

Pupil Premium Strategy - Spending and Impact Report 2020-21

1. Summary information					
School	Laycock Primary School				
Academic Year	2020-21	Total PP budget	£37,960	Date of most recent PP Review	July 2021
Total number of pupils	98 (incl Rec)	Number of pupils eligible for PP	26 (incl Rec)	Date for next internal review of this strategy	September 2021

2. Attainment based on July 2019 data - last data available due to Covid (95 pupils & 29 xPP)									
	Laycock Primary School Disadvantaged children			National Disadvantaged pupils			Laycock non-disadvantaged pupils		
% of PP children achieving GLD in EYs	80			57			80		
% of PP children achieving expected standard in phonics screening check	100			70			92.3		
% PP children achieving age-related expectation at the end of KS1	66.7	33.3	66.7	62	55	62	50	50	50
% PP children achieving age-related expectation at the end of KS2	85.7	85.7	85.7	62	68	67	71.4	85.7	71.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupils arriving in reception working below ARE, particularly in language and communication and early reading skills	
B.	Increasing attendance and / or levels of additional support needed for pupils at risk of not achieving ARE - Academic and SEMH	
C.	Significant family circumstances which impact on pupil readiness to learn, including increasing deprivation factors.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	A lack of parental engagement with school: home learning; academic events.	
E.	Increasing deprivation factors adversely affecting family contributions to pupils' Cultural Capital.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Outcomes at end of Reception to be at least in line with National Average for disadvantaged pupils. Barriers to learning caused by SALT difficulties are addressed early, such that pupil progress is accelerated.	Staff are skilled in supporting children and parents with speech and language developmental activities in school and the home. Disadvantaged pupils make accelerated progress towards achieving National Average.
B.	Increased support in place for those identified as falling behind using standardised assessments	All children receive support they need to access learning & make accelerated progress and achieve their potential, regardless of background. Gaps to ARE are narrowed in all year groups and subjects.
C.	Children are in school, with appropriate resources and provision to enable them to settle to learning and focus without distraction, maximising progress. Barriers to learning are diminished as a result of working positively and proactively with vulnerable families.	Children will be in school daily and on time, by the close of registers, well fed and appropriately clothed for the weather and activities on offer, such that no child is disadvantaged. Pupil progress & attainment improves.
D.	Increase in parental engagement in all school activities.	Parents trust school staff and enjoy engaging with activities, with and about their children. School provides what parents want & need. Parental engagement increases.
E.	School provides a wealth of experiences to ensure children receive a broad and balanced curriculum delivery that enables them to gain the essential knowledge to prepare them for their future success.	A broad and balanced curriculum delivery for all learners, appropriately resourced to enrich experiences with visits, visitors, artefacts, etc.

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 and cost	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 – Increase staff awareness of approaches to supporting children arriving in Reception with speech and language needs	<p>Elklan introductory training for all staff.</p> <p>NELI training for 2x staff; delivery x1 group / adult / day to reach Reception & Y1 children</p> <p>BOXALL profiling re SEMH to support progressing the whole child, in line with our school nurturing ethos.</p> <p>£500</p>	<p>Increase in numbers of children entering school in Reception with Speech and Language difficulties; lack of SALT external support capacity and children discharged for non-attendance at appointments means support is not provided in a timely manner. Some children with SEMH may be inaccurately diagnosed with language difficulties.</p> <p>Together, these strategies help ensure we provide the best start for all our children</p>	<p>Whole school approach, within our nurture thread and Positive Behaviour Policy.</p> <p>12 week programme from a planned intervention; delivered within EYs classroom; overseen by LE.</p> <p>All children new to school are profiled to ensure we are meeting their needs. Interventions are put in place as a result of the analysis of their profile, with an entry and exit profile.</p>	<p>KT</p> <p>LE</p> <p>JMcG</p>	<p>Termly, linked to pupil need and staff / student teacher turnover.</p> <p>12 weekly</p> <p>Termly</p>
E – Broad and balanced curriculum offer for all learners with a variety of supporting resources, visits, visitors, etc to ensure all pupils gain the essential knowledge to prepare them for their future success.	<p>Purchase of additional resources to support curriculum delivery, incl pupil specific resources for PP pupils to enable them to fully access the curriculum, eg pumps, PE kits, wellies, etc.</p> <p>Allocation of budget to facilitate access to visits / visitors for PP pupils.</p> <p>£3000</p>	<p>Historic incidents of children unable to access activities due to inappropriate clothing; parents unable to afford trips / visitor contributions.</p> <p>Ensuring that all pupils have equal access to a broad and balanced curriculum.</p>	<p>PP records are updated half termly. Pupil needs are carefully monitored by staff and identified needs fed back to HT.</p> <p>Stock of resources maintained in school.</p> <p>PP trips / visitor contributions subsidised / paid.</p>	JN	Half termly and as required by pupil need.
Total budgeted cost					£3500

ii. Targeted support

Desired outcome	Chosen action / approach and cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B – To provide early support in school to children who have a lack of parental support at home, eg with reading, phonics, maths home learning, etc.</p>	<p>Additional quality support in school to ensure those children who need it receive: Pre-teaching to support new learning; Additional teaching input in small groups to ensure gaps are addressed; 1:1 daily reading with an adult; daily differentiated Systematic Synthetic Phonics input; support as appropriate in core subjects to maximise progress. KS1 HLTA</p> <p>£15,960 contribution</p>	<p>Evidence shows that parental support and interest in a child’s learning is a singularly large contributory factor to pupil progress. Where this is lacking, pupil progress is significantly less. Children benefit from the opportunity to practice newly learned skills and knowledge to help commit them to long –term memory and to support development of schema / linking of ideas; providing additional quality support in school to address this need facilitates additional progress for all learners. (School also provides additional HLTA support in KS2 to address similar needs in Ys 3/4/5/6)</p>	<p>Pupil progress data to support identification of need and allocation of staff. Internal monitoring if impact. Communication between teachers & additional adult re impact & next steps. Communication with parents re strategies to support at home.</p>	<p>JN</p>	<p>Termly</p>
<p>D– Increased parental engagement in school activities, including those relating to curriculum delivery & content.</p> <p>B & D – Support from Child & Parent Support worker to: Provide SEMH input to those requiring support to enable them to be ready to learn; signpost parents to external agencies re financial management; legal guidance; Early Help; parenting support; referrals etc. Access to grants for clothing, household appliances, food packages, etc</p>	<p>Phonics / maths / reading workshops.</p> <p>Individual support from Child & Parent Support Worker for parents with identified barriers.</p> <p>Individual support for children from Child & Parent Support Worker where this is identified as supporting relationships in the home.</p> <p>£11,000</p>	<p>Parents report that strategies used in school are not familiar to them, so workshops & videos to model strategies and approaches to teaching are offered to parents to attend / view with their children.</p> <p>Small group, in-class & 1:1 support as appropriate to enable children to access learning in school.</p> <p>Home access to paid subscription services to support eg Phonics Play; White Rose Maths Hub videos; Spelling Shed; ORT Reading Buddy.</p>	<p>Workshops are spread across the academic year. Activities are videoed so parents who cannot attend can view at their own convenience, shared via Classroom dojo on year group appropriate pages. Teacher videos, aimed at parents, support modelling of strategies to enable parents to help their children. Encouraging parental engagement in sessions with additional incentives.</p>	<p>JN & curriculum leads</p>	<p>Termly</p> <p>Half termly</p> <p>Half termly</p>

B & E – Increasing opportunities for those at risk of not achieving ARE and increasing parental engagement with school through identifying underlying reasons for poor attendance. Whole school attendance is at least in line with National expectations; PA decreases; children are in school, learning.	Strategies in place to address absence with immediate impact: Daily phone call within 15 minutes of registers closing; Messaging service for parents to notify the office of a reason for an absence; Monitoring of absence over time; Meeting with parents where their child's absence is a cause for concern, looking for solutions to the barriers to attendance; Proactively supporting access to / return to school, incl staff insurance & fuel costs (CHaP & Admin Assistant) Home visits (2x staff) to support school attendance. £2,500	Working positively with parents is an effective way to improve pupil attendance at school and thereby increase attainment / narrow gaps to ARE and improve social mobility. The majority of barriers to attendance can be addressed with school support. Importance of breaking the socio-economic cycle.	Monitoring of attendance figures for those causing concern. Improved attendance. Once in school, children's access to range of experiences is broadened.	JN / SB	Weekly
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Total budgeted cost £29,460

iii. Other approaches

Desired outcome	Chosen action / approach and cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B & C Improving school attendance and supporting families with home circumstances that hinder a child's readiness to learn	Breakfast Club staffing daily. £3,000	Providing Breakfast Club ensures that children are fed before school and are in school in a timely manner, ready for their first lesson. Breakfast Club is provided free of charge for PP pupils, with staffing covered using PP funding.	School staff are employed to run the Breakfast Club as they know our children and families well. Our children are comfortable and happy in their school environment with staff they know.	JN / JMcG	Annually
C Supporting families with circumstances that hinder a child's readiness to learn	Provision of additional snacks for those children who present as hungry during the day. £2,000	Hungry children cannot focus on their work. Providing additional snacks for KS2 children (Reception & KS1 children receive fruit) in the form of snack / cereal bars ensures no child is hungry and all children are ready to learn.	Stock of snacks maintained within breakfast club stock to ensure stock rotation. Children presenting as hungry can access a snack. Liaise with parents to discuss LT solutions.	JMcG	Ongoing, but termly
Total budgeted cost				£5000	

