

Premium strategy statement (primary)

1. Summary information					
School	Lockington CE VC Primary School				
Academic Year	2019-20	Total PP budget	£4,250	Date of most recent PP Review	10/19
Total number of pupils	37	Number of pupils eligible for PP	5	Date for next internal review of this strategy	10/20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS or above in reading, writing & maths (or equivalent)	60%	65%
% making good progress in reading (or equivalent)	80%	73%
% making good of progress in writing (or equivalent)	80%	79%
% making good progress in maths (or equivalent)	60%	78%

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Mathematics progress due to numeracy difficulties for specific pupils.
B.	Progress and attainment across core subjects and phonics for new 'mobile' pupils.
C.	Reading progress and progress in phonics for specific pupils.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Two mobile pupils. Home learning environments and family stress have an impact on the progress and behaviour of some PP pupils.
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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Accelerated progress for middle-attaining pupils eligible for PP, so some achieve GDS by the end of KS2.	Pupils eligible for PP identified as middle ability make good or better progress and achieve GDS in at least one core area. This will be measured in KS2 by teacher assessments and test outcomes. Good progress will be defined as converting from EXS to high EXS.
B.	Accelerated progress for lower-attaining pupils so they make good or better progress against their KS1 starting points by the end of KS2.	Pupil eligible for PP achieve EXS by the end of KS2 in core areas. Good progress will be defined as converting from a WTS to a score near to 100 or converting from a WTS to EXS.
C.	Mobile pupil who did not pass phonics screening test in Y1 achieves a pass in Y2.	Pupil achieves a pass in phonics screening test in June 2020.

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					
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>Improved progress for all children.</p>	<p>Weekly one-to-one sessions in maths for Y6 pupils with experienced teacher, in addition to standard lessons.</p> <p>Development of the reading approach throughout KS2 and reading resources.</p> <p>Introduce Power Maths across both classes.</p> <p>TA support: TAs help pupils develop independent learning skills and manage their own learning.</p> <p>HT to attend pupil premium workshops and feedback to staff.</p>	<p>To provide extra support to maintain high attainment. One-to-one interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p>Small group tuition and collaborative learning approaches have been shown to be effective in school previously and have been discussed in reliable evidence sources such as the EEF toolkit.</p> <p>EEF Toolkit shows mastery approach to mathematics if effective.</p> <p>Individualised learning and TA support are effective strategies to improve progress, especially for pupils also with SEN (refer to EEF Toolkit).</p> <p>Course will update HT on latest research into use of pupil premium which can be used to support planning.</p>	<p>Extra teaching time and preparation time paid for out of PP budget. Impact overseen by maths subject leader and HT.</p> <p>Staff have received further training in development of Lexia. Graded reading books have been purchased across KS2. Implementation and Impact will be overseen by the English subject leader and the class teacher.</p> <p>Ensure staff have time to familiarise themselves with the approach (during non-contact time/session time/training sessions). Impact overseen by the maths subject leader and HT. Performance management. Parents meetings.</p> <p>HT/SENCO will oversee strategies and the impact of support. Class teachers will monitor the effectiveness of TA deployment and plan for this in lesson planning.</p> <p>Resources will be used in planning for improvement.</p>	<p>Pupil Premium Champion Headteacher Maths subject leader</p> <p>English subject leader</p> <p>Maths subject leader and Headteacher.</p> <p>Class teachers and HT.</p>	<p>Dec 2019; March 2020; June 2020.</p>
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Develop TA pedagogy	Develop supply TAs' pedagogy through coaching in school.	The Teaching Assistant's guide to effective interaction: to develop feedback skills and their questioning techniques.	Class teacher to lead TA in development of these skills with support from the HT.	Pupil premium champion	
Reduce class size	Employ part-time temporary teacher in KS2.	EEF shows the effectiveness in reducing class size.	Regular discussions with staff, monitoring arrangements such as lesson observations, tracking etc.	Headteacher	

Total budgeted cost £3,500

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?
Reduction of recorded incidents relating to behaviour.	Increased responsibilities for PP pupil to develop positive self-concept.	EEF proven that improved behaviour leads to improved outcomes.	Liaison with lunchtime staff, admin assistant, TA and class teachers and discussions with specific pupils to monitor and adjust provision. Liaison with parents.	HT	Weekly and as necessary.
MA pupils receive support to reach their challenging targets.	Resources for MA pupils to support revision. Targeted support in lessons and with homework from class teacher and TA.	Pupils will need additional support to accelerate progress. These approaches have been proven to work.	Liaison with class teacher, parents, tracking and monitoring procedures in place.	Class teacher and HT.	Day-to-day assessment by class teacher, tracking, pupil progress reviews.

LA PP pupil to achieve ARE in all areas.	Specific support for interventions including TA support. Parental involvement to support progress. Specialist support for SEN. Tailored resources	Specific difficulties will need additional support, partly for SEN but also from PP. These strategies are proven to improve outcomes according EEF.	Regular reviews, half-termly tracking, pupil discussions, discussions with parents, discussions with members of staff and on-going assessment.	Class teacher Headteacher	Half termly and monthly reviews of progress plus on-going continuous teacher assessment.
Total budgeted cost					£700

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?
Increased attendance rates	Admin officer to monitor attendance patterns for all groups and follow up quickly any absences.	We can't improve attainment for children if they aren't actually attending school. ER briefing for school leaders identifies addressing attendance as a key step.	PP champion, admin officer, EWO etc. will collaborate to ensure process works smoothly.	Pupil Premium Champion	Jan 2017
Increase parental engagement	Workshops to support homework, Y6 SATs, reading/writing/maths etc. Monitor attendance at parents' evenings. Provide interim reports. Invite parents to support in school. Keep encouraging parents to attend events.	Research has shown parental engagement increases pupils achievement. Experience has shown this works too.	Parent workshop will be carefully planned and publicised well in advance. Specific staff will be given half a day non-contact time to produce interim reports. Parents will be encouraged to attend events.	HT and class teachers.	Teachers will elicit feedback from parents. Teachers will record attendance at parents evenings and pass this to HT.
Total budgeted cost					£50

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

This plan has been created with reference to recent Ofsted findings, the Educational Endowment Fund and Sutton Trust reports about what works well and with reference to what is known to work well in this particular school. The Headteacher attends ongoing training to inform the school's use of the pupil premium. The funding has been allocated on a proportionate basis, related to the number of pupil premium pupils. Governors have been involved in the process leading to development of this plan, as well as staff and pupils. The plan has been devised by the school's Pupil Premium Champion (Headteacher). Power Maths is being introduced into the school from the start of the autumn term 2019.

7. Review of expenditure				
Previous Academic Year		2018-19		
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
Consistent good or better teaching leads to good or better progress for all pupils. PP pupils reach end of year targets and achieve age-related expectations.	<p>Opportunities for English & Maths subject leaders to develop and monitor effective teaching strategies across the school:</p> <ul style="list-style-type: none"> • writing and GPS; • maths mastery; • implementation of best practice • sharp focus on pp. • subject leaders monitor carefully; feedback drives improvement and secures outcomes for pupils. <p>Staff to teach in new year groups for part of the timetable.</p>	More middle ability pupils were able to achieve at least EXP across the school. Most PP pupils were able to achieve their end of year challenging targets, although one MA pupil in Year 6 was unable to perform to the best of her abilities in the end of KS2 tests, impacted by external circumstances.	<p>This approach is successful in enabling staff to appreciate the level of teaching required at different key stages within the school and the part their input plays in securing success for each child, leading to a more consistent and effective approach to teaching across the school and a focus on mastery of the curriculum and coverage to ensure pupils have the best chance of success.</p> <p>Some areas will be ongoing areas of development due to the need to manage workload effectively. This includes a focus on spelling and mathematics and the importance of fluency in mathematics and reading.</p> <p>Ongoing development of middle leadership.</p>	£1500
Pupils are carefully tracked and their learning is carefully planned for and supported, based on evidence, with a sharp focus on PP pupils..	Class teachers to conduct progress reviews, moderate R, W, M. and plan for pp pupils. One-page profiles are in place. Discussions with pupils take place each term.	Interventions to meet the needs of individual pupils were put in place and were carefully tracked and moderated.	Continue to develop work to moderate outcomes so that staff have a very clear picture of what each pupils needs to do to achieve accelerated progress and where each child is in terms of achieving challenging targets across the key stages and between year groups.	

Support staff help pupils to achieve and take ownership of their learning. Time bound interventions help pupils to progress rapidly.	Ensure ongoing effectiveness of support staff interventions. Teachers deploy TAs for maximum impact, monitoring and adjusting input to secure impact. Pupils in Year 6 are given weekly one to one support in maths for three half terms by a teacher.	Pupils know how to use success criteria to evaluate their own work and know how to access tools to increase independence. 5b's and the use of dictionaries, displays, prompts and peer support are embedded. As a result, pupils are increasingly independent learners. TA support is strong and effective, especially in Class 2, although support in Class 1 has been impacted by staff absence on a long term basis. Weekly one-to-one support has enabled pupils to develop fluency and the ability to apply their knowledge more readily to solve problems.	Staff long-term unplanned absences have required careful management. New staff will need training to ensure this approach is ongoing.	
Learning needs of individuals can be targeted precisely.	Reduce Class Size to support differentiation across KS2 cohort.	Pupils needs have been supported carefully and with precision. This approach has required creative planning by the teaching and support staff.	Unplanned pupil absences have impacted the planned programme of work and led to disruption for specific pupils. Support needed to be diverted to help absent pupils catch up.	

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
Reading, writing and maths progress improved for all PP and pupils on track to achieve targets.	TAs to deliver high quality one-to-one and small group support using structured interventions and tailored resources.	Progress has improved in all areas, although not reflected fully in the KS2 SATs results for PP pupil due to external factors impacting.	Very effective and also supportive of self-esteem and motivation of the children.	£1500
Increased parental engagement, access to IT and reading attainment.	Extra Lexia sessions, including before school for PP pupils.	Reading progress improved across both classes. Parental engagement improved.	Parental engagement strategies need to be ongoing for specific families.	

iii.

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>Pupils are able to make good choices independently and are ready to learn. Behaviour throughout the day is outstanding. Pupil self-esteem is increased.</p>	<p>Play Leader Y5/6 training; play leaders in place. Structured collaborative play opportunities to ensure inclusion of pupils at playtime.</p>	<p>Behaviour for the vast majority of pupils is excellent and those with behavioural needs have been supported to improve. Pupils are articulate about the choices they make and their approach to learning. Pupils have benefitted from a range of opportunities to take responsibility. Playtime is fully inclusive with strategies in place to support.</p>	<p>Continue to monitor and develop behaviour approaches appropriate for individuals and groups of children. This may change over time.</p>	<p>£600</p>
<p>Support for the welfare of pupils.</p>	<p>Emotional Literacy Support Assistant</p>	<p>Several pupils have benefitted from this support, which has been appreciated by pupils and parents alike.</p>	<p>Difficulties due to staff long-term absence.</p>	
<p>All pupils can access a broad and rich curriculum</p>	<p>Financial support for school visits & experiences</p>	<p>Pupils who would otherwise have been unable to access visits have been supported to do so and experiences have been subsidised, leading to an increase in pupils' cultural capital.</p>	<p>This has enabled us to provide experiences which have benefitted all pupils.</p>	