

# Premium strategy statement (primary)

1. Summary information					
School	Lockington CE VC Primary School				
Academic Year	2020-21	Total PP budget	£4,655	Date of most recent PP Review	10/20
Total number of pupils	31	Number of pupils eligible for PP	3	Date for next internal review of this strategy	10/21

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average-2019 data)</i>
% achieving EXS or above in reading, writing & maths (or equivalent)	67%	65%
% making good progress in reading (or equivalent)	67%	73%
% making good of progress in writing (or equivalent)	67%	79%
% making good progress in maths (or equivalent)	67%	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.	Reading and mathematics progress. knowledge hard to retain/recall.
B.	Progress and attainment for specific pupils who have gaps and misconceptions and find knowledge hard to retain.
C.	Attendance and behaviour of specific pupils.

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

D.	Home learning environments and family stress have an impact on the progress and behaviour of some PP pupils.  Covid-19 has impacted pupils due to lockdowns and isolation.  Reduced pupil numbers leading to funding pressure
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4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Disadvantaged pupils will maintain or improve upon the standard they achieved in the previous year and previous key stage in Reading, Writing and Mathematics. Those who have fallen behind make accelerated progress and catch up.	<p>Pupils eligible for PP identified make good or better progress in terms of their challenging targets. This will be measured in KS2 by teacher assessments and test outcomes.</p> <p>Pupils achieve success in their phonics screening outcomes.</p> <p>Pupils have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and arithmetic.</p> <p>Teaching staff quickly address misconceptions. Additional intervention sessions take place based on gaps in learning.</p> <p>Whole Class Reading embedded across the school so pupils can access reading at a high level based upon their reading ability. New books added to the reading stock throughout the year</p> <p>Power Maths embedded so pupils are able to achieve maths mastery.</p>
<b>B.</b>	All pupil premium pupils will meet national expectations for attendance.	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96%+).</p> <p>Monitoring by the HT brings about an increase in PP attendance and decrease in persistent absence.</p>
<b>C.</b>	Pupils will have a breadth of experience that enables them to contextualise their learning. School will deliver an engaging, broad and varied curriculum. School to provide access to technology that they cannot access at home.	<p>Curriculum is exciting and varied and improves cultural capital. Teachers plan a wide range of visits and events to inspire learning and make it memorable. Homework clubs will enable pupils to access technology in school. Project based homework will support the link between home and school.</p>

5. Planned expenditure	
<b>Academic year</b>	<b>2020/21</b>
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	
<b>i. Quality of teaching for all</b>	

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?
Improved progress for all children.	Development of whole class reading approach throughout school and continue to develop reading resources.	Whole class reading approaches are shown to be very effective in reliable evidence sources such as the EEF toolkit.	Staff received training in development of whole class reading, working collaboratively with partner schools. Implementation and Impact will be overseen by the English subject leader and the class teacher.	Headteacher English subject leader	Dec 2020; March 2021; June 2021.
	Embed Power Maths across both classes.	EEF Toolkit shows mastery approach to mathematics if highly effective.	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.	Maths subject leader and Headteacher.	
	TA support: TAs help pupils develop independent learning skills and manage their own learning.	Individualised learning and TA support are effective strategies to improve progress, especially for pupils also with SEN (refer to EEF Toolkit).	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.	Class teachers and HT.	
Small class size	Employ supply teacher to enable reduced class size.	EEF shows the effectiveness in reducing class size.	Regular discussions with staff, monitoring arrangements such as lesson observations, tracking etc.	Headteacher	Half termly
<b>Total budgeted cost</b>					£3,250
<b>ii. Targeted support</b>					
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 supervision for PP pupil to support in developing self-regulation, resilience and determination.	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 parent.	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.	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. Tailored resources	Specific difficulties will need additional support in core subjects. 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.
<b>Total budgeted cost</b>					<b>£1105</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase parental engagement	Develop remote approaches such as telephone conversations and use of digital technology.	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.	Feedback from parents at parents' evenings. Teachers will record attendance at parents' evenings and pass this to HT. Parent questionnaires.
Develop experiences outside of the home life and immediate community. Improve access to books and technology.	Support for accessing trips, visits, music tuition, IT, books etc.	Prior knowledge and access to broader horizons is known to improve learning outcomes, particularly in reading and writing.	All pupils will be included and have access to visits and activities. Pupils will be able to access technology required to access the curriculum and complete tasks.	JC	Half-termly.
Absence and persistent absentee rates are at least in line with national or above.	Parents made aware of expected attendance levels when they fall below 90%. Rewards for good attendance.	EEF shows attendance is highly effective in improving outcomes.	Half termly tracking by admin officer reported to HT. Termly attendance reported to governors and rewarded in achievement assembly which parent attend.	JB	Half-termly.
<b>Total budgeted cost</b>					<b>£300</b>

## 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). Lockdown has provided parents with more insight into the curriculum through home learning and the school is building upon this to improve outcomes for pupils. All pupils have access to technology at home, supported by access in school during lunchtime and after school. A fall in the birth-rate in the local area is having an impact on pupil numbers. The school's overall budget had reduced significantly over recent years and this is being very carefully managed, although it has resulted in the loss of support staff.

7. Review of expenditure				
Previous Academic Year		2019-20		
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
Improved progress for all children.	<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>High impact. Y6 pupils on track to achieve challenging targets prior to March 2020 lockdown, including PP pupil who experienced difficulties with mathematics and reading fluency. Pupils confidence and self-esteem was well supported.</p> <p>New graded readers have plugged a gap in Y3/4 resources and have supported pupils to achieve accelerated progress in reading. Use of Lexia is supporting pupils across the school to achieve improved outcomes. Pupils responded well to daily reading by the teacher.</p> <p>More time is needed to embed this approach, which uses White Rose as it's basis. White Rose resources were used during lockdown which were effective in engaging over 90% of families.</p> <p>High impact on supporting specific pupils with behaviour management and in freeing up the teacher in Class 1 to support learning. This also has a positive impact on pupil progress for all pupils in that class due to the improvement in the classroom climate for learning.</p>	<p>Approach is highly effective in quickly identifying gaps and targeting these quickly. Due to increasing budget constraints, this approach may require modification in future years.</p> <p>Whole class reading would enable more time to be spent developing reading and therefore this approach will see a move away from group guided reading. Parental engagement is key during periods of lockdown and online resources have supported this.</p> <p>Continue to develop this approach, but spend less time on the Text Books and more time using the Practice Books. Purchase more concrete resources to supplement the workbooks. Continue to draw upon other resources to enrich teaching linked to Power Maths objectives. Allow Power Maths books to be used at home if there is another lockdown.</p> <p>TA support has a high impact in supporting mixed age classes but costs need to be balanced.</p>	£3,500

Develop HLTA pedagogy	Develop HLTAs' pedagogy through coaching in school.	Unfortunately retired on ill health grounds following long absence, therefore unable to complete. This was followed by lockdown.	Aim to appoint and develop new TA according to available funding.	
Reduce class size	Employ part-time temporary teacher.	Supply teacher used to cover Monday mornings to reduce class size which has enabled more precision teaching of year groups, particularly in the core subjects.	Due to the very small nature of the school, and variability of the budget, flexibility is required when responding to staffing issues. Using supply cover in the Autumn term supported us in making savings in staffing costs over the lockdown.	

## 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
Reduction of recorded incidents relating to behaviour for a specific pupil.	Increased responsibilities and TA support for PP pupil to develop positive self-concept.	Pupil's behaviour in class improved with additional support and strategies suggested by BST. Positive impact on classmates in terms of fewer distractions.	Continue to provide support for external providers and liaise with parent and BST. Ensure all those working with pupils liaise with Class Teacher to ensure consistent strategies.	£700
MA pupils receive support to reach their challenging targets.	Resources for MA pupils to support revision. Targeted	MA pupils are on track. Y3 pupil has improved her maths scores and is moving towards EXP, having been a key worker child.	Continue to embed Power Maths and White Rose strategies.	
LA PP pupil to achieve ARE.	Specific support for interventions including TA support.	LA pupil needs ongoing quality first teaching and additional support to achieve ARE in core subjects.	Continue to provide additional adult support and quality first teaching for LA pupil to support his attention and focus.	

## 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
Increased attendance rates	Admin officer to monitor attendance patterns for all groups and follow up quickly any absences.	Attendance during this period was improved, notwithstanding Covid absences (98%).	Continue to monitor attendance carefully.	£50

<p>Increase parental engagement</p>	<p>Workshops to support homework, Y6 SATs, reading/writing/maths etc. Monitor attendance at parents' evenings.</p>	<p>Full programme was not completed due to lockdown. However, Y6 SATs meeting and follow up was positive, with parents feeling their children are well-supported. Parents evenings attended by parents for 93% of pupils.</p>	<p>Parents evenings, regular reporting to parents works well. Parents attendance of workshops is better for younger pupils. Online learning has helped to engage parents and this approach will be developed to improve engagement.</p>	
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