



Pupil Premium Strategy Statement 2019-20

The Pupil Premium Grant is allocated for the educational benefit of children at the school, to address inequality and disadvantage. The school uses the funding to provide interventions and support for its disadvantaged pupils.

Lowerplace Primary School - Summary Information					
Academic Year	2019/20	Total PP budget	£207,840	Date of most recent PP Review	July 2019
Total number of pupils	504	Number of pupils eligible for PP	153	Date for next internal review of this strategy	July 2020

Funding	Number of eligible pupils	Amount per pupil	Total
Pupil Premium	153	£1,320	£200,640
Service Children	1	£300	£300
LAC Pupil Premium	6	£2,300	£13,800
Total			£214,740

Year 6 Attainment – July 2019		
	Pupils eligible for PP (National)	Pupils not eligible for PP (National)
% achieving expected standard or above in reading, writing and maths	26% (54%)	42% (75%)
% achieving expected standard or above in reading	37% (64%)	51% (83%)
% achieving expected standard or above in writing	34% (63%)	47% (81%)
% achieving expected standard or above in maths	46% (63%)	56% (82%)

Barriers to future attainment	
In-school barriers	
A	Some children who are entitled to Pupil Premium across school need support with Speech and Language, especially fluency, expressive language and speech sounds.
B	Some children who are entitled to Pupil Premium, especially Low Prior Attainers and High Prior Attainers, are not making as much progress as other children in the same categories.
External barriers	
C	Some children who are entitled to Pupil Premium have social, behavioural or emotional barriers to learning are not making as much progress as other children.
D	The Attendance percentage for children entitled to Pupil Premium is lower than that of other children, especially unauthorised lateness.
E	Some children who are entitled to Pupil Premium have limited access to enrichment activities and extracurricular activities like musical instruments, school trips, clubs etc.

Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A	For children who are entitled to Pupil Premium that need Speech and Language support to make above expected progress in Reading.	Half termly assessments with a speech and language specialist, to determine the impact and to plan next steps. Follow up work carried out by Teaching Assistants to allow the children to practice the techniques provided by the specialist. Assessment criteria in Reading achieved.
B	For children who are entitled to Pupil Premium, especially Low Prior Attainers and High Prior Attainers, to make as much progress as other children.	Accurate assessments to be carried out each half term. Targeted interventions, delivered by Teaching Assistants, in place for children with gaps in knowledge to ensure they make progress. Interventions to be evaluated, impact measured and next steps planned every half term.
C	For the children who are entitled to Pupil Premium who have social, behavioural or emotional barriers to learning, to make as much progress as other children.	Bespoke support from the Inclusion team to be in place to support the individuals on a 1 to 1 basis, in groups or in class. Interventions to be evaluated, impact measured and next steps planned every half term.
D	To increase attendance rates for children who are entitled to Pupil Premium.	To reduce the number of persistent absentees, unauthorised holidays and lateness for children that are entitled to Pupil Premium by: <ul style="list-style-type: none"> • Rewards and assemblies in school • Communicating with parents the concerns and ways we can support by letter, phone and home visits • Provide before and after school clubs to support parents • Referring to the schools Education Welfare Officer and hosting panel meetings and possibly issuing fixed penalty notices
E	To provide children who are entitled to Pupil Premium with enrichment activities and extracurricular activities.	Identify children who have a particular interest in an instrument or club or trip and arrange for them to have access to it. To ensure that disadvantaged children receive Forrest School activities for enrichment and support with social, behavioural or emotional barriers to learning.

Planned expenditure					
Academic year		2019-20			
i. Quality of teaching					
Desired outcome	Chosen action / approach	Evidence?	How will we ensure it is implemented well?	Staff lead	When will it be reviewed?
A. For children who are entitled to Pupil Premium who need Speech and Language support to make above expected progress in Reading.	S&L Therapist and Teaching Assistants to deliver targeted follow up work from the Speech and Language Therapist and English interventions.	Children are expected to use their phonic knowledge to read with confidence using the correct sounds. To enable some children to do this, they need a specific intervention that is tailored to their speech and language needs. Their needs will not be met through the teaching of phonics. Children also receive specific reading interventions and EAL support (English as an additional language).	Interventions are monitored by the SENDCo and Senior Leaders in school. The impact of the interventions is evaluated and reviewed on a half termly basis.	SENDCo	Half termly

B. For children who are entitled to Pupil Premium, especially Low Prior Attainers and High Prior Attainers, to make as much progress as other children.	Targeted interventions are delivered by support staff as an addition to whole class differentiated teaching.	Through Triangulation meetings, the impact of interventions is measured. The impact is that the child has made accelerated progress because of the targeted teaching an intervention provides.			
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ii. Targeted support

Desired outcome	Chosen action / approach	Evidence?	How will we ensure it is implemented well?	Staff lead	When will it be reviewed?
A. For children who are entitled to Pupil Premium who need Speech and Language support to make above expected progress in Reading.	Speech and Language Therapist to carry out regular assessments and provide follow up work for the school to deliver.	The Therapist and the impact of her work was reviewed last year and showed that the targeted children made accelerated progress in reading. The expertise of the Speech and Language professional is used to ensure the interventions are appropriate and accurate assessments are carried out.	Senior Leaders regularly meet with the Speech and Language Therapist to link the interventions to the impact on pupil outcomes.	SENDCo	Half termly
C. For children who are entitled to Pupil Premium who have social, behavioural or emotional barriers to learning to make as much progress as other children.	The inclusion team to provide interventions like: <ul style="list-style-type: none"> • Transition Groups • 1 to 1 Mentoring • Counselling – Domestic violence / bereavement etc • Therapy - messy play / Lego club / siblings club • Specialist Support – CAF / EHC Plan etc 	From our experience, if children have influences on their lives that effect their concentration or wellbeing; they are not in the correct frame of mind to learn. These interventions provide the children with quality time to support them and help them work through any issues.	Interventions are monitored by the SENDCo and Senior Leaders in school. The impact of the interventions is evaluated and reviewed on a half termly basis.	SENDCo Pastoral Manager Learning Mentor	July 2019

iii. Other Approaches

Desired outcome	Chosen action / approach	Evidence?	How will we ensure it is implemented well?	Staff lead	When will it be reviewed?
A. For children who are entitled to Pupil Premium who need Speech and Language support to make above expected progress in Reading.	Speech and Language Therapist, Teaching Assistant or SENDCo to have regular contact with parents and send work home.	If parents understand the process and the work that is carried out in school, they are willing to support at home. Home school books / homework evidences the work carried out and provides a home context for the work to engage the children.	Through termly SEN review meetings with parents and regular parent contact before / after school.	SENDCo	Half termly
C. For children who are entitled to Pupil Premium who have social,	Parent Interventions either in groups or 1 to 1 are provided by the inclusion team.	These interventions give the parents strategies to organise the home life situation and bring	Interventions are monitored by Senior Leaders in	Pastoral Manager	Half termly

behavioural or emotional barriers to learning to make as much progress as other children.		structure and routines into their child's life. Children of parents who attend the courses are monitored to evidence the impact of the interventions.	school. The impact of the interventions is evaluated and reviewed on a half termly basis.		
D. Increase attendance rates for children that are entitled to Pupil Premium.	Inclusion teams to work with families, offer support and hold parents to account.				
E. For children who are entitled to Pupil Premium that have limited access to enrichment activities and extracurricular activities to be provided with them.	Trips and enrichment to be funded by the school for these children and the expenditure to be tracked.	We have found that children thrive and have increased self-esteem if they are able to join in with extracurricular activities alongside their peers. We also see an increase in positive behaviour and better attitudes to learning.	The inclusion team are linked to these children and tie in their access to these activities to the entry/exit assessments of the interventions they are carrying out.	Pastoral Manager Learning Mentor	July 2019

Budgeted Expenditure	
Pupil Premium Grant Expenditure 2018-19	Cost
<u>Staff for Interventions</u>	
Teaching Assistant (Level 2) x 2	£197,441
Teaching Assistant (Level 3) x 2	
Teaching Assistant (Level 4) x 1	
Intervention Teacher 5 x mornings	
Pastoral Manager	£25,863
Learning Mentor	
Speech & Language therapist	£800
Interpretation Services	
For Breakfast & After School provision for our pupil premium children	£2,100
Funding for trips, Music lessons, Extra-curricular Clubs and enrichment for our pupil premium children.	
Resources (including ICT)	£9,290
	£20,000
Total	£255,494

Review of expenditure 2018-19

	Cost	Impact																																																																																																													
<p>The pupil premium funding was used to provide support and enrichment to disadvantaged pupils and their families, ensuring that their achievement is in line with their peers.</p> <ul style="list-style-type: none"> • Teaching Staff interventions • Support Staff interventions • Pastoral, Learning Mentor • Family Support • Breakfast Club • Speech Therapist • Counselling • Enrichment: <ul style="list-style-type: none"> • Music Tuition • Yoga • Badminton • Resources including ICT • Trips/Visits • Dance/Gymnastics • Interpretation services • Extended Schools Hub / Outdoor learning 	<p>£236,540</p>	<p>Eligible Pupil Premium Pupils (Years 1 to 6) Summer 2019 % Achieving Expected Progress</p> <p>The assessment system in school is measured in points. The more achievement, the more points progress.</p> <p><u>PP</u> = Pupils Entitled to Pupil Premium Funding <u>Non-PP</u> = Pupils not Entitled to Pupil Premium Funding</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: center;">1</td> <td style="text-align: center;">PP</td> <td style="text-align: center;">89</td> <td style="text-align: center;">79</td> <td style="text-align: center;">77</td> </tr> <tr> <td style="text-align: center;">Non-PP</td> <td style="text-align: center;">81</td> <td style="text-align: center;">77</td> <td style="text-align: center;">83</td> </tr> <tr> <td colspan="5"> </td> </tr> <tr> <th>Year</th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <td rowspan="2" style="text-align: center;">2</td> <td style="text-align: center;">PP</td> <td style="text-align: center;">86</td> <td style="text-align: center;">76</td> <td style="text-align: center;">78</td> </tr> <tr> <td style="text-align: center;">Non-PP</td> <td style="text-align: center;">83</td> <td style="text-align: center;">71</td> <td style="text-align: center;">79</td> </tr> <tr> <td colspan="5"> </td> </tr> <tr> <th>Year</th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <td rowspan="2" style="text-align: center;">3</td> <td style="text-align: center;">PP</td> <td style="text-align: center;">84</td> <td style="text-align: center;">78</td> <td style="text-align: center;">79</td> </tr> <tr> <td style="text-align: center;">Non-PP</td> <td style="text-align: center;">90</td> <td style="text-align: center;">78</td> <td style="text-align: center;">78</td> </tr> <tr> <td colspan="5"> </td> </tr> <tr> <th>Year</th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <td rowspan="2" style="text-align: center;">4</td> <td style="text-align: center;">PP</td> <td style="text-align: center;">78</td> <td style="text-align: center;">64</td> <td style="text-align: center;">72</td> </tr> <tr> <td style="text-align: center;">Non-PP</td> <td style="text-align: center;">76</td> <td style="text-align: center;">63</td> <td style="text-align: center;">71</td> </tr> <tr> <td colspan="5"> </td> </tr> <tr> <th>Year</th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <td rowspan="2" style="text-align: center;">5</td> <td style="text-align: center;">PP</td> <td style="text-align: center;">75</td> <td style="text-align: center;">72</td> <td style="text-align: center;">72</td> </tr> <tr> <td style="text-align: center;">Non-PP</td> <td style="text-align: center;">78</td> <td style="text-align: center;">75</td> <td style="text-align: center;">75</td> </tr> <tr> <td colspan="5"> </td> </tr> <tr> <th>Year</th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <td rowspan="2" style="text-align: center;">6</td> <td style="text-align: center;">PP</td> <td style="text-align: center;">94</td> <td style="text-align: center;">71</td> <td style="text-align: center;">82</td> </tr> <tr> <td style="text-align: center;">Non-PP</td> <td style="text-align: center;">97</td> <td style="text-align: center;">75</td> <td style="text-align: center;">89</td> </tr> </tbody> </table>	Year		Reading	Writing	Maths	1	PP	89	79	77	Non-PP	81	77	83						Year		Reading	Writing	Maths	2	PP	86	76	78	Non-PP	83	71	79						Year		Reading	Writing	Maths	3	PP	84	78	79	Non-PP	90	78	78						Year		Reading	Writing	Maths	4	PP	78	64	72	Non-PP	76	63	71						Year		Reading	Writing	Maths	5	PP	75	72	72	Non-PP	78	75	75						Year		Reading	Writing	Maths	6	PP	94	71	82	Non-PP	97	75	89
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