

Pupil premium strategy statement (primary)

1. Summary information					
School	Lanercost C of E Primary School		Pupil Premium Coordinator Alison Clarricoats Headteacher	Pupil Premium Link Governor Mrs K. Reid	
Academic Year	2019/20	Total PP budget = £3740 total income	£1540 = 7/12 of £2640 (Sept 19 to March 20) £2200 = 5/12 of £5280 (Apr 20 to Aug 20)	Date of most recent PP Review	July 2019
Total number of pupils	74 +10 part-timeYN	Number of pupils eligible for PP	5.5% (low) (2018 Nat Av 15.8%)	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (Lanercost pupils from R-Y6)</i>	<i>Pupils not eligible for PP (KS2 national average 2018)</i>
% achieving in reading, writing and maths	100%	64%
% making progress in reading	100%	75%
% making progress in writing	100%	78% Teacher Assessment
% making progress in maths	100%	76%
% making progress in grammar, punctuation and spelling	66%	78%

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.	Language skills shows weakness in spoken language for children starting in the Nursery and then into Year R especially for pupils eligible for Pupil Premium.
B.	Lack of confidence, emotional and mental well-being and low self-esteem are barriers to progress for some pupils.
C.	Lack of historical progress for individuals in maths, reading comprehension, English: grammar, punctuation and spelling or handwriting can result in difficulty accessing their own year group's curriculum.
D.	Some pupils have less developed social language skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance (below 90%) in at least one half-term has resulted in critical learning being missed for some pupils eligible for PP.
F.	Punctuality/Support from home varies for some pupils eligible for PP

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Language skills: spoken language and written vocabulary increases through greater knowledge of words, how they are enunciated and how to use these effectively.	Pupils in Nursery and Yr R will have dedicated teaching time for speech and language to help them to enunciate clearly when speaking in school in all situations to communicate and to segment to spell. There is evidence of a greater range of spoken and written vocabulary being used by PP pupils across the curriculum through pupil discussions and work scrutinies.
B.	Improved social language skills to enable the development of age-appropriate social interaction and friendships. (Classroom, lunchtime and playground observation)	Targeted pupils seem more at ease in social situations with their peers and are able to volunteer information within class discussions with greater confidence
C.	Positive (0+) progress scores for targeted pupils (end-of-year Testbase tests) Improved progress / more than expected progress in English: grammar, punctuation and spelling, handwriting for targeted pupils to access their year group's curriculum.	Pupils eligible for PP get closer to, or reach the age-related expectations in mathematics, reading comprehension and spelling for their year group.
D.	Reduce gaps in spelling accuracy and knowledge along with increased ability to use these spellings within their writing.	Pupils eligible for PP become better at spelling as shown through single word spelling test and SAT spelling scores and internal tracking. They demonstrate improved writing skills as a result. Evidence from books, pupil conversations and assessments.
E.	Increased attendance rates for pupils eligible for PP. (Half-termly attendance records)	No further half-terms when attendance is below 90% for any pupil eligible for PP.

5. Planned expenditure					
Academic year	2019-20				
The three headings below enable us 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) All pupils receive age appropriate, ability	Contribute towards employment of Teacher to	Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will	Monitor effects, impact and adjust teaching and learning accordingly to ensure	AC	July 2020

appropriate teaching and learning throughout core subjects, daily.	maintain a split into 4 morning classes: Class 1 – N, N2 & YR Class 2 – Y1 & Y2 Class 3 – Y3 & Y4 Class 4 – Y5 & Y6 £246.23 / week x 39 weeks Contribute 10% of costs = £1370	improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. (EEF toolkit)	optimum impact on learning for all pupils, and especially those pupils eligible for PP.		
b) Raised attainment in EGP and spelling. (Achievement in class assessments, mid-year and end-of year assessments)	Regular differentiated spelling and GPS streamed teaching and homework. Implementation of new spelling progress scheme. Online technology-use of Lexia £870/yr. SLE to work with school on raising attainment in spelling 10 x pm over year = £1500/yr	Targeted spelling homework which is closely monitored and followed up by the teacher is an effective way of making learning gains, especially when this is combined with collaborative learning (of spellings) in class and online independent learning (SPaG.com) (EEF toolkit). The Lexia package increases confidence and targets work at each child's level. It covers the NC & hidden curriculum to support dyslexic learners too.	Regular feedback is given to pupils about their homework. Homework is appropriately differentiated and closely monitored. CT's monitor usage and track progress of Lexia, GPS & spelling. Literacy results for PP children improve over the year to at least ARE /progress.	EGPS leader (SK) Teachers	July 2020
c) Raised attainment in handwriting, thus writing in general (Achievement in class assessments, mid-year and end-of year assess.)	Prioritise handwriting focus from initial letter formation, with 'Point, Pinch, Pillow' pencil grip.	Handwriting shows weakness across the school including PP children. A more fluent style has been introduced to benefit PP children with learning. Handwriting is more fluent and comfortable when a precise pencil grip is taught. Handwriting practise is regularly linked to letter formation, phonics and spelling practise.	Work scrutiny and discussions with children. Literacy results for PP children improve over the year	Writing Leader (SK) Teachers	July 2020

<p>d) Improve spoken and written language through direct teaching of vocabulary.</p>	<p>Clear modelled language from all adults in school with precise enunciation, especially f/th/v. Vocabulary is planned and explored within each topic through knowledge and vocabulary organisers created with the pupils. Staff Meetings Work with Sp&Lang NHS.</p>	<p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes. In contrast, more general 'whole language' approaches, which focus on meaning and personal understanding, do not appear to be as successful as those involving more interactive and dialogic activities. For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Similarly, approaches that use technology are most effective when the technology is used as a medium to encourage collaborative work and interaction between pupils, rather than in a direct teaching role. Most studies comment on the importance of training and teacher development or support with implementation.</p>	<p>Pupils will enunciate clearly when speaking in school in all situations to communicate articulately and to segment to spell. There is evidence of a greater range of spoken and written vocabulary being used by PP pupils across the curriculum through pupil discussions and work scrutinies.</p>	<p>Writing Leader (SK) Teachers</p>	<p>July 2020</p>
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Total budgeted cost £3740

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?
<p>a) Raise attainment in English: Grammar, Punctuation and spelling, along with handwriting for targeted pupils. (Achievement in classroom assessments, mid-year and end-of year assessments) Positive (0+) progress scores for targeted pupils (End-of-year Testbase tests)</p>	<p>3x 30 minute spelling sessions with Teachers for focus group. Individual spelling targets. Daily short burst handwriting skill practise often following-up spelling revision. Learning from mistakes in spelling, grammar and punctuation with support for using peer and self-assessment. Weekly liaison between teachers. Budgeted within i.a)</p>	<p>The recent EEF report on making the best use of Teaching Assistants recommends that they are used to deliver small group, high quality, and structured interventions through short but regular sessions. We use teachers to provide additional 1:1/small group support, therefore aim to have greater impact. Building independence and encouraging collaborative behaviour in learning are effective ways to help pupils make the best progress (EEF toolkit). Teaching peer and self-assessment skills is an important part of this process.</p>	<p>Use resources custom-made by SLE and short, focussed sessions which follow a very structured format. Ensure sessions take place regularly and consistently and are given a high profile. Ensure regular opportunities for teacher/pupil liaison and feedback.</p>	<p>All teachers</p>	<p>July 2019</p>

<p>b) Reduce gaps in chronological reading ages of those children who are behind</p>	<p>Provide small class teaching to ensure the highest quality teaching and learning daily.</p> <p>Provide 1:4 tutoring to support reading comprehension.</p> <p>Seek trial of Rapid Reading (Pearson)</p> <p>Budgeted within i.a)</p>	<p>When pupils are confident readers they can comprehend what they are reading and can do so at a speed that allows them to make sense of what they have read.</p> <p>Where we have prioritised the reading intervention packages in the past, pupils have been able to comprehend what they read more successfully.</p>	<p>Pupils eligible for PP know are fluent readers and can access information within texts. They demonstrate improved reasoning skills as a result.</p> <p>Evidence from reading tests, pupil conversations and assessments.</p>	<p>Literacy Lead (SK) Teachers</p>	<p>July 2020</p>
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Total budgeted cost **£3740**

iii. Other approaches

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?
<p>a) Increased attendance rates for pupils eligible for PP.</p> <p>Where absences are unavoidable, learning is supported and provided through online learning platforms which can be accessed from home /out of school.</p>	<p>School Administrator and class teacher follow up quickly on any absences by speaking to parent on first day and discussing plans for work missed.</p> <p>Discuss importance of attendance with parents and all children regularly.</p> <p>Online classwork is always available during absences, and is monitored closely.</p>	<p>Attainment for children will not improve if they have periods of regular or concentrated absence from school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Having online classwork which is always available during absences, and is monitored closely will aim to ensure that learning continues to progress even during absences.</p>	<p>Regular liaison between parents, child, School Administrator, HT and class teacher.</p> <p>Provision of half-termly attendance data by School Administrator for pupil progress meetings.</p> <p>Maintain funding for subscriptions for online learning tools: Lexia £870 as budgeted in i.b) Rock Stars £250? budgeted in ii.b) Rapid Reader</p>	<p>School Administrator and Headteacher</p>	<p>Half-termly reports shared with Governors, children and parents.</p>

b) To provide support for social, emotional and personal welfare needs so that pupils can access the full curriculum.	Monitor pupils' needs and provide resources such as trip costs, etc. Discuss and agree school's input with parents and pupils, where necessary. Residential approx. £800	Personal development and self-esteem will improve if pupils are prepared for learning with all resources necessary. Some pupils require specialist resources in school to help them develop social / personal hygiene skills. Providing these in a nurturing environment will encourage improved behaviours and attitudes to school and learning, helping the children to feel safe and cared for.	Regular liaison between parents, child, School Administrator, HT and class teacher.	School Administrator and Headteacher	Half-termly reports
Total budgeted cost					£800

Summary of PPG Account 2019 – 2020 (academic year):

INCOME:

Total PP budget £1540 = 7/12 of £2640 (Sept 19 to March 20) £2200 = 5/12 of £5280 (Apr 20 to Aug 20)	= £3740 total
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EXPENDITURE:

i.	Quality of teaching for all	£ 3740
ii.	Targeted support	£ 800
iii.	Other approaches	
Total		£ 4540

£3740 - £4540 = £800 overspend
 £120 contribution form 2018-19
 underspend

6. Review of expenditure				
Previous Academic Year		2018/19 INCOME: £ 1100 EXPENDITURE: £1,200 = £120 underspend		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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)	Cost
A. Improved confidence and understanding of learning process in order to support motivation and resilience and achieve classroom success. (Classroom observation)	<p>Learning to learn skills developed as a class</p> <p>Participation in performing arts, choric recitation and school play</p> <p>Development of Questioning to provide appropriate support and challenge, raise self-esteem and build resilience through CofE Peer Network Project</p> <p>Mental well being taught through C-Inside and Woodland School</p>	<p>All PP pupils have made good progress in improving their learning to learn skills, as have the class.</p> <p>All PP pupils, along with non-PP pupils performed in school plays, assemblies and an array of performing opportunities showing more confidence and presence.</p> <p>Nearly all PP pupils display greater resilience and positive self-esteem when faced with challenges and questions which promote greater reasoning and perseverance.</p> <p>Work with CofE Peer Network Project provided CPD and time for professional reflection for all teaching staff.</p> <p>C- Inside and Woodland Schools have given all children In Y5 increased confidence and vocabulary to talk about their feelings.</p>	<p>Continue with this approach for all pupils of all ages.</p> <p>Continue to seek and provide further opportunities for our pupils to perform/present in front of a range of audiences to build confidence and self-esteem.</p> <p>Continue to develop reasoning-based challenges which require perseverance and resilience, especially when failure is experienced.</p> <p>Continue to role out the C- Inside programme of emotional and well being</p>	<p>UDance from sports grant = £150 trip fund</p> <p>C of E Peer Network fees = £34</p> <p>10 x £30 = £300</p> <p>10 x £45 = £450</p>
Raised attainment in EGP and spelling. (Achievement in class assessments, mid-year and end-of year assessments)	<p>Regular differentiated spelling and GPS streamed teaching and homework.</p> <p>Implementation of new spelling progress scheme from HS .</p>	<p>Spelling of CEW words has greatly improved amongst PP pupils, and is improving amongst other pupils now that Spelling Progress scheme has been rolled out to all of the school more consistently.</p> <p>Grammar is improving too as writing assessments show evidence of EGP skills being used in composition work more often.</p>	<p>Embed Spelling Progress Programme across school to ensure all pupils are working at ARE or better.</p> <p>Continue to use SPAG.com to support and target PP pupils EGP further.</p> <p>Use HS Spelling scheme to support all children throughout the school to complement spelling programme.</p>	<p>Time to teach spellings 3 x 30 mins a week for teacher</p>
ii. Targeted support				

Desired outcome	Chosen action/approach	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)	Cost
<p>Raise attainment in English: Grammar, Punctuation and spelling, along with handwriting for targeted pupils. (Achievement in classroom assessments, mid-year and end-of year assessments)</p> <p>Positive (0+) progress scores for targeted pupils (End-of-year Testbase tests)</p>	<p>Daily 20 minute spelling session with T for focus group. Individual spelling targets. Daily short burst handwriting skill practise often following-up spelling revision.</p> <p>Learning from mistakes in spelling, grammar and punctuation with support for using peer and self-assessment.</p>	<p>All PP pupils have made progress with 33% working at age-related expectations for the majority of English: Grammar, Punctuation and spelling, along with handwriting. Short bursts of regular learning / over-learning with high expectations has had positive impact for all pupils.</p> <p>Peer and self-assessment and weekly liaison between teachers have become regular features of learning and teaching as they have enhanced pupils' awareness, skills and attitudes towards EGP & S.</p>	<p>Regular repeated learning to embed skills using a range of teaching and learning strategies works effectively at developing a depth of learning. Weekly liaison between teachers is necessary for sustained progress and learning.</p>	<p>Time to teach spellings 3 x 20 mins a day for teacher = 1hr 40m /wk (Paid from above CEW)</p>
iii. Other approaches				
Desired outcome	Chosen action/approach	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)	Cost
<p>Increased attendance rates for pupils eligible for PP</p>	<p>School Administrator and class teacher follow up quickly on any absences by speaking to parent on first day and discussing plans for work missed. Online classwork is always available during absences, and is monitored closely.</p>	<p>Attendance for PP pupils remains low for most but has improved. Learning gaps have been reduced with school/home support through better communication and provision of online learning which is closely monitored.</p>	<p>Continue with online learning provision as PP pupils benefit when absent from school for medical/illness reasons, along with all pupils who benefit on snow days.</p>	<p>Online subscriptions Times Table Rock Stars = £225 SPAG.com = £71</p>
			Total budgeted cost	£1,080

7. Additional detail

Our full strategy document can be found online at: <http://www.lanercostschool.org.uk/>

6. Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2018; some or all of it may be carried forward to future financial years.



Rates, Abbreviations and Terminology

Pupil Premium Rates (annually per pupil)

Primary School - Reception to Year 6	£1,320
Secondary School - Year 7 to Year 11	£935
Looked After Children (LAC)	£1,900
Service Children - Reception to Year 11	£300

Abbreviations / terminology used in this report

PPG / Non-PPG	Pupil Premium Grant
Ever6	Pupils who have been in receipt of Free School Meals at any point in the last 6 years (for the 2017/18 year this goes back to May 2011)
EYFS	Early Years Foundation Stage - Includes pupils up to and including Reception
KS1	Key stage 1 - Pupils in Year 1 and Year 2
KS2	Key stage 2 - Pupils in Year 3 to Year 6
KS4	Key stage 4 - Pupils in Year 10 and Year 11
Nat. / Nat. Av	National / National Average
NOR	Number On Roll
RW&M	Reading, Writing and Maths
SEND	Special Educational Needs and Disabilities