Reading compared to the LA figure of 66.4%.	
80% reached the expected standard in Writing compared to the LA figure of 72.4%.	
80% reached the expected standard in Grammar, Punctuation and Spelling compared to the LA figure of 74.9%.	
86.7% reached the expected standard in Maths compared to the LA figure of 76.1%.	

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
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In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
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A.	More children, including those in receipt of Pupil Premium, are entering school with lower levels of Speech and Language which is impacting on attainment.
B.	Progress has slowed for some pupils eligible for PP funding across reading, writing and maths as a result of raised expectations in assessment in KS1 and KS2.
C.	Social/emotional needs of some pupils in receipt of PP have created barriers which make accessing learning, particularly on a formal basis, difficult across KS1 and KS2.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
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D.	The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors, lack of support with homework and parental language barriers.
E.	Poor attendance is a factor for some pupils eligible for PP funding.

4. Desired outcomes	
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure that pupils eligible for PP funding are given rich and varied opportunities to develop their language and extend their vocabulary.	Pupils make rapid progress with their speech and language targets, being able to speak in structured sentences and apply their language skills to their writing.
B.	To ensure that pupils eligible for PP funding make at least the expected progress from their EYFS starting points at the end of KS1 in reading, writing and maths.	Pupils eligible for PP funding make rapid progress by the end of the year so that there is a diminishing difference between their attainment and that of other pupils.
C.	To identify the social/emotional needs of pupils eligible for PP funding, particularly those from vulnerable families, in order to provide support and enable them to adopt a more focused approach to their learning.	Supported children make at least expected progress in learning across the key stages. There is effective communication between home and school.
D.	To provide enrichment opportunities for pupils eligible for PP funding.	Children are able to attend enrichment activities which support their well-being and extend their learning. Parents are fully engaged through conferencing sessions and as a result can support their children with homework, etc.
E.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%

5. Planned expenditure					
Academic year	2019-2020				
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?
A,B	Staff training to develop pedagogy and broaden the quality of teaching and learning in reading, writing and maths.	We want to ensure children receive high quality teaching/support to develop their reading, writing and maths skills.	Implementation of focus maths sessions. Developing comprehension skills through a whole class reading approach. Provide rich writing opportunities – with a particular focus on cross curricular writing. Collaborative planning and observations through peer to peer support. Monitoring by Subject Leaders.	N Majid English/ Maths Leaders Curriculum Leads	Termly pupil progress meetings/end of year outcomes.
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?
A,B and E	DHT/TAs to support FSM/PP children by ensuring they are fully involved in the life of the school and by providing specific support during lessons. Staff secured to ensure interventions can target identified PP children for additional support.	We want to ensure that all pupils have the opportunity for quality support with their learning and to also be able to specifically target FSM/PP by supporting during group activities and individual support when necessary.	Monitoring by SLT and Subject Leaders. DHT half termly review meetings. CPD opportunities for TAs.	SLT	Termly progress meetings. Outcomes discussed regularly at ELT meetings.

<p>B,C</p>	<p>TAs to deliver interventions working on ideas identified through assessment data and on-going teacher assessment.</p> <p><u>Support Groups</u></p> <p>Reception – Language interventions – 10 hours per week. Year 1 – Language/Phonics interventions – 10 hours per week. Year 2 – two TAs delivering reading, maths and writing interventions – 10 hours per week. Year 3 – full time morning support for all Year 3 classes. Additional TA for four afternoons – providing additional speech and language programmes, comprehension and writing support. Year 4 – full time morning support for each class. TA delivering additional Maths/English intervention – four afternoons per week. Years 5 and 6 – children are in three ability groups. Employment of extra teacher in Year 5 and Year 6. Daily reading for target pupils. Additional booster sessions in Maths and English – delivered by teachers.</p>	<p>We want to support our pupils by breaking down barriers to learning and ensure that they make progress in all areas of their learning.</p>	<p>DHT – monitor implementation of interventions and evaluate impact on a termly basis.</p>	<p>DHT Pupil Progress meetings – termly.</p> <p>Pupil Conferencing sessions – DHT.</p> <p>Analysis of assessment data and impact of interventions data.</p> <p>TOTAL BUDGETED COST: £48, 700</p>
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C,E	<p>DHT to provide specific support for families and pupils where specific attendance issues arise, including home visits. Raise attendance and improve punctuality of more vulnerable groups. DHT to provide pastoral support where needed – to further develop positive attitudes to learning.</p>	<p>Evidence supports the fact that poor attendance adversely affects a child's progress at school. We have seen a steady increase of children (from families) that require support with their mental well-being. DHT is able to assess and offer the necessary support to target children and families.</p>	<p>DHT has termly meetings with the EWO to discuss attendance issues. School Nurse referrals where necessary. Use of other external agencies to provide emotional and other support when necessary.</p>	<p>DHT Half termly.</p> <p>TOTAL BUDGETED COST: £12 000</p>
D	<p>Encourage attendance of pupils eligible for PP at activities which enrich their learning or give experiences they may otherwise not have in home situations.</p> <p>Engage and support parents with language barriers – through parent conferencing sessions, parent workshops, etc.</p>	<p>We want pupils eligible for PP to be able to access school enrichment activities, breakfast club, educational visits, residential trips – which provide stimulating and enriching opportunities for children's development.</p>	<p>Meetings with parents to discuss activities on offer and how they will support their child's learning.</p> <p>Encouraging pupils to attend and quickly responding to pupils who show signs of disengagement.</p> <p>Parent Conferencing sessions.</p>	<p>DHT/Head On-going review and evaluation.</p> <p>TOTAL BUDGETED COST: £9000</p>