

Lifton School Pupil Premium Strategy 2020-2021

Lifton Primary School recognises that all children regardless of background should have equal access to a curriculum which will enable them to reach their potential.

Who is entitled to the Pupil Premium Grant?

The Pupil Premium Grant is a government initiative that targets money at pupils from deprived backgrounds, who research shows, under achieve compared to their non deprived peers.

The Government have used pupils entitled to free school meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil based on the number of pupils registered for Free School Meals (FSM).

Objectives

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we aim high in ensuring that pupils make good progress. However, historically levels of attainment are lower for FSM pupils (those eligible for free school meals) – also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. Our plan is to provide interventions which predominantly focus on improving feedback, developing skills and knowledge which can be self-regulated whilst increasing parental engagement. We have a designated Champion of Pupil Premium Grant who aims to increase the % of outstanding teaching across the school, share best practice and provide targeted support and intervention for pupils. In addition to this we will focus on earlier intervention, increasing interventions provision in lower KS2 and KS1. We will also establish the opportunity for Developing Children as Leaders, with the aim of supporting children in taking more responsibility for their own learning and helping them to plan, monitor and evaluate their learning.

Priorities

At Lifton, our priority is to 'narrow the gap' for the most vulnerable pupils not on track to achieve nationally expected outcomes for their current Key Stage.

The governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. The governors reserve their right to allocate the pupil premium to support any pupils or groups of pupils the school has legitimately recognised as being socially disadvantaged.

The Head Teacher and the Senior Leaders will maintain an ongoing programme of support for socially disadvantaged pupils which will be subject to the oversight of the full governing board. Termly progress meetings will enable the governors to monitor the impact of our strategies to 'narrow the gap' i.e. what is currently being achieved and what could potentially be achieved. This may include measures to raise self esteem, broaden horizons and opportunities for experiences that would otherwise have been unavailable to them.

Provision

All our work through the pupil premium grant will be aimed at accelerating progress moving children to at least related expectations.

Pupil Premium Grant resources may also be used to target able children on FSM to exceed age expectations at the end of Foundation, KS1 and KS2. Schools also receive the Services Pupil Premium Grant so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Success criteria:

Early intervention for socially disadvantaged pupils and close new gaps created by the lockdown and restrictions of the pandemic

The vast majority of socially disadvantaged pupils will meet their individual targets

Having a whole school approach

Create a positive school atmosphere in which pupils' differences are recognised and they are valued as full members of the school community

Developing confident and independent learners

Reporting

It will be the responsibility of the Head Teacher or a delegated member of the senior leadership team (Champion of the Pupil Premium Grant), to produce regular reports for the Governors on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.

It will be the responsibility of the head teacher that this information is known to the full governing body

The governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium Grant funding has been used to address the issue of 'narrowing the gap'. This task will be carried out within the requirements published by the Department for Education.

1. Barriers to future attainment (for pupils eligible for PP including high ability) at Lifton School

National lockdown and restrictions during the COVID19 pandemic

Expected standard

Greater depth

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

A.	Widening of gaps caused by the lockdown and restrictions of the pandemic
B.	Language skills in Reception and KS1 are lower for pupils eligible for PPG than for other pupils.
C.	Numbers of PPG pupils working at greater depth in maths and writing by the end of KS1 and KS2 has been historically lower than other pupils although this gap is narrowing.
C.	Some pupils deemed to be disadvantaged in Reading, Writing and Mathematics are not achieving age related expectations of attainment in

	<u>ALL</u> year groups.
D.	Pupils' mental Health and wellbeing now at greater risk as a result of lockdown and the restrictions and further social and economic barriers created by the pandemic
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	The fall- out from the lockdown including social and economic barriers created for additional families Parental expectations, engagement and commitment. Inward mobility.

2. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Following on from the good levels of GLD in Foundation in the EYFS (82.6% for 2018/19 and unknown for 2019/20) increase and develop the provision and capacity of effective specialist teaching of language skills for pupils eligible for PPG in the foundation unit. To improve language skills of KS1 children to ensure pupils make age related expectations of attainment by the end of KS1 in reading and writing and maths	Early identification of pupils eligible for PPG in Reception and Nursery, who do not have the on entry level for speech and language, and KS1 pupils who require further S&L to secure greater outcomes by the end of KS1. As, a result, pupils are well prepared for the next stage of their learning.
B.	Higher percentage of high ability PPG pupils to be working at greater depth in Maths and English by the end of KS2. Due to historically low starting points this will be a challenge to attain the higher levels across all pupil groups.	Reduce the attainment gap between pupils eligible for PPG identified as high ability and other pupils identified as high ability who are working at greater depth by the end of KS2. Measured termly by teacher assessments and successful moderation practices established across the federation and local learning community. Target for 20% of pupils to achieve the greater depth standards of attainment for all pupils

C.	Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths in KS1 and KS2.	Pupils eligible for PPG make more progress than 'other' pupils to reduce the attainment gap by the end of KS1 and KS2. Measured termly by teacher assessments and successful moderation practices established across the school, Moorland School Partnership and with other schools from the local learning community e.g. St Giles on the Heath School.-when restrictions are lifted this will be face to face but until then online.
D.	The school's provision to support pupils' mental health and wellbeing is developed further by providing a team of experts (SENDCo, Emotional welfare and support TAs) to meet their needs. Many pupils who are disadvantaged have significant social and emotional issues based upon social and economic designations.	Pupils eligible for PPG needs are met and supported through challenging periods of their lives. As a result, their learning needs are being met and their progress from their relevant starting points is positive and the barrier is removed.
E.	Further improve parental engagement, expectation and understanding for PPG pupils.	Continue to increase in the number of parents who attend termly pupil/parent consultations meetings and parent learning workshops through the year. Ultimately, impacting upon attainment.

Spending of pupil Premium Funding

The following information sets out the spending of the pupil premium grant and how we have used the funds in 2019/2020 and how we plan to use the funds this year, 2020/2021. Pupil Premium Funding for 2020/2021 is £1,345 per pupil on FSM and £310 per pupil for children from service families.

Pupil premium - closing the gap results Summer 2020:

Outcomes from 2019-20 spending:

Progress was tracked by the Champion of the Pupil Premium Grant Senior Teacher and reported termly to the full governing board and the Head Teacher.

Achievement was celebrated throughout the year and through lockdown in response to home learning where possible; any issue of underperformance was reviewed and new strategies put into place by the leadership team to raise achievement and progress.

Additional teaching and learning opportunities are provided through experienced Teachers and TAs focussed on overcoming gaps for learning. Extra resources for reading, writing, maths, other subjects are purchased with the pupil premium grant to help close the gap.

Apart from economic pressures for families in receipt of the pupil premium grant, some of our pupils are experiencing a range of difficulties including the effect of a national lockdown and ongoing restrictions which create and increase barriers to their learning. These include emotional, social and behavioural issues and in some cases health and well-being issues. Targeted intervention both academically and emotionally is provided for these pupils and is reviewed on a regular basis by the champion of the pupil premium grant, head teacher, governing body, senior leaders, teachers, parents and pupils.

Impact is measured on a regular basis by all stakeholders and adjusted where necessary at pupil progress meetings with staff and at parent's consultation meetings with the parents. The head teacher also monitors the progress of these pupils each fortnight by looking at pupil's work, talking to the pupils and by assessing their progress against their personal targets.

Free School Meals Pupils

This table shows pre-lockdown predictions for PP pupils only and likely outcome following lockdown

End of Foundation (2 pupils)	Good Level of Development Autumn Prediction 50% Likely outcome after lockdown 0%			
End of Key Stage 1	Reading Autumn Prediction 60% Likely outcome after	Writing Autumn Prediction 40%	Maths Autumn Prediction 60% Likely outcome after	R,W,M Autumn Prediction 40% Likely outcome after lockdown 29%

	lockdown 57%	Likely outcome after lockdown 29%	lockdown 29%	
SPaG Autumn Prediction 60% Likely outcome 20%				
End of Key Stage 2	Reading Autumn Prediction 71% Likely outcome after lockdown 63%	Writing Autumn Prediction 71% Likely outcome after lockdown 63%	Maths Autumn Prediction 71% Likely outcome after lockdown 63%	R,W,M Autumn Prediction 71% Likely outcome after lockdown 50%
SPaG Expected Autumn Prediction 71% Likely outcome after lockdown 43%				

3. Planned expenditure Academic year 2020/21
(Please see also Catch Up funding strategy).

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll **134**

Number of pupils benefitting from PPG 22% PPG+ 3 Services PPG = 30 pupils

Total amount of PPG received £35,280

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. Improved language skills in Reception and KS1.	Staff training on developing oracy and developing vocabulary range for pupils in EYFS and KS1 in order to become a more communication friendly school. PPG children to be a focus for all coaching and monitoring visits. Phonics training for all staff throughout the school. Delivered by	Following the impact of this more staff will be trained and are deployed tactically to ensure that speech and language is not a barrier.	Nuffield Early Language Intervention (NELI) for YR and Early identification of pupils in Early Years and KS1 who require S&L intervention. Provision maps developed and reviewed and intervention timetabled. Implement recovery plan. CPD for teachers and TAs. Babcock Universal Offer-English CPD including Vocabulary project. Use INSET and inset training by the English leader to disseminate training throughout EYFS and KS1. Lessons from training embedded throughout EYFS and KS1.	HT, AHT, SENDCo, English Leads/ EYFS Lead	Jan 2021

	the EYFS Leader.		Extend opportunities further for PPG children in EYFS to improve motivation and engagement, impacting on attendance and opportunities to develop language skills.		
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B. Increased % of PP pupils working at greater depth for R, W, M by the end of KS2.	<p>Higher attainment of high ability PPG pupils to be a focus throughout all year groups and for monitoring visits.</p> <p>Staff training for all staff to teach and support the teaching of the maths curriculum and approach to reasoning and mastery of mathematics.</p> <p>Staff training for all staff to teach and support the teaching of vocabulary. Develop further the school's approach to teaching of rapid recall and mental calculation in maths, ma opportunities.</p>	<p>Less high ability pupils eligible for PPG are working at greater depth in maths by the end of KS2. We want to ensure that PPG pupils achieve high attainment as well as simply 'meeting expected standards'. We want to use our expertise within the school and MSP and learning community to improve teacher practices to provide stretch and encouragement for these pupils. Target is ambitious, given relative starting points, but leaders and managers are confident that this is achievable.</p>	<p>Provide coaching time to improve teacher practices, ensuring quality time is provided for reflection.</p> <p>Use INSET and coaching to provide staff training for MA, to upskill and develop ALL staff (including support staff) who have direct contact with teaching pupils the curriculum choice and approach to mastery teaching of mathematics, developing further reasoning skills for the MA mathematicians. Outcomes reviewed through 'book looks' during staff meetings, lesson observations and pupil conferencing. Lessons from training embedded throughout the whole school are at least good with a significant proportion being excellent. Sept non-pupil days - recovery plan and new expectations for English and Maths.</p> <p>Develop pupil's rapid recall of mental calculations further across all year groups by raising the profile of Mathletics target challenges, celebration assemblies etc.</p> <p>Ensure that maths displays support a mastery</p>	HT, AHT and subject leaders	Ongoing from Sept 2020 - July 2021
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<p>C. Reduce the attainment gap for pupils deemed to be disadvantaged in KS 1 and KS2.</p>	<p>PPG children to be a focus for all coaching and monitoring visits.</p> <p>Staff training for the whole school approach to teaching writing with renewed approach of more skills rehearsal and less oral rehearsal.</p> <p>Review and adapt the school's response to early intervention by creating a more responsive system to direct misconceptions from current learning that has just taken place.</p> <p>Monitor the quality of teaching (including books overtime) input into supporting pupils through rapid intervention.</p>	<p>PPG pupils are not achieving age related expectations of attainment consistently across all year groups when compared with 'other' pupils. We want to ensure that all PP pupils achieve age related expectations of attainment by the end of KS2. Develop early intervention by creating a more responsive system to misconceptions from current learning. This will be supported by the marking and feedback of pupils work and the flexible planning and grouping within lessons.</p>	<p>Create a more responsive system to direct misconceptions from current learning that has just taken place and ensure that pupils are making more than expected progress.</p> <p>Monitor the quality of teaching (including books overtime) input into supporting pupils through rapid intervention.</p> <p>Ensure quality first teaching (over time) meets the needs of all groups, including the most able and less able disadvantaged pupils. Immediate support and coaching for staff whose pupils' do not meet the expectations.</p> <p>Monitor the teaching of writing by ensuring that the renewed approach of less oral rehearsal and more skill rehearsal is fully embedded. Outcomes reviewed through 'book looks' during staff meetings, lesson observations and pupil conferencing.</p> <p>Rigorous monitoring of parental engagement with the school's renewed approach to teaching spelling and homework and the school's curriculum statement.</p>	<p>HT,AH T Subject Leaders</p>	<p>Jan 2021</p>
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Summary spending and actions for 2020-21 academic year:

SEND 1 allowance for SENDCo £2,043

Some PPA taught by a science specialist and science leadership to raise attainment in science in all year groups £4800

Release teachers to teach maths/English for KS1 and KS2 FSM-HLTA Cover £ a proportion of the cost will be supported by the PPG

Extra teaching support staff to support vulnerable children £various including improve understanding of learning in reading, writing and maths and supporting children to set individual learning targets. £ a proportion of the cost will be supported by the PPG

TA Support in all classes including the Foundation Unit to improve understanding of learning in reading, writing and maths £ a proportion of the cost will be supported by the PPG

Individual or small group tuition by an experienced TA for KS2 FSM children £ a proportion of the cost will be supported by the PPG

Free lunch time physical activities with qualified sports coach £532

Booster lessons for Y6 pupils by experienced teacher/HLTA-Summer term £ a proportion of the cost will be supported by the PPG

Teacher/SENDCo review-careful planning of interventions to be completed each term

Teachers/TAs to liaise closely to deliver and regularly update provision maps and interventions

Performance management targets for all teachers for vulnerable children

Pupil Progress meetings between each class teacher and the head teacher

Book scrutiny of PPG children each term-conducted by English and maths subject leaders and SLT

Termly reviews of whole school English/Maths provision and feedback to teaching staff

Priority reading with TAs if children are unable to read at home

More able and talented workshops Moorland Schools Partnership and various other opportunities locally- £1,500 when restrictions are eased

Early Years PPG Foundation Assistant to run interventions in the FSU £ a proportion of the cost will be supported by the PPG

Additional maths/English resources for the more able PP pupils £1,200

Additional maths resources for outdoor learning National Maths of the Day programme £600

ESPRESSO-high quality teaching resources for all year groups £900

Mathletics and Spelldrome £1,070

Accelerated Reader Programme subscription £2,097 for a 2 year subscription and necessary resources £500

Pie Corbett-Talk For Writing live teaching sequences for Key Stage 2 £400

Overhaul of reading books and the teaching of phonics £1500

Read Write Perform writing resource £10 per sequence

Vocabulary Ninjas £59

Maths Rock stars £100

Literacy Shed £78

Cross Curricular science books-one per class per term-£various

Total budgeted cost	TBC
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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. Improve and build upon the previous success of language skills in EY and KS1.	Targeted specific intervention for pupils requiring intervention. Parent consultation to set and agree termly progress targets for pupils to improve parental accountability and provide support for parents.	The team to be developed and capacity to be increased across the EYFS and KS 1.	Early identification of pupils in EY and KS1 who require S&L intervention. Increase parent engagement at meeting by encouraging parents through child participation within class assemblies where pupils demonstrate how they can be supported with their learning-when restrictions are lifted. Until then this will be delivered online. The school Facebook page website will also be utilised fully for parental engagement.	SLT, Subject leaders	Jan 2021

B. Increased % of PPG pupils working at greater depth for Maths and English by the end of KS2.	Intervention teacher, HLTA.	Although this remains a challenge from historic starting points. The capacity of provision needs to be increased following recent success for some PPG pupils.	Identification of MA pupils in year 6. Intervention planned, organised and timetabled. Provision evaluated.	Champion of the PPG, SLT, Subject Leaders	Jan 2021
Reduce the attainment gap for pupils deemed to be disadvantaged in KS 1 and KS2.	Targeted specific intervention for red and amber pupils who are not achieving age related expectations of attainment (regardless of starting point). Provision mapping, Booster classes.	Some pupils need targeted support to catch up with age related expectations-regardless of starting point. Again, pupils who are provided with consistent support from both home and school made more rapid progress.	Identification of red and amber pupils who are not achieving age related expectations of attainment using Summer term data analysis. Intervention time tabled. HT monitoring to ensure ALL pupils who are behind within the attainment gap are part of the specific class focus group to be supported daily. Demonstrate to parents how they can support their children's learning.	Champion of the PPG, SLT, Subject Leaders	Jul 2021
As previous summary				Total budgeted cost	TBC
ii. Other approaches					
Desired outcome	Chosen	What is the evidence and	How will you ensure this is	Staff	When will

	action/approach	rationale for this choice?	implemented?	lead	you review implementation?
The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives and the effect of lockdown and the restrictions of the pandemic.	<p>Build a team of experts (Emotional logic/Boxall profile trained staff) to ensure all pupils' needs can be met and supported through challenging periods of their lives.</p> <p>Mental health first Aid programme.</p>	<p>Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically.</p>	<p>Identify, design and develop an area that will enable pupils to feel safe and secure in their time of need.</p> <p>Introduce provision/service for mental health and wellbeing support, building a team of experts to ensure that all pupils' needs are being met and supported. Outcome reviewed through wellbeing survey.</p> <p>Ensure trusted adults take on an active role in supporting vulnerable pupils.</p> <p>Embed the PSHE curriculum across the school. Outcome reviewed through pupil conferencing, observations and pupil conferencing.</p> <p>Increase the profile of Achievement for All, particular for</p>	<p>SLT, Champion of the PPG Staff who are trained</p>	Jan 202

			vulnerable pupils and parent/careers. Senior Administrator to be trained to administer the programme for staff-(LAP SW training)-key staff to be appointed as key workers- lead Gill Taylor HLTA.		By July 2021
Improve parental engagement, expectation and understanding for PPG pupils.	<p>Parent consultation to set and agree termly progress targets to improve parental accountability and provide support for parents to help their child's learning at home.</p> <p>Provide parental workshops to support parents to help with their child's home learning through child participation during class assemblies.</p> <p>Parent workshops eg</p>	<p>Pupils who are provided with consistent support from both home and school made more progress.</p> <p>The single most important finding from recent research undertaken by the DFE has a large and positive impact of children's learning 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement.</p> <p>The school's own research identified that parents could not support their children at home because the curriculum was too challenging- take steps to support this through parent consultations</p>	<p>Increase parent engagement at termly parent/pupil conference meetings by increasing expectations. This will be online until all restrictions are lifted.</p> <p>Increase parent engagement by inviting parents to celebration assemblies where pupils demonstrate how they can be supported with their learning. This will be online until all restrictions are lifted.</p> <p>Parental engagement to be increased through a renewed drive on the value of parent learning/training programmes. This will be online until all restrictions are lifted.</p>	SLT, all teachers	Jan 2021

	<p>Reading</p> <p>Identified agencies to target individual and support their families following referral from TAFs</p>	<p>and bespoke support. Family learning when available.</p>	<p>Increase the engagement of pupils using home learning platforms including mathletics and spellodrome. Outcomes reviewed by an increase in the percentage of pupils using home learning platforms.</p> <p>Rigorously monitor PPG children's home learning, reading records and spellings, increasing parental engagement. Parental engagement with supporting learning at home through e.g. Spellodrome and Mathletics.</p>	
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Summary spending and actions for 2020-21 academic year:

Breakfast club-5 days per week each term £5,000

TA Support £ a proportion of the cost will be supported by the PPG

Intervention teacher-primary phase £ a proportion of the cost will be supported by the PPG

Continue with provision/service for mental health and wellbeing support, building a team of experts to ensure that all pupil's needs are being met and supported through EH4MH (Early Help for Mental Health) approach and mental health first aid programme.

Other workshops related to the individual needs of some pupils who have a range of barriers to learning

Track the attendance of pupils in receipt of PPG £500

Early Years PPG Foundation Assistant to run interventions in the FSU

Help with school resources as needed by targeted families eg school uniform-various

Music tuition, subsidy for residential and school educational trips £3,000-budgeted for when restrictions are lifted.

	Total budgeted cost	TBC

Pupil Premium Funding Breakdown

Financial year	Amount of Pupil Premium funding
2018-19	£39,000 30 + 1 children
2019-20	£37,260 28 + 1 children
2020-21	£37,245 27 + 3 children

Academic Year	2018-2019	2019-2020	2020-2021
Percentage of pupils in receipt of the Pupil Premium Grant (PPG). The numbers of pupils in receipt of the PPG at Lifton School is	26%	21%	22%

higher than national figures.			
Number of pupils eligible for the PPG	30	28	27
Number of looked after pupils eligible for the PPG	0	0	0
Number of service children eligible for the Services PPG	1	1	3 (1 Services PPG + 2 Ever 6 PPG Services)