

Laughton Community Primary School Pupil Premium Strategy and Report

September 2020

Strategy

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils. However, schools are accountable for how they have used this additional funding to support pupils from low-income families. From September 2012, schools have had to publish this information on the school website. Please see below for information regarding how the pupil premium was spent in the last financial year and the impact of this funding on pupils' achievement at school. The Department of Education has created a document [Pupil Premium - what you need to know](#) which expands on the purpose of the pupil premium and the key facts.

At Laughton C P School we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance in life.

We are a small rural school of 102 pupils (September 2020) and for the year 2019-20 approximately 6% of our pupils were in receipt of the Pupil Premium Grant. This is well below national average.

Although our pupil premium funding is not a major proportion of our budget, it is a significant amount of money and we are determined to ensure that it is used to its best effect. With this in mind we research the best ways to use this grant and have generally focused on interventions which have been shown to have particular impact e.g. work of the Sutton Trust.

Barriers to Learning

When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning.

Our main objective in deciding how to use the Pupil Premium Grant is to ensure that the gap between groups of pupils is narrowed and we aim to ensure that targeted interventions help remove barriers to learning and progress.

Key Principles

Building belief and a "can do" attitude

- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.

- The school community works hard to develop resilience and perseverance in all our children.

Data Analysis

- Children's progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We use current research (Sutton Trust Toolkit, Educational Endowment Fund) to support us in planning strategies that will be the most effective in improving outcomes.

Pupil Identification

- All staff are aware of PPG children and other vulnerable groups across the school.
- All Pupil Premium children benefit from the grant. The school responds flexibly to the needs of individual children.

Day to Day teaching

- All staff have high expectations.
- Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.
- We identify barriers to learning and provide early intervention.

How do we spend our Pupil Premium Grant?

- The school employs qualified and experienced teachers to teach children individually and in small groups, working on focus targets to boost attainment.
- Funding for emotional support and building confidence and self-esteem through counselling and play therapy (Fegans).
- Funding for **enrichment activities**. E.g. after-school clubs, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities etc.
- Additional **individual or small group tuition** programmes tailored individually for those children who need a boost to their learning, eg small group reading, writing or maths tuition.
- **TA support** for 1:1 work or small groups in maths and literacy.

Who is it spent on?

- Pupil Premium (PP) pupils who are under-achieving.
- PP and other vulnerable group pupils who are in danger of underachieving.
- PP and other vulnerable group pupils for whom low attendance is an issue.
- PP pupils who are achieving well and need to be extended and challenged.

Medium Term Analysis of Impact

- The impact of Pupil Premium provision is reviewed termly.
- Analysis of each child's progress and achievement is made termly using the school's tracking system and progress and provision mapping meetings which measure impact and outcomes with both teachers and leadership team.

Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in September 2020.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Report

A review of support and spending for the school year 2019-20 and a look ahead to 2020-21

Total number of pupils on school roll 2020-21	102 (September 2020)
Total number of pupils eligible for Pupil Premium Grant (PPG):	10
Amount of PPG received per pupil:	£1, 345 for Pupil Premium; £2, 345 for CLA
Total Pupil Premium Grant for the financial year April 2019 – March 2020:	£ 9, 240
Total PPG expected for the financial year April 2020 – March 2021:	£13, 105
Total amount of PPG received school year September 2019 – July 2020:	£10, 850
Total amount of PPG expected school year Sept 2020 - July 2021:	£13, 664

Impact of Pupil Premium spending 2019-20

School closures nationwide due to the Covid pandemic mean that no national data is available for comparison. Our teacher assessment at the end of the school year 2019-20 indicates that the progress and attainment of our children in receipt of PPG is broadly in-line with that of their non-PPG peers and in some cases exceeds this. Where there is SEN/PPG cross over, children attained less well than their non-PPG peers but make good progress against individual targets.

Summary of PPG spending 2019/20

Objectives in spending PPG:

- To increase attainment and achievement in core subjects of pupils in receipt of PPG.
- To secure basic skills in Reading – including Phonics - Writing and Maths.
- To provide enriching experiences and enhance the self-esteem and resilience of all pupils.

Review of projects and spending for September 2019 – July 2020

Chosen action or approach	Cost	Evidence/ rationale for choice- Sutton Trust?	Desired outcome	How impact is to be measured	Impact of expenditure (end of school year)	Monitoring and review
Ongoing CPD for staff for Thrive	£650 subs plus training, resources £1,000	The Sutton Trust PPG toolkit suggests that interventions like Thrive generally improve emotional outcomes, but that interventions are most effective at raising attainment when they are embedded into the day to day life of the school and supported by professional development and training for staff.	All staff better informed about meeting the needs of all children including LAC.		Thrive practitioner attended training on returning to school with all children returning for T1 and over 70% for T6.	Increased number of children accessing Thrive across the school. Online profiles supporting children in class. Thrive room set up with training guidance.
Weekly nurture provision for vulnerable children and access to Thrive support	£3,000	See above	All children are ready to learn and do their best. They are confident and motivated.	Boxall, Pupil Voice, parental feedback, attendance data, progress data.	Pupil voice shows children are ready to learn and do their best and are confident and motivated. Attendance is good.	Thrive support via learning platform throughout lockdown supported families and children in Covid pandemic. Reduction in low level disruptive behaviours in class. Improvement in children coming into school with reduced anxiety.
Cost of cover to allow class teacher individual feedback for all year groups and feedback to parents.	£600	Sutton Trust toolkit evidences this as an effective approach – children can talk through their learning and next steps with their teacher, focusing on their own learning styles and reflecting on their resilience and perseverance.	All children know how they learn best and the steps they need to take to move their learning forwards.	Children achieve challenging targets and show a real understanding of how they learn best and how they can develop as a learner.	Identified children had focused class teacher time in class but this will be developed in next school year	Children were better able to understand their targets and next steps in their learning developing more self-supported learning strategies.

1:1 and small group sessions with TA for focused children	£2,500	Children have the opportunity to work closely with an adult on focused targets to develop their thinking, taking their learning forwards and evaluating what works best for them. Evidenced by data from Sutton Trust tool kit.	Good progress towards targets in all key curriculum areas.	Regular assessment and review at termly Pupil Progress Meetings. Evidence recorded by TA in support log.	Children made good progress on individual targets.	They have become independent learning using applied strategies. Good progress reported at regular pupil progress meetings. TA worked across classes to support specific children
Progression tutor for KS2 English and maths x 2 afternoons pw	£1,700	Children will benefit from highly structured small group sessions with a teacher, focusing on identified area for development in literacy and maths. Sutton Trust tool kit.	Good progress towards targets in all key curriculum areas.		Good progress in maths and literacy	Effective interventions and good progress towards individual targets. Tutoring went ahead during lockdown, supporting home learning
Payment of clubs, school trips, visits and enrichment activities.	£600	We want to make sure that all pupils are participating in all activities on offer at school.	Children attend clubs, enjoy enriching and fun activities.	Children attend and enjoy their sessions. They make progress in their learning.	Inclusive provision for all children and all children were able to take part in activities	Everybody joined in class trips, topic days and curricular enrichment activities e.g cooking
Support for school transport	£420	Good attendance and punctuality	Good attendance	Attendance	Attendance made possible but impacted by Covid	Support with transport made attendance possible
Self-care resources	£50		Joining in with peers activities	Improved independence and self confidence	Inclusion	Programme monitored by relevant staff. Successful outcome in independence and self care
Uniform support	£200	All children can wear their school uniform with pride.			All children have correct uniform	
Milk for individuals	£40				All children able to access school milk	
Total spend:	£10,760					

Overview of projected PPG spending 2020/21

Objectives in spending PPG:

To increase attainment and achievement in core subjects of pupils in receipt of PPG.

To secure basic skills in Reading – including Phonics - Writing and Maths.

To provide enriching experiences and enhance the self-esteem and resilience of all pupils.

Projected projects and spending for September 2020 – July 2021

Chosen action or approach	Cost	Evidence/ rationale for choice- Sutton Trust?	Desired outcome	How impact is to be measured	Impact of expenditure (end of school year)	Monitoring and review
Ongoing CPD for staff for Thrive, licences, resources etc	£600 subs plus training, resources	The Sutton Trust PPG toolkit suggests that interventions like Thrive generally improve emotional outcomes, but that interventions are most effective at raising attainment when they are embedded into the day to day life of the school and supported by professional development and training for staff	Staff better informed about meeting the needs of LAC.	Thrive is on-going at our school. Training is completed and resources audited regularly and improved.	<p>All children accessing school after lockdown and individual families supported with re-integration.</p> <p>Thrive practitioners have updated their training to support children and families through COVID and have implemented strategies to support home learning during the lockdowns.</p> <p>Positive feedback from families.</p>	<p>Monitored by weekly Thrive activities through home learning which has supported families during the pandemic and through returning to school after lockdown.</p> <p>Thrive strategies have been used in our recovery curriculum to support a smooth transition back to school.</p>
Weekly nurture provision for vulnerable children and access to Thrive support	£3,371	The Sutton Trust toolkit interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	All children are ready to learn and do their best. They are confident and motivated.	Boxall, Pupil Voice, parental feedback, attendance data, progress data.	Targeted children have access to regular Thrive sessions which has supported improved attendance data, as well as building on pupil's confidence and self-esteem whilst providing knowledge for individual progression.	Monitored through school data and observing Thrive strategies to support a smooth transition back into school after lockdown.

Cost of cover to allow class teacher individual feedback for all year groups and feedback to parents.	£600	Sutton Trust toolkit evidences this as an effective approach – children can talk through their learning and next steps with their teacher, focusing on their own learning styles and reflecting on their resilience and perseverance.	All children know how they learn best and the steps they need to take to move their learning forwards.	Children achieve challenging targets and show a real understanding of how they learn best and how they can develop as a learner.	Year 5/6 teacher met individually with targeted pupils on individual targets. This accelerated the progress made in specific areas and were reinforced during lesson time. The majority of children met their targets through baseline assessments.	Persistent reinforcement of targets ensured the remained in focus. Children were better able to understand their targets and next steps in their learning developing more self-supported learning strategies.
1:1 and small group sessions with TA for focused children	£2688	Children have the opportunity to work closely with an adult on focused targets to develop their thinking, taking their learning forwards and evaluating what works best for them. Evidenced by data from Sutton Trust tool kit.	Good progress towards targets in all key curriculum areas.	Regular assessment and review at termly Pupil Progress Meetings. Evidence recorded by TA in support log.	Sustaining progress for students following lockdown in phonics and reading. The majority of pupils met their target from September 2020 baseline.	APDORS kept targets under constant review. Monitored through intervention and 1:1 and small group sessions through lockdowns. TA providing support to specific children in class.
Progression tutor for KS2 English and maths x 2 afternoons pw	£3,240	Children will benefit from highly structured small group sessions with a teacher, focusing on identified area for development in literacy and maths. Sutton Trust tool kit.	Good progress towards targets in all key curriculum areas.	Formal assessment. Records show that children are making progress in their learning and in class they show increasing confidence and independence.	Improved confidence in writing and handwriting in lower KS2 and targeted pupils. Improved knowledge using speech in KS2. Improved independent use of word choices and punctuation in writing in upper KS2.	Tutor reports on progress against objectives covered. Good attendance of small tutorial groups. Children have developed a good rapport with tutor. Pupils recognise their next steps in learning. Aspects covered with tutor are also evident during class learning.

ICT resources, training, hardware	£1,000 £500	ICT to support literacy and number development.	All children have access to ICT at school and during any school closure. Children make good progress with core skills.	All children are able to access all computer based literacy and number activities.	All children have access to IT during lockdown. Increased use of Clicker 8 as a writing tool in KS2. IT interventions are well established and impacting on Pupil progress.	Purchase of additional laptops and logins for educational software programmes to support pupils' specific areas of need. Computers lent to families during lockdown.
External Agencies	£1,000	Experienced knowledge of professionals to give accurate diagnosis and assessments on children identified with specific needs.	The school has expert advice to support individual children.	Strategies are in place to support the learning and well-being of focus children.	Visits from ESBAS to support a family where the parents and child experience anxiety when returning to school. Support for individual student put in place to access learning and improve attendance at school.	Meetings with educational psychologist for specific pupils and support children to access education through external agency advice.
Travel	£465		Attendance is maintained	All children attend school	All children have access to attend school and take part in trips and visits.	Taxi support for emergencies. School vacant bus scheme.
Uniform	£200	All children can wear their school uniform with pride.		All children have correct uniform	The purchase of uniform was not required during the year, but the funding allocated was re-directed to the purchase of laptop to help facilitate learning through the pandemic.	The purchase of uniform was not required during the year, but the funding allocated was re-directed to the purchase of laptop to help facilitate learning through the pandemic.
Total spend projected:	£13, 664					

