

Pupil premium strategy statement: Poulton Lancelyn Primary School (2020 / 2021)



1. Summary information						
Total number of pupils	427	Total PP budget		£34,795.00	Date of most recent PP Review	July 2020
Number of pupils eligible for PP	24	FSM – £1,345	16 children	£ 21,520	Date for next review of this strategy (termly monitoring will take place throughout the year)	Dec 2020
		LAC – £1,900	0 children	0		
		Post LAC - £2345	5 children	£11,725		
		Services - £310	5 children	£1,550	Total PP budget spent	£35,500.00

2. Current attainment 2019/20 data for KS2		
	<i>Pupils eligible for PP (2 pupils)</i>	<i>Pupils not eligible for PP (51 pupils)</i>
% of pupils achieving the expected standard in reading, writing and maths	100% (2 children)	82 %
% of pupils achieving the expected standard in reading	100% (2 children)	88 %
% of pupils achieving the expected standard in writing	100% (2 children)	90 %
% of pupils achieving the expected standard in maths	100% (2 children)	90 %
Reading progress score	N/A	N/A
Writing progress score	N/A	N/A
Maths progress score	N/A	N/A

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>	
A.	Limited language & Literacy skills leading to reduced reading fluency & comprehension skills
B.	Application of phonics & spelling leading to extended independent writing difficulties by the end of KS2
C.	Emotional difficulties of some children in receipt of PPG having a detrimental effect on their academic progress (SEMH).
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Limited application to extra-curricular activities and external wider opportunities in Sport, Music and/or art

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure that non-SEN disadvantaged pupils are fully supported to read consistently with improved fluency and comprehension	<p>Assessment data demonstrates that at least 85% of non- SEN disadvantaged pupils show an increase in reading fluency and comprehension scores</p> <ul style="list-style-type: none"> - Quality first teaching - High expectations from all stakeholders - Termly Pupil progress meetings to monitor attainment and progress - Provision maps are updated termly showing support and intervention strategies in place - Termly review of pupils' barriers to learning for disadvantaged pupils
B.	Ensure that at least 85% on non-SEN disadvantaged pupils reach at least Age related expectation in writing by the end of the academic year	<p>Assessment data demonstrates that at least 85% of non- SEN disadvantaged pupils reach at least age related expectation in writing</p> <ul style="list-style-type: none"> - Quality first teaching - High expectations from all stakeholders - Termly Pupil progress meetings to monitor attainment and progress - Provision maps are updated termly showing support and intervention strategies in place - Termly review of pupils' barriers to learning for disadvantaged pupils - School Improvement focus on the teaching of spelling - External MAT CPD on the teaching of writing & targeted strategies particularly for those that are not yet at ARE
C.	Emotional and behavioural difficulties in disadvantaged pupils is improved	<p>Pastoral Well-being scaling demonstrates that at least 85% of disadvantaged pupils show improved emotional and mental health</p> <ul style="list-style-type: none"> -Consistent, swift access to pastoral support as needed -1-1 external behaviour therapy sessions (Thumbs up, Gilbrook etc) -Consistent discussions with parents regarding support strategies and home difficulties -Fewer incidents recorded on IRIS for pupils with SEMH concerns

D.	Increase the percentage of disadvantaged pupils attending extra-curricular activities consistently throughout the year, including music lessons, sports or arts clubs	<p>Assessment data demonstrates that at least 85% of disadvantaged pupils attend at least 3 extra-curricular clubs throughout the year</p> <ul style="list-style-type: none"> -High expectations form all stakeholders -discussions with parents re Civic Award, clubs and music -disadvantaged pupil offer of 1-1 or small group instrument lessons -disadvantaged pupil have first access to all extra- curricular club offer -Forest school provision
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5. Planned expenditure	
Academic year	2020/21
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?
Ensure that non-SEN disadvantaged pupils are fully supported to read consistently with improved fluency and comprehension	<ul style="list-style-type: none"> • Ensure all KS1 staff have received RWI phonics training • Ensure all lower KS2 staff have received RWI phonics training • TAs deployed effectively to support reading fluency at least 3 time per week • Audit reading resources and purchase additional • Termly staff CPD internal and external to support the teaching of reading • Tracking of disadvantaged pupils' comprehension reading data & reading fluency data • Reading widely and reading for pleasure addressed through targeted action planning • Termly pupil progress & provision map meetings to review summative assessments, identify learning gaps and plan intervention and support strategies • Reading workshop for parents 	<ul style="list-style-type: none"> • To ensure the staff have the necessary skills to teach reading effectively • To ensure pupils have long term access to a wide variety of reading materials in a wide variety of contexts • To develop and instil reading for pleasure values in pupils • To enable parents to support their children effectively with decoding, developing fluency and reading with understanding • To ensure SLT have clear knowledge of the attainment and progress of disadvantaged pupils and target strategies appropriately 	MP - English AM – Assessment CT's TAs	£1700 supply costs for training £800 £2300 TA intervention	<p>Termly data analysis</p> <p>Termly lesson visits</p> <p>Termly Work Scrutiny</p> <p>Termly data analysis – pupil progress review meetings</p> <p>Termly reading fluency checks in KS2 Pupil voice surveys</p> <p>Curriculum planning analysis</p> <p>Class teacher Tracking of Reading choices</p> <p>Parent feedback information from Workshops</p>

Ensure that at least 85% on non-SEN disadvantaged pupils reach at least Age related expectation in writing by the end of the academic year	<ul style="list-style-type: none"> • School Improvement Plan for improving the teaching of spelling ensuring a cohesive and progressive approach • Audit of writing genres taught throughout the school • Support information for staff disseminated on the features of writing genres and text types • MAT external support with teacher assessment for writing and teaching learning gaps that ensure rapid rates of progress • CPD for subject leader on modelling writing to pupils • Internal peer coaching strategy for teachers in the modelling and scaffolding of writing • Writing workshop for parents (year group teacher led with pupils) 	<ul style="list-style-type: none"> • External audit to enable clear focused approach • Writing genres, text types and strategies ensure consistency of approach, coherence between year groups and progressive levels of challenge for each year group • Spelling grids ensure coherent and progressive approach which builds in re-visiting prior learning • To enable parents to support their children effectively with writing by modelling and scaffolding • To ensure SLT have clear knowledge of the attainment and progress of disadvantaged pupils and target strategies appropriately 	MP-English AM – Assessment CT's TAs	<p>£1000 supply costs for CPD</p> <p>£2000 MAT English consultant support</p> <p>£1250 RWI & Spelling resources</p>	<p>Termly data analysis</p> <p>Termly lesson visits</p> <p>Termly Work Scrutiny</p> <p>Termly data analysis – pupil progress review meetings</p> <p>Termly analysis of spelling element of SPAG tests</p> <p>Pupil voice surveys</p> <p>Curriculum planning analysis</p> <p>Class teacher completion of assessment for learning writing grids & updates to planning</p> <p>Parent feedback information from Workshops</p>
Emotional and behavioural difficulties in disadvantaged pupils is improved	<ul style="list-style-type: none"> • Appropriate adult support for pupils in classroom settings • 'Thumbs up' programme for resilience in Year 4, 5 and 6 • Y2, Y4, Y6 Residential visits to encourage confidence, resilience, independence and self-esteem • Research based (EEF) staff CPD on developing resilience and confidence in pupils • Whole school promotion of 'growth mindset' strategies • Weekly Heartsmart/PSHE lessons & class assemblies • RRS philosophies & MAT CARE values embedded into teaching & learning • Carnegie Trust award • Key worker allocation for Post LAC pupils as per Adoption UK recommendations 	<ul style="list-style-type: none"> • To support pupils to develop sustain emotional resilience in their approach to tasks, activities and challenges • To support pupils to work with confidence, with independence and to sustain high levels of self-esteem when challenged to enable them to positively impact their attainment and progress. 	L Swift – Carnegie MP, LS, AM – Phase Leaders CTs TAs	£4000 – TA2 x2 allocation as appropriate £1400	<p>Well-being scaling termly analysis</p> <p>Pupil voice</p> <p>Lesson visits</p> <p>Resilience programme</p>

Increase the percentage of disadvantaged pupils attending extra- curricular activities consistently throughout the year, including music lessons, sports or arts clubs	<ul style="list-style-type: none"> • Offer an increased number of lunchtime & after school clubs ranging from STEM, to art, to music to sport • Attendance tracker utilised termly – class teachers to encourage non attenders • Wirral Civic Award for Y2-Y6 pupils • KS1 & KS2 Philharmonic visit • MAT PE and Music festivals 	<ul style="list-style-type: none"> • To enable pupils to access a wide range of activities and explore new opportunities • To boost pupils confidence across a range of aspects 	P Smith -PE A Milne – DHT CTs TAs	£2000 - TA lunchtime clubs	Club attendance tracker Civic Award registration info Pupil voice
Total budgeted cost				£16450	

ii. Targeted support

Desired outcome	Chosen action/approach	What is the rationale for this choice?	Staff lead	Cost	How impact will be measured?
Ensure that non-SEN disadvantaged pupils are fully supported to read consistently with improved fluency and comprehension	<ul style="list-style-type: none"> • SENNAT SLA to assess and support disadvantaged SEND pupils • EP SLA to assess and support disadvantaged SEND pupils 	<input type="checkbox"/> To provide early intervention and support to disadvantaged pupils as required	S Haworth - SENDCO	£5150	Entry and exit data on termly provision maps. Termly Hodder score data tracking system for SEND
Ensure that at least 85% on non-SEN disadvantaged pupils reach at least Age related expectation in writing by the end of the academic year	<input type="checkbox"/> Targeted, bespoke support programmes designed & established for disadvantaged pupils not making at least expected progress and not on track to reach attainment targets in line with their PAG <input type="checkbox"/> Specific intervention programmes in place for disadvantaged pupils not making at least expected progress and not on track to reach attainment targets in line with their PAG <input type="checkbox"/> Class teachers to track disadvantaged pupils engagement with wider reading in KS2 'Starbooks' strategy	<ul style="list-style-type: none"> • To ensure pupils gaps in learning are addressed • To ensure rapid rates of progress and attainment is made 	MP – English AM – Assessments CTs TAs SH - SEND	£2000 – Intervention programmes	Entry and exit data on termly provision maps. Termly tracking for disadvantaged pupils – discussed at termly pupil progress meetings

Emotional and behavioural difficulties in disadvantaged pupils is improved	<ul style="list-style-type: none"> □ CAMHS - staff CPD for Trauma and Attachment □ Educare CPD for supporting pupils' mental health □ Healthy Bodies, Healthy Minds initiative continued □ Support completion of Civic Award for disadvantaged pupils □ Provide access to Quiet club at lunchtimes with Pastoral TA □ Pastoral TA to work closely with pupils and their families □ Targeted 1-1 support as needed with external specialists/therapists 	<ul style="list-style-type: none"> □ To ensure pupils have positive self-esteems and a range of strategies that support their emotional well-being at school, at home and for the future 	JS – pastoral TA SH – SENDCO CTs TAS PS – PE CD/MB – Civic Awards	£500 - Civic Award resources £500 - Educare license £2000 – Pastoral TA work £1100 – 1-1 specialist Programmes	Training records Civic Award records monitored by SLT
Increase the percentage of disadvantaged pupils attending extra- curricular activities consistently throughout the year, including music lessons, sports or arts clubs	<ul style="list-style-type: none"> □ Music specialist timetabled to offer 1-1 or small group instrument tuition Forest School provision (Spring term) □ Disadvantaged pupils first offer for all school clubs □ MAT Music & PE festivals – disadvantaged pupils to attend 	<ul style="list-style-type: none"> □ To provide increased opportunities for disadvantaged pupils to access wider opportunities increasing confidence and self-esteem 	SH – AHT GH – Music Specialist AM - Assessment	£4000 - music teacher £1800 - Forest School provider	SLT monitor club attendance trackers Pupil voice – Forest school Pupil voice – clubs & Civic Award
Total budgeted cost				£17050	

iii. Other Approaches

Desired outcome	Chosen action/approach	What is the rationale for this choice?	Staff lead	Cost	How impact will be measured?
Improve access to trips, visits and residential trips	<ul style="list-style-type: none"> □ School trips partial/or wholly subsidised including remission for residential visits 	<ul style="list-style-type: none"> □ To give children the opportunities to develop confidence and resilience in a range of setting and within a range of contexts 	JG - SBM	£2000	Pupil voice
Total budgeted cost				£2000	

6. Review of expenditure (July 2021) ALL DATA IS BASED ON TEACHER ASSESSMENT DUE TO SPRING TERM 2021 NATIONAL LOCKDOWN

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)
Ensure that non-SEN disadvantaged pupils are fully supported to read consistently with improved fluency and comprehension	<p>The percentage of non-SEN disadvantaged pupils increasing reading fluency scores and reading comprehension standardised scores is:</p> <ul style="list-style-type: none"> - 90% (19/21) Fluency - 76% (16/21) Reading Comprehension 	<p>Approach to be continued due to Covid-19 National lockdown - decreased opportunity for small group focused reading sessions, decreased opportunity for effective teacher modelling, structuring and scaffolding through shared reading comprehension sessions, decreased engagement with Remote Learning timetable and structure for some pupils.</p> <p>Additional measures:</p> <ul style="list-style-type: none"> -Read Write Inc training to be extended to include KS2 staff and new to the school staff -Purchase additional group reading resources for scaffolded reading fluency sessions for those children identified as non-fluent
Ensure that at least 85% of non-SEN disadvantaged pupils reach at least Age related expectation in writing by the end of the academic year	The percentage of non-SEN disadvantaged pupils reaching at least Age Related Expectations in writing is 57% (12/21)	<p>Approach to be continued due to Covid-19 National lockdown - decreased opportunity from small group focused writing sessions, decreased opportunity for effective teacher modelling, structuring and scaffolding through shared writing, decreased engagement with Remote Learning timetable and structure for some pupils.</p> <p>Additional measures:</p> <ul style="list-style-type: none"> -Literacy Company CPD -small group tuition for disadvantaged pupil behind PAG scores
Emotional and behavioural difficulties in disadvantaged pupils is improved	<p>100% (6/6) of disadvantaged pupils, for whom there are SEMH difficulties, show improved well-being scaling scores when working with our school pastoral mentor</p> <p>In addition, observations and focused discussions with individuals demonstrates improved outlook, confidence and access to self-help strategies</p> <p>End data collected following external provision workshops (Thumbs Up) for whole classes, demonstrates improved resilience and confidence</p> <p>IRIS records demonstrate regular discussions with parents</p>	<p>Approach to be continued.due to COVID-19 impact on mental health and well-being and therefore increased requests for pastoral mentor triage and targeted support sessions</p> <p>Additional measures:</p> <ul style="list-style-type: none"> -ADHD Foundation SLA – weekly therapist support, CPD
Increase the percentage of disadvantaged pupils attending extra- curricular activities consistently throughout the year, including music lessons, sports or arts clubs	Assessment data demonstrates that at least 85% of disadvantaged pupils attend at least 3 extra-curricular clubs throughout the year – NOT ABLE TO PROVIDE ASSESSMENT DATA	Approach to be continued due to Covid-19 National lockdown and restrictions - decreased opportunity to consistently provide a range of extra-curricular activities