

Pupil Premium Strategy Statement (ADMAT)

1. Summary information					
School	LewTrenchard Church of England Primary School				
Academic Year	2019-20	Total PP budget	£23,760	Date of most recent PP Review	Sept 2020
Total number of pupils	78	Number of pupils eligible for PP	21 (27%)	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	Pupils not eligible for PP - National
% achieving in reading, writing and maths	<p>Due to the COVID-19 Pandemic school closures no formal assessments took place at the end of the 19-20 academic year.</p> <p>During this initial period of schools re-opening (Sept 20), teachers are currently carrying out assessments to determine pupils' current levels of attainment and the impact of the school closures on pupils' attainment.</p>	<p>Due to the COVID-19 Pandemic School Closures, there are no national statistics available for the academic year 19-20</p>
% making progress in reading		
% making progress in writing		
% making progress in maths		

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.	% of pp pupils attaining ARE/GDS is lower in most year groups than non-pp pupils and this group has been disproportionately impacted by school closures.
B.	% of pp pupils completing home learning tasks is lower than non-pp pupils - pupils uptake of home-learning during the pandemic was lower than some other pupils Pupil resilience in challenging learning has also been impacted.
C.	14% of PP are EHCP/ 24% of pp pupils also have SEN/24% of PP pupils are PLAC

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

D. Attendance for PPG pupils is lower than for other groups. **Covid-19 Pandemic – Lockdown - attendance**

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of pp pupils in maths, reading and writing	% of pupils attaining ARE/GDS is in line with non-pp pupils
B.	Improve in class resilience in learning and home learning uptake by pp pupils	% of pupils completing home learning that supports progress is raised.
C.	Raise progress of pp pupils with SEN in maths, reading and writing	% of pupils attaining at least expected progress is in line with non-pp pupils
D.	Improve attendance for pp pupils	PP pupils % attendance levels is in line with national.

5. Planned expenditure

Academic year £23,760

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?
A. Improved progress and attainment for pp pupils – specifically focused on reading and vocabulary development.	<p>Focus teaching on PP pupils through questioning and feedback .</p> <p>Specifically timetabled sessions daily for reading – reading for pleasure, reading independently.</p> <p>Improved reading resources in school including reading programme – Accelerated Reader – to support in the teaching</p>	<p>Pupils eligible for PP are making less progress than other pupils in Key Stage 2.</p> <p>In addition, this has been impacted by the school closures.</p> <p>We want to ensure that PP pupils can achieve ARE and make better than expected progress.</p> <p>We want to train teachers in practices to provide stretch and ensure</p>	<p>English subject leader to deliver CPD on reading engagement, reading for pleasure and guided reading.</p> <p>HoS to monitor RWI and to support with teaching ams.</p> <p>Experienced teachers to model quality first teaching and feedback strategies.</p> <p>Use staff meetings and INSET days to deliver training.</p> <p>Peer observation of each other’s classes after the course, to embed learning.</p> <p>English lead to target classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils.</p> <p>English lead to monitor reading across the school with a focus on year groups where significant groups of pupils are below age-related reading expectations.</p>	<p>English lead RAB</p> <p>HoS LD</p>	<p>Termly</p> <p>½ day a ½ term for English Lead 6 X £75 = £450</p>

	of reading and monitoring of progress at KS2. Targeted deployment of in class TA support and catch-up interventions.	engagement for these pupils.	Improvement focus to be on ensuring all pupils can read fluently and on the acquisition of vocabulary to support progress and attainment improvements in all subject. Set up and use of Accelerated reading to improve monitoring of progress and focus on reading teaching, specifically in KS2. Continue to use Babcock library services to support in improving areas of identified gaps and weaknesses in reading resources provision.		
Total budgeted cost					£450
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?
A. Improved progress and attainment for pp Pupils. B. Raise progress of pp pupils with SEN in maths, reading and writing.	Thrive support for pp pupils 1:1 support for targeted pupils In class TA support where high need has been identified.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. TA deployment guides from EEF used to support effective practice. Evaluated catch-up programmes used – eg. Catch-up Literacy, Precision Teach	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment 1:1 support specifically targeted to identified pp pupils under-performing. Class teachers to deploy TAs to support pp groups in class – planning to reflect his. TAs to support with questioning and feedback. Interventions used for pupils who are significantly behind.	HoS LD EHT/PP Lead LH English and Maths Leads RAB and JE	TA Thrive 1 pm each £1671 ½ day a ½ term for English and Maths Leads 6 X £75 = £450 x 2= £900 Class TA costs £15,000 estimated
Total budgeted cost					£17,571
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>B. Improved resilience in class learning and uptake of home learning</p> <p>C. Increased attendance rates</p>	<p>VL strategies employed and each ability focused on each week.</p> <p>Capabilities curriculum assessments and planning used to tackle identified weaknesses.</p> <p>TA to carry out parent support with families to discuss attendance. Head of School to monitor pupils and follow up quickly on absences. EWO support as needed.</p> <p>Longer parent meeting sessions.</p>	<p>VL strategies have proved effective previously and were commented on positively in our Ofsted April 2019. The long period of home-learning has led to a slip back for some pupils in their resilience and stamina when challenged in their learning. This is supported through EEF research results.</p> <p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular learning needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Teachers to refocus pupils on VL through regular activity in the class.</p> <p>VL training booked for Autumn term with Trust VL lead DS.</p> <p>VL coaches to monitor impact and support staff/groups as needed.</p> <p>Capabilities Curriculum to be used to support planning of activities that support developing the capabilities identified through assessment as weaker – ie. communication, confidence, resilience, problem solving, etc</p> <p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>EHT/ PP Lead LH</p> <p>VL coaches LD/RAB</p> <p>SENDCo TL</p>	<p>Termly</p> <p>TA PSA 1 pm each £1671</p> <p>£ EWO</p>
<p>All barriers to learning</p>	<p>Specifically targeted pp pupils with learning or behaviour difficulties to receive educational therapy from specialist – <i>SF if needed.</i></p> <p>Pupils who have experienced trauma or difficulties during lockdown to receive support to re-engage with learning from Thrive TA</p> <p>Curriculum enrichment</p>	<p>Attainment cannot be improved for some pupils unless they are 'ready to learn'. Some pupils have experienced extreme trauma and need specialist support which is on a long waiting list within Cornwall.</p> <p>Aspiration development/access to full breadth of curriculum to support progress in all areas</p>	<p><i>SF provides monthly updates on progress towards pupils achieving personal targets. PP Lead to monitor in-school improvement measures.</i></p> <p>Alternative approaches to curriculum enrichment to be considered if trips and residential cannot take place.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>SENDCo TL</p>	<p>TA Thrive 1 pm each £1671</p> <p>On site PSA/Educational Counselling Provision @ £45 per hour from external provider tbc</p> <p>3 hours weekly = £225 x 17 weeks = £2295 (1/2 from SEN funding)</p> <p>Enrichment £1000</p>

The remaining £1338.75 will be allocated for resources and to support access to enrichment	£4490
Total budgeted cost	£22,511
Total PPG Expenditure	£23,760

6. Review of expenditure				
Previous Academic Year		2019-20		
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 progress and attainment for pp pupils	Focus teaching on PP pupils through questioning and feedback – live marking – including targeted deployment of in class TA support	<p>Pupils eligible for PP have been disproportionately impacted by the COVID-19 pandemic and Lockdown.</p> <p>To counteract this staff provided additional support through home-learning packs, home visits, live Zoom Lessons and regular home contact.</p>	<p>Ensure that home-learning is prepared for PP pupils should another lockdown occur.</p> <p>Consider resourcing IT equipment and Internet access for pupils who will struggle at home.</p> <p>Interventions and tutoring are being planned for any pupils in need using government and Trust catch-up funds.</p>	<p>A half-day a ½ term release for Maths and English leads. Supply approximately £150 a day.</p> <p>6 X £75 = £450</p>
B. Improved progress for high attaining pupils	Use of new curriculum planning structures to ensure GDS provision is planned for daily in all learning. Teacher and support staff training to ensure this is implemented.	<p>The impact initially was effective in achieving this for some PP pupils. Again, Lockdown meant that setting challenging learning was tricky and pupils struggled to access this at home.</p>	<p>Consider how catch-up funding and PP funding can be used to provide additional support for potential high achieving disadvantaged pupils.</p>	<p>£450 x 2 = £900 Total</p>
<p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p>	<p>Morning TA support in classes for pp children</p> <p>2 x morning TA's in KS1 and KS2 classes</p>	<p>Thrive support and external educational therapist support has had some effect in improving pupil behaviours and readiness for learning.</p> <p>During the COVID-19 pandemic lockdown, our teachers and TAs were proactive in maintaining contact with disadvantaged pupils and the impact was an improved uptake of home learning and a more successful, smoother return to school during the September opening.</p> <p>For some pupils with SEN the changes that have needed to be implemented for COVID-19 restrictions are adversely impacting on their provision.</p>	<p>Increased free time in Thrive practitioners' timetables to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Continue to fund and support update training and Thrive/PSA TAs</p> <p>Continue to ensure all classes have morning TAs. Consider deployment of TAs in this academic year in light of COVID restrictions and how they can be most effectively deployed to support rapid catch-up for disadvantaged and SEN pupils.</p>	<p>14.75hrs per week X 3 TAs X weeks per year</p> <p>£17,696.25</p>
<p>D. Improved progress and attainment for pp pupils</p> <p>E. Improved progress for high attaining pupils</p> <p>F. Improved progress and attainment for pp pupils with SEN</p>	<p>Thrive support for pp pupils</p> <p>Specifically targeted parents of pp pupils to ensure they attend parent consultation meetings and parental engagement sessions.</p>	<p>Strategies that had proved successful in the initial part of the academic year, were:</p> <ul style="list-style-type: none"> Longer parent meetings. Teachers reported better engagement with parents, better uptake of home-learning and support for behaviour whilst also gaining a greater insight to family issues. Behaviour strategies are improving and consistency in approach and high expectations delivered through staff training are having impact. <p>The impact of COVID Lockdown:</p> <ul style="list-style-type: none"> Parental engagement has been good generally through the use of Class Dojo which allowed 	<p>Prepare contingency plans for possible school closures and consider ways to support disadvantaged families who may have to isolate or who may have limited IT resource in the home.</p> <p>Identify children who have fallen behind during lockdown or who may have suffered trauma during this time away from school and focus support in autumn on these groups.</p> <p>During COVID, some pupils have experienced trauma and need specialist support (Local Authority SEN support has a very long waiting list therefore it will be crucial to maintain our own in-house support for vulnerable and disadvantaged pupils.</p>	<p>On site PSA/Educational Counselling Provision @ £45 per hour from external provider</p> <p>5 hours weekly = £225 x 17 weeks = £3825 (2 hours on top funded via SEN funding)</p>

<p>D. Develop greater engagement from parents of pp pupils to support children with learning</p>		<p>good access and communication between parents and teachers/TAs</p> <ul style="list-style-type: none"> • TAs supported vulnerable pupils and families during this time and they and teachers were very proactive in tackling 'quiet' families who were not engaging with the home learning set. • However, it cannot be ignored that it was more often the disadvantaged pupils who were likely to be the disengaged. <p>During lockdown, extremely vulnerable pupils who were struggling were offered remote 'virtual' therapy sessions to maintain contact and support.</p> <p>Early trips were very effective in inspiring learning and improving pupils' knowledge and vocabulary.</p> <p>Aspiration development/access to full breadth of curriculum to support progress in all areas was successful in the initial part of the year, however, lockdown meant that our residential trip was cancelled this year.</p>	<p>Consider alternative ways to support developing aspiration this year whilst trips and residential are harder to achieve and plan for.</p>	<p>£1338.75</p> <p>£3825</p>
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7. Additional detail

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

Significant impact has been caused in both the implementation of this plan and on disadvantaged pupils through the COVID-19 Pandemic disruption and school closures. The challenge for the 20-21 plan is to ensure that the best possible approaches are employed to ensure that these pupils are not further disadvantaged through continued disruption.

See full PPG provision map for 2019-20 on our website.

https://www.lewtrenchard.devon.sch.uk/web/pupil_premium/439161

