



Lothersdale Primary School Pupil Premium Report



The Pupil Premium is a sum of money the school receives from the Department for Education (DFE) for each pupil who is either in receipt of Free School Meals (FSM) or is a Looked After Child (LAC). Nationally the statistics show that these pupils achieve less well than other children. The aim of the Pupil Premium money is to try to close that attainment gap.

"It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility". (DFE)

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision:

The range of provision the School may consider, include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Pupil premium resources may also be used to target able children on FSM to achieve 'mastery' of their age related expectations.
- The school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.
- Setting up a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
- Providing extra teaching hours to support some of our youngest children, enabling them to achieve their learning goals sooner.

Allocation:

- Pupil premium funding will be allocated following a needs analysis, which will identify groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

1. Summary information					
School	Lothersdale Primary School				
Academic Year	2019/20	Total PP budget	£16,100	Date of most recent PP Review	Sept 2019
Total number of pupils	114	Number of pupils eligible for PP	9	Date for next PP Strategy Review	Sept 2020

2. Current attainment (based on July 2018 data)		
	<i>Pupils eligible for PP at Lothersdale</i>	<i>National Average for PPG</i>
% achieving the expected standard in writing, reading and maths	n/a	54%
Reading Progress Measure from KS1 to KS2 for Reading	n/a	-0.7
Reading Progress Measure from KS1 to KS2 for Writing	n/a	-0.3
Reading Progress Measure from KS1 to KS2 for Maths	n/a	-0.5

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Lower attainment rates of pupils eligible for PPG in EYFS could potentially affect pupils' ability to reach end of year expectations in Key Stage 1.
B.	Lower progress rates in pupils eligible for PPG in KS2 in writing, compared to reading and maths could result in lower % of children achieving expected in R/W/M at the end of KS2
External barriers	
C.	A proportion of the children eligible for PPG have SEMH difficulties which could affect learning behaviours and in turn their progress and attainment.
D.	Reduced opportunities for extra-curricular activities for pupils eligible for PPG could result in lower skill development across the curriculum.

4. Desired Outcomes		Success criteria
A.	Higher rates of attainment in reading, writing and maths in EYFS and KS1 for pupils eligible for PPG.	Pupils eligible for PPG in KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress in KS2 writing for pupils eligible for PPG.	Pupils eligible for PPG make as much progress in writing as they do in reading and maths by the end of Year 6.
C.	Improved social and emotional skills and attitudes to learning for pupils eligible for PPG.	<p>Increase in self-esteem for pupils eligible for PPG as shown in self-esteem and well-being questionnaire.</p> <p>Pupils eligible for PPG have positive relationships with adults and peers in school and systems are in place to support their well-being.</p> <p>Pupils in Year 5/6 develop empowering learning skills further in readiness for KS3.</p>
D.	Increased extra-curricular opportunities for pupils eligible for PPG	<p>Pupils eligible for PPG have increased number of opportunities to attend after school provision including after school clubs, holiday clubs, school trips including residential trips and swimming, peripatetic music lessons and other extra-curricular opportunities that may arise throughout the year.</p> <p>Additional support for families who are unable to collect their children from school at 3:15pm due to personal situations.</p> <p>Monitoring of group lists show that PP children are attending and accessing opportunities.</p>

5. Planned expenditure	
Academic year	2019/20
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 and 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. Higher rates of attainment in reading, writing and maths in EYFS and KS1 for pupils eligible for PPG.	Part fund provision of teaching assistants to support Wave 1/2 teaching.	ATA and HLTA to provide support to class teacher to support Wave 1/2 teaching. Working in small groups and 1:1 provision where appropriate i.e. where children did not achieve GLD. This leads to increased progress rates.	Termly action plan reviews. Class teacher to oversee provision and progress of individuals. Weekly team meetings and monthly pupil progress meetings to discuss provision. Termly action plan reviews. Pupils to complete pre and post learning assessments to quantify progress made and recorded on provision maps. Discussed in Pupil Progress staff meetings.	EYFS and KS1 Leader	Ongoing. Weekly team meetings. Monthly pupil progress meetings. Final review July 2019.
B. Higher rates of progress in KS2 writing, spelling and handwriting for pupils eligible for PPG.	Part fund provision of teaching assistants to support Wave 1/2 teaching.	TA's to provide support to class teachers to support Wave 1/2 teaching. Working in small groups and 1:1 provision where appropriate. This leads to increased progress rates.	Class teachers to oversee provision and progress of individuals. Weekly team meetings and monthly pupil progress meetings to discuss provision. Termly action plan reviews.	KS2 Leader	Ongoing. Weekly team meetings. Monthly pupil progress meetings. Final review July 2019.
Total budgeted cost					£12,500
ii. 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?

C. Improved social and emotional skills and attitudes to learning for all pupils including those eligible for PPG.	Self Esteem and nurture groups to boost social and emotional development led by TA 2 x 20 mins per week and more if necessary	Vital support for children to ensure they are happy at school and make good progress. PAC-UK	Pre and post assessment; improved social and emotional skills; improved progress rates.	HT	Ongoing. Review each half term to July 2019.
D. Increased extra-curricular opportunities for pupils eligible for PPG to boost self-esteem.	-North Yorkshire County Council music lessons in school for pupils in KS2. -Swimming in KS1 and 2. -TA to take child back to his home 2x per week to support mum who is disabled.	To increase opportunities for children eligible for PPG to boost self-esteem with increased activities in school and allow home funding to be released to access more opportunities after school.	HT to monitor	HT	Ongoing. Review July 2019.
Total budgeted cost					£3200

E. Review of expenditure					
Previous Academic Year		2017/18			
i. Quality of teaching for all, targeted support and other approaches					
Desired outcome	Chosen action / approach		Estimated impact:	Lessons learned	
Higher rates of attainment in reading, writing and maths in EYFS and KS1 for pupils eligible for PPG.	Part fund provision of teaching assistants to support Wave 1/2 teaching. Part fund provision of experienced teacher to deliver Wave 2 interventions.		Pupils making expected standard: Reading 25% (1/4 pupils) Writing 0% (0/4 pupils) Maths 50% (2/4 pupils) 2 children have SEND	-Continue to part fund teaching assistants to support wave 1/2 teaching as children move into KS1 with a greater focus on writing next year and also phonics.	
Higher rates of progress in KS2 writing, spelling and handwriting for pupils eligible for PPG.	Part fund provision of teaching assistants to support Wave 1/2 teaching.		Pupils meeting expected standard: Writing 100% (4/4)	Continue to part fund teaching assistants to support wave 1/2 teaching.	

Improved social and emotional skills and attitudes to learning for all pupils including those eligible for PPG.	Self Esteem and nurture groups to boost social and emotional development led by TA 2 x 20 mins per week and support at playtimes as necessary. Shared picnic lunchtime sessions with teacher and small group once per week.	EYFS/KS1/KS2: -Reduction of social/emotional/behaviour issues at break time and in class. -Children feel confident to talk to a trusted adult about their worries and concerns.	Continue sessions into the next year as they have proven to effectively nurture the children. Staff training to continue in line with NYCC Compass Buzz initiative – so that staff can identify readily when children need emotional support.	£800
Increased extra-curricular opportunities for pupils eligible for PPG to boost self-esteem.	North Yorkshire County Council music lessons in school for pupils in KS2. -Swimming in KS1 and 2. -Support with school residential	KS2 – 5 children accessed music lessons. 2 children received support for swimming. 1 child received private small group swimming lessons KS1 – 1 child received support for swimming.	Increase offer in next academic year to a paid afterschool club per child.	£1200
Continue to close the gap between child with language delay and peers	TA lead TalkBoost intervention and repeat sessions from programme as necessary.	Child with EHCP made significant progress with phonics screening improving from 8 in Year 1 to 24 in Year 2.	TalkBoost sessions to be revisited as necessary linked with any ongoing Speech and Language requirements.	£400

F. Additional detail
N/A