

# Pupil premium strategy statement 2020 -2021

## School overview

Metric	Data
School name	Lanercost CE Primary School
Pupils in school	77 FTE
Proportion of disadvantaged pupils	2.4% (15.4% Nat Av Jan 2019)
Pupil premium allocation this academic year	£2,690
Academic year or years covered by statement	2020-21
Publish date	Oct 2020
Review date	July 2021 and Sept 2021
Statement authorised by	Governing Body
Pupil premium lead	Mrs. Alison Clarricoats
Governor lead	Mrs. Karen Reid

## Disadvantaged pupil progress scores for last academic year 2019-2020

Measure	Score
Reading	N/A as no formal assessments
Writing	N/A as no formal assessments
Maths	N/A as no formal assessments

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a
Measure	Activity
1. All pupils will achieve at least expected standard at KS2 or end of year assessments	Ensure quality first teaching in small mixed-age classes with additional 1:1 pre/post-teaching to support individual learning needs and diminish gaps.
2. All pupils will be happy, flourishing and living life in all its fullness(well-being)	All pupils will believe in themselves, have good mental health and well-being so that they can be happy and flourish in all areas of learning and life.
3. All pupils have good knowledge retention of the wider curriculum as demonstrated by formative/summative tests	To continue to have access to a rich, engaging curriculum despite Covid restrictions.

Barriers to learning these priorities address	Typically, barriers to attainment include social and emotional issues, and lack of cultural enrichment. However, in 2020/21, we also need to consider the wellbeing of children as they return to school, the need to quickly address gaps in learning caused during lockdown, and the need to effectively prepare for any future disruptions to education.
Projected Spending	£1,345 (time for intervention/Outward Bound instructors)

### Teaching priorities for current academic year (to be reviewed in July 2021)

Note: (The disadvantaged child left Lanercost CE Primary School – March 2021- money was spent on other children requiring extra top up teaching)

Aim	Target	Target date
Progress in Reading	100% of pupils are working at age related expectations or better.	July 2021
Progress in Writing	100% of pupils are working at age related expectations or better.	July 2021
Progress in Mathematics	100% of pupils are working at age related expectations or better..	July 2021
Phonics	No Pupil Premium children in KS1 – whole school target for Y2 – 100% Y1- 90%	Dec 2020 (Y2) July 2021
Self-Esteem, confidence and happiness (SEMH)	100% of pupils feel happy, self-confident and are able to flourish.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

Measure	Activity
All pupils will achieve at least expected standard at KS2 or end of year assessments.	Small group and 1 to 1 intervention programmes to target standards in English (Reading Intervention, comprehension and inference, spelling, and to prepare pupils for SATs/transition) to meet the specific targeted needs of PP pupils. T & TA daily interventions of pre/post-teaching for Mathematics. Numeracy Recovery intervention (£60/wk/pp approx.10wks X 3)
To reduce the impact of Covid lockdown on children learning at home.	To develop our computing resources to ensure all children are fully supported, both in the classroom and in terms of remote learning – I pads and software licenses to promote learning – e.g. Showbie, Numbots,

Barriers to learning these priorities address	Covid restrictions, carefully planned activities. Carefully planned teaching time to ensure thorough teacher knowledge of individual pupil assessments and a well-planned delivery of a bespoke curriculum.
Projected spending	£1500

### Wider strategies for current academic year

Measure	Activity
Priority 1	Providing curricular enrichment activities to help children manage the return to school and maintain good attendance. Examples include working with a Cumbrian artist as part of a whole school art project (Viking long ship) and with Cumbria Outward Bound instructors to promote team building and outdoor education
Priority 2	To support relevant children through Y6 transition –trips to meet other Y6 children, visitors from secondaries/virtual tours
Priority 3	Continue to develop our Spiritual Capacities across school to support SEMH, SMSC, character development and spiritual development. Art work to explore/maintain children’s sense of belonging to the school family during recovery. Employ additional teacher to provide ‘C Inside - emotional well-being sessions. Woodland Schools and Residential experiences to promote school ethos of ‘living life in its fullness’.
Barriers to learning these priorities address	Parental concerns regarding return to school Changes to secondary transition process, three different secondary schools making transition arrangements more challenging.
Projected spending	£1200

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Gaps in coverage caused by lockdown. Time constraints impacting on staff dual teaching in school and for remote learners	Addressed through adapting curriculum and use of prioritisation approach. Use of INSET days /twilights. Additional teacher funded for two terms.
Targeted support	Ensuring enough time / appropriate timetabling for T and TA to deliver phonics support and T to deliver extra Maths support	Additional supply cover / specialist teacher being provided from CRG

Wider strategies	Parental concerns	Maintain positive relationships with families
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**Review: last year's aims and outcomes (2019-2020)**

<b>Aim</b>	<b>Outcome</b>
All pupils will achieve at least expected standard at KS2 or end of year assessments.	Internal tracking of children in other year groups indicates that the child eligible for pupil premium continued to make good progress. However, interruptions to primary assessment during lockdown meant we were not able to assess fully at year end.
To develop attendance, social skills and engagement	Additional support provided (including working closely with parents to overcome social/emotional barriers to learning and engagement) helped to increase attendance, including involvement in a range of trips (eg to Robinwood) and workshops (including a full week of cycling proficiency). Several meetings between staff at primary and secondary school level allowed many arrangements for transition to be put into place, however this was interrupted by lockdown.

We adopt the Education Endowment Foundation’s tiered approach to Pupil Premium spending, by aiming to ensure quality-first teaching, supported by targeted academic support and wider strategies to promote non-academic outcomes such as wellbeing and attendance.

### Teaching priorities for current academic year (to be reviewed in July 2021)

Note: (The disadvantaged child left Lanercost CE Primary School – March 2021- money was spent on other children requiring extra top up teaching)

Aim	Target	Target date
Progress in Reading	100% of pupils are working at age related expectations or better.	July 2021
Progress in Writing	100% of pupils are working at age related expectations or better.	July 2021
Progress in Mathematics	100% of pupils are working at age related expectations or better..	July 2021
Phonics	No Pupil Premium children in KS1 – whole school target for 20/21 is 80%	July 2021
Other	Attendance of disadvantaged pupils is higher than Cumbria LA average (96% for 18/19 - see <a href="https://www.gov.uk/government/statistics/pupilabsence-in-schools-in-england-2018-to-2019">https://www.gov.uk/government/statistics/pupilabsence-in-schools-in-england-2018-to-2019</a> )	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

Measure	Activity	Impact
All pupils will achieve at least expected standard at KS2 or end of year assessments.	Small group phonics for vertically grouped learners plus T & TA daily interventions of pre/post-teaching. Numeracy Recovery intervention (£60/wk/pp approx.10wks X 3) Reading Intervention Strategies Numbers Counts (£60/wk/pp approx.10wks X 3)	8/10 Year 1 children passed the Phonics Screening Check, with the two who did not narrowly missing the pass mark of 32.
Priority 2	Click or tap here to enter text.	
Barriers to learning these priorities address	Click or tap here to enter text.	
Projected spending	Click or tap here to enter text.	

### Wider strategies for current academic year

Measure	Activity
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Priority 1	Click or tap here to enter text.
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Click or tap here to enter text.	Click or tap here to enter text.
Targeted support	Click or tap here to enter text.	Click or tap here to enter text.
Wider strategies	Click or tap here to enter text.	Click or tap here to enter text.

### Review: last year's aims and outcomes

Aim	Outcome
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.