



Pupil Premium strategy 2020/2021

1. Summary Information					
School	Lawns Park Primary School				
Academic Year	2020 - 21	Total PP budget	£85,720	Date of most recent PP review	September 2016 Ofsted March 2020
Total number of pupils	250	Number of pupils eligible for PP:	57 R – Y6 7 EYPP	Date for internal review of this strategy	Dec 20 April 21, July 21

2. Current attainment KS2 2020					
	Pupils eligible for PP LPPS (DIS)	Pupils not eligible for PP (National NDIS) 2019	Gap LPPS PP v National NDIS 2019	National Dis	National gap
% achieving in Reading	62%	78 %	16%	62%	16%
% achieving in Writing	69%	84%	15%	68%	18%
% achieving in Maths	54%	84%	30%	67%	17%
%achieving in RRM	46%	71%	25%	51%	19%
KeyStage One 2021					
	Pupils eligible for PP LPPS (DIS)	Pupils not eligible for PP (National NDIS) 2019	Gap LPPS PP v National NDIS 2019	National DIS	National gap
% achieving in Reading	86%	78. %	+8%	62%	16 %
% achieving in Writing	86%	73%	+13%	55%	18%
% achieving in Maths	86%	79%	+ 7%	62%	17%
%achieving in RWM	86%	69%	+17 %	50%	19%
EYFSP 2019					
	Pupils eligible for PP LPPS (DIS) 2020	Pupils not eligible for PP (National NDIS) 2018	Gap LPPS PP v National NDIS 18	National DIS 2018	National gap 2019
% achieving in Reading	29%	80%	49%	62%	18%
% achieving in Writing	14%	77%	63%	59%	18%
% achieving in Maths	57%	82%	26%	65%	16%
% achieving GLD	40%	72%	32%	57%	19%
Pupils working at greater depth	Pupils eligible for PP LPPS (DIS) 2019	Pupils not eligible for PP (National NDIS 2018)	Gap LPPS PP v National NDIS	National Data Dis 2018	National gap
KS1 Reading	42%%	28%	+14%	14%	15%
KS2 Reading	8%	31%	23%	17%	14%

KS1 Writing	29%	17%	+12%	7.2%	10%
KS2 Writing	0%	24%	24%	11%	13%
KS1 Maths	14%	24%	10%	12%	14%
KS2 Maths	0%	31%	31%	16%	15%
RWM KS1	14%	13%	+1%	5.1%	8%
RWM KS2	0%	13%	13%	5%	8%

3. Identified barriers for Disadvantaged pupils in school

In school barriers (Issues to be addressed in school)	
A.	Disadvantaged pupils continue to catch up to age related expectations in all subjects. Include promoting attainment for the more able.
B.	Poverty proofing the school day – Identifying practices and attitudes that may stigmatise or impact negatively upon a child living in poverty within the school day.
C	Disadvantaged pupils have missed and may continue to miss chunks of teacher led learning due to COVID.
D	Leaving Foundation Stage, 23% of pupils who are disadvantaged, were amongst the lowest 20% of achievers in the city with some achieving the lowest possible score. We need to accelerate progress in their communication and language in the Foundation Stage.

External barriers (actions that also require action outside of school)

E	Pupils who have double the disadvantage. (SEND and Disadvantaged).
F	High proportion of “in work, but deprived” households. (Includes impact of COVID pandemic)
G	Addressing pupil premium children who are persistently absent.
H	Addressing the disadvantage pupils who are persistently late for school.

4. Desired outcomes

	Desired outcomes	Success Criteria
A	<ul style="list-style-type: none"> Pupils behave like a reader with excellent book and reading skills developed through modelled and shared reading sessions. Working knowledge of tier two and tier three vocabulary Stamina to read longer texts Embedded decoding skills so pupils are reading words fluently. Pupils read frequently Pupils read a range of genre. 	<ul style="list-style-type: none"> Cohorts F2, Y1, Y4, Y6 in school will close the attainment gap to be in line or better than the end of Keystage National gap in Reading. Year One phonic screening matches or exceeds National. Increase the number of disadvantage pupils working at a greater depth in all subjects at KS1 and KS2 Combined gap closes for LPPS Dis compared to National other in all subjects in every cohort.

	<ul style="list-style-type: none"> • Pupils are reading non fiction texts to build their cultural capital. • Well crafted questions to promote thinking in Maths. • Rapid recall of number facts across school • Consistent application of SPAG in independent writing. 	
^B	<ul style="list-style-type: none"> • Staff are poverty aware and evidence this in their actions, attitudes and language. • Pupils never feel stigmatised or in a position of inequality. 	<ul style="list-style-type: none"> • Poverty aware practice in place across all aspects of school life. • Pupils have all the resources they need at school and home to enable them to access learning at school and home.
^C	<ul style="list-style-type: none"> • Disadvantaged pupils have all they need to access to remote learning and the metacognitive skills to work independently. 	<ul style="list-style-type: none"> • Closing of attainment gaps • Equality to education.
^D	<ul style="list-style-type: none"> • Wave 2 and Wave 3 language intervention in Foundation Stage in core areas (Reading recovery) and specifically speech and language • QFT reflects the wave two provision is in place for the low attaining pupils without GLD in Y1 • Rigorous provision is in place for low attaining disadvantaged pupils in the Foundation Stage that promotes core learning skills including language and communication. 	<ul style="list-style-type: none"> • Targeted pupil premium children are successful in phonic screening test in Y1. • Pupils with communication difficulties make progress. • Pupil premium pupils will leave the Foundation Stage reading fluently and securely within yellow band phase phase 4 • Pupils in F1 leave with strong listening and attention skills enabling them to distinguish sounds competently.
	<ul style="list-style-type: none"> • Language rich curriculum in Foundation stage with planned daily reading and phonics. Pupils have intense phase one phonics daily in Foundation One. 	

E	<ul style="list-style-type: none"> Bespoke provision is in place for pupils who are disadvantaged and have SEND Reading recovery plan includes provision for SEND/PP Progress is monitored through a graduated response approach 	<ul style="list-style-type: none"> Pupils who are disadvantaged and have special educational needs make progress in identified areas.
F	<ul style="list-style-type: none"> Parents/school communicate to identify barriers School have targeted interventions in place for specific or groups of pupils/families. School respond swiftly when a family is in need of support/guidance. School have universal interventions for all pupil premium children 	<ul style="list-style-type: none"> Parents communicate well with school when the need help or advice. Equality in access to education across school. Families have the resources they need to keep everyone physically and mentally well. Families have full access to home learning resources.
G	<ul style="list-style-type: none"> Individual plans with identified families are in place and monitored. 	<ul style="list-style-type: none"> Pupil premium persistent absence rate will improve
H	<ul style="list-style-type: none"> Individual plans with identified families. 	<ul style="list-style-type: none"> The figure for minutes late for pupil premium children will reduce

5.Planned expenditure

How we will use pupil premium spend to improve pedagogy, provide targeted support and support whole school strategies (universal)

Desired Outcome	Action/approach	rationale	Impact Monitoring	Staff	Review Dec 20, Apr 21 July 21
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A	<p>Daily RIC/book talk Cross curricular reading activities Three read initiative Reading buddiesLibrary access.</p> <p>Daily reading for pleasure 10 min pledge Daily shared and modelled reading Emergent and guided reading in Foundation Stage and KeyStage One.</p> <p>Subject specific language Reading recovery SALT intervention Daily Arithmetic lessons Daily SPAG lessons. SDI routines Ticketing system for intervention Targeted for three reads Wave 2 interventions to include; ELS Cracking comprehension Rapid readers Arithmetic booster Reading recovery Multiplication booster Phonic boosters. SPAG boosters</p>	<p>Although closing over time gaps are still wider in some subjects in some cohorts for all learners and those working at a greater depth. Pupils also need to achieve in all subjects to improve a combined score.</p> <p>Reading</p> <table><tr><td>Sept 20 gap</td><td>National gap</td></tr><tr><td>F2 60%</td><td>18%</td></tr><tr><td>Y1 – 49%</td><td>19%</td></tr><tr><td>Y2 - 23%</td><td>19%</td></tr><tr><td>Y3 – +3%</td><td>16%</td></tr><tr><td>Y4 – 28%</td><td>16%</td></tr><tr><td>Y5 – 11%</td><td>16%</td></tr><tr><td>Y6 – 24%</td><td>16%</td></tr></table> <p>Writing</p> <table><tr><td>Sept 20 gap</td><td>National gap</td></tr><tr><td>F2 – 57%</td><td>18%</td></tr><tr><td>Y1 – 63%</td><td>19%</td></tr><tr><td>Y2 - 33%</td><td>19%</td></tr><tr><td>Y3 – +14%</td><td>16%</td></tr><tr><td>Y4 – 43%</td><td>16%</td></tr><tr><td>Y5 – 40%</td><td>16%</td></tr><tr><td>Y6 – 37%</td><td>16%</td></tr></table> <p>Maths</p> <table><tr><td>Sept 20 gap</td><td>National gap</td></tr><tr><td>F2 32%</td><td>16%</td></tr><tr><td>Y1 – 26%</td><td>19%</td></tr><tr><td>Y2 - 29%</td><td>19%</td></tr><tr><td>Y3 – +8%</td><td>16%</td></tr><tr><td>Y4 – 34%</td><td>16%</td></tr><tr><td>Y5 – 17%</td><td>16%</td></tr><tr><td>Y6 – 29%</td><td>16%</td></tr></table>	Sept 20 gap	National gap	F2 60%	18%	Y1 – 49%	19%	Y2 - 23%	19%	Y3 – +3%	16%	Y4 – 28%	16%	Y5 – 11%	16%	Y6 – 24%	16%	Sept 20 gap	National gap	F2 – 57%	18%	Y1 – 63%	19%	Y2 - 33%	19%	Y3 – +14%	16%	Y4 – 43%	16%	Y5 – 40%	16%	Y6 – 37%	16%	Sept 20 gap	National gap	F2 32%	16%	Y1 – 26%	19%	Y2 - 29%	19%	Y3 – +8%	16%	Y4 – 34%	16%	Y5 – 17%	16%	Y6 – 29%	16%	<p>Book scrutiny Data scrutiny Learning walks</p>	<p>Subject lead/HT/DHT</p>	<p>December 20</p> <p>Y2 Phonic screening test – 16% PP passed. Reading recovery in place includes a TA and a reading buddy. Daily read Subject specific language strong, in deep dives. SALT reviews in Autumn term for SEND/PP Remote learning policy Catch up premium strategy. Before school and in school boosters in place including Third space x3 sessions in Maths Allocated reading bookings at home during lockdown Purple Mash/Oak Academy reading lessons.</p> <p>July review</p> <p>50% of EYPP children in F2 on yellow band or higher.</p> <p>NELLI – All EYPP children made progress in communication and language. 70% made progress in attention and listening.</p> <p>Phonic screening in Y1 – 25% of PP pupils passed the phonic screening test but all had made progress this term.</p> <p>Reading KS1 Nat gap – 19% KS2Nat gap 16%</p> <table><tr><td>Sept 20 gap</td><td>June 21</td></tr><tr><td>F2 – 60%</td><td>60%</td></tr><tr><td>Y1 – 49%</td><td>80%</td></tr><tr><td>Y2 - 23%</td><td>60%</td></tr><tr><td>Y3 – +3%</td><td>5% DIS</td></tr><tr><td>Y4 – 28%</td><td>17%</td></tr><tr><td>Y5 – 11%</td><td>5% DIS</td></tr><tr><td>Y6 – 24%</td><td>7%</td></tr></table> <p>Writing KS1 Nat gap:18%</p>	Sept 20 gap	June 21	F2 – 60%	60%	Y1 – 49%	80%	Y2 - 23%	60%	Y3 – +3%	5% DIS	Y4 – 28%	17%	Y5 – 11%	5% DIS	Y6 – 24%	7%
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B	<p>Staff training on poverty proof practice – new staff</p> <p>Be aware of all minority groups in cohorts</p> <p>Equality assemblies</p> <p>Any dream can do week.</p> <p>Bikeability</p> <p>CPG books</p> <p>Poverty proofed celebrations</p> <p>Poverty proofed theme days</p> <p>Poverty provided trips</p> <p>Designated charity</p> <p>Equipment and resources provided when there is a need.</p> <p>Experiences/clubs funded.</p>	<p>There are some practices in school need to be continued to poverty proof.</p> <p>Staff need to be aware of the potential impact of their actions and language on those pupils living in poverty.</p> <p>We are a school with a mixed social economic intake and low numbers of minority groups.</p>	<p>PP champion monitors all trips and events within her role as DHT</p> <p>PP governor monitoring termly. Provision and impact</p>	JP	<p>Dec 20 review</p> <p>Young Minds charity fundraiser</p> <p>Food hampers targeted to families not FSM but on the edge of poverty.</p> <p>Holiday hampers.</p> <p>Device distribution</p> <p>Data distribution.</p> <p>Tracking and monitoring home learners who are PP.</p> <p>Finding solutions approach to engagement.</p> <p>July update:</p> <p>Bikeability and balance training, clubs targeting PP children, Dr Bike</p> <p>Funded trip to the seaside</p> <p>Food hampers when isolating</p> <p>Monitoring with governors target PP pupils who had slipped off EXS in lockdown</p> <p>Percentage back to EXS</p> <p>Reading 76%, Writing 70% and in Maths 75%.</p>
C	<p>Disadvantaged pupils have all they need to access to remote learning and the metacognitive skills to work independently</p> <p>Learning packs</p> <p>In school metacognition training.</p> <p>Pupil check lists</p> <p>WIFFI funding</p> <p>Device loaning</p> <p>Paper packages</p> <p>Website access</p> <p>Check in phone calls</p> <p>TEAMS platform</p> <p>Audit who has internet and devices</p> <p>Processes and systems and routines in place</p> <p>FSM provided.</p> <p>Class email accounts</p> <p>Safeguarding procedures in place</p> <p>Online safety policy update</p>	<p>Due to COVID pupils may have to spend periods of time learning at home. They need to access the learning.</p> <p>When whole houses are isolating pupils need to be resilient and resourceful to complete home learning tasks.</p> <p>Homes may not have the resources to access home learning activities or an individual will need to work independently without adult support.</p>	<p>Feedback from families/staff</p>	JP	<p>Dec 20 review</p> <p>Device distribution and data packs</p> <p>Resource packs to homes</p> <p>Check in routine for vulnerable children</p> <p>Remote learning policy.</p> <p>CP/Online safety policy review.</p> <p>Pupil training on TEAMS</p> <p>Website update weekly for individual isolation.</p> <p>CPG/WR booklets provided.</p> <p>July review</p> <p>Websites updated weekly to be prepared for pupil isolation</p> <p>Comprehensive engagement model which resulted in high levels of engagement across school with 70%+ pupils completing home learning tasks during Spring lockdown</p> <p>Target PP/SEND pupils in school during lockdown.</p>

Desired Outcome	Action/Approach	Rationale	Monitoring	Staff	Review Dec 20, Apr 21, Jul 21
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D	QFT routines, ELS wave two intervention Alpha Omega intervention QFT – daily phonics Daily wave 3 SEND provision in FS/Y1 Reading recovery programme Phase One phonics daily in F1 Free books SALT intervention Language intervention in FS. Early identification of EYPP children on entry	Low number of pupil premium children achieved GLD at the end of Foundation Stage Sept 20 Pupils on track for RWM or GLD <table><tr><td></td><td>DIS</td></tr><tr><td>Y1</td><td>14%</td></tr><tr><td>FS 2</td><td>25%</td></tr></table>		DIS	Y1	14%	FS 2	25%	Termly data scrutiny HT /SLT Learning walks.	JP	Dec review Daily 1-1 for SEND/PP SALT assessments for six pupils completed and plans made Baseline NELLI assessments made and intervention implemented. Phase 1 phonics in place daily F1 Reading recovery established. EYPP children identified on entry into school July review F1 – 80% of EYPP are on track in attention/listening and communication. GLD/WRM <table><tr><td></td><td>DIS</td></tr><tr><td>Y1</td><td>0%</td></tr><tr><td>FS 2</td><td>20%</td></tr></table>		DIS	Y1	0%	FS 2	20%
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E	Pupils identified who are disadvantaged and have SEND. QFT staff aware of pupil needs incorporated into QFT. Daily Wave 3 intervention Provision map Graduated response. Universal disadvantage intervention Targeted intervention Three read pledge Designated adult to implement SEND provision for target PP/SEND pupils daily. Jelly and Bean texts	50% of pupils who are on the SEND register are also disadvantaged.	Learning walk <ul style="list-style-type: none">Frequency and quality of intervention Data scrutiny <ul style="list-style-type: none">B squared termly analysisA& P discussion point Parent meeting x3 a year. Governor monitoring	JP	July review Pupils who are SEND and PP progress across the whole school <table><tr><td></td><td>R</td><td>W</td><td>M</td></tr><tr><td>SEND /DIS</td><td>90%</td><td>90%</td><td>60%</td></tr></table>		R	W	M	SEND /DIS	90%	90%	60%				
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F	<p>Water bottles for all</p> <p>Poverty proofing school events</p> <p>Funded places at sports events</p> <p>Funded breakfast club spaces</p> <p>Uniform provided</p> <p>Specialist equipment funding.</p> <p>Residential funded</p> <p>Trips funded</p> <p>OAA activity funded</p> <p>Milk</p> <p>Packed lunches in proper boxes for trips</p> <p>Passport club</p> <p>Targeted for participation events across curriculum</p> <p>Pupil voice participation</p> <p>Representation at sports events</p> <p>SEMH provision</p> <p>Lunch clubs</p> <p>Daily check ins</p> <p>Walk the gates</p> <p>Food hampers/vouchers</p> <p>Hotline to H&W staff</p>	<p>Some pupils are disadvantaged as a school we have identified these barriers. We are investing to over the barriers and improve the children's outcomes in all areas.</p>	<ul style="list-style-type: none"> Daily learning walk 	JP	<p>Dec 20 review</p> <p>Water provided</p> <p>X5 breakfast club place funded</p> <p>Uniform provided as and when Nurture provision over lunchtimes/playtimes</p> <p>Work the gates approach</p> <p>New mobile phones for inclusion team</p> <p>Check in with families when isolating.</p> <p>FSM when isolating.</p> <p>July review 21-</p> <p>Uniform provided after lockdown, seaside trip partially funded and OAA activity.</p> <p>Hampers if isolating. Laptops and data allocated to families needing them in lockdown. HV during lockdown to offer support to complete learning tasks. Comprehensive monitoring routine to engage pupils in learning tasks during lockdown. High levels of engagement across vulnerable groups.</p> <p>SEMH provision to include check in, gateway, gate duty, cluster work, TAMHS, nurture.</p>
G	<p>Daily phone calls</p> <p>Collecting children</p> <p>New medical policy</p> <p>Support for parents</p> <p>Targeted pupils</p> <p>Individual plans</p> <p>Cluster support</p> <p>Early help</p> <p>Walk the gates</p>	<p>We have reduced the persistent absence rate significantly last year but we still have some children with attendance less than 90%. These will be our target families alongside monitoring the attendance of others.</p>	Daily monitoring	Inclusion team	<p>Dec review 20. Attendance ALL : 97.7%</p> <p>Attendance for PP – 96.3%</p> <p>Persistent absence for PP is down from this point last year at 77.81%</p> <p>July review –</p> <p>Attendance All: 97.2%</p> <p>Attendance PP = 96%</p> <p>Attendance NPP = 98%</p> <p>Persistent absence is up = 87%</p>
H	<p>Schoop to advise parents of the new policy</p> <p>Solution focused approach to solutions</p> <p>Parental support from the team to plan the morning timetable at home</p>	<p>Our minutes late has reduced but we still have some persistent lateness. Pupils are arriving late but within ten to fifteen minutes of the bell ringing.</p>	Daily monitoring at the office	Inclusion team	<p>Sept 20 – Dec total mins late for PP = 682 compared to NPP 2,276</p> <p>July 2021 – Total mins late DIS 3,222 compared to NDIS 5,014</p>

	Individual plans				
Universal spend					£50,000
Targeted spend					£35,000
Total planned spend					£85,000