

Pupil Premium Grant : Spending plan 2019-20

School	Ladybridge Primary School				
Academic Year	2019-20	Total PP budget	£101640	Date of most recent PP Review	Apr'20
Total number of pupils	383	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Jul'20

Key: ARE/EXS+ = Age related expectations/Expected standard; GDS/HS = Greater Depth/Higher Standard

	End of EYFS: Jul'19 Attainment		End of KS1: Jul'19 Attainment		End of KS2: Jul'19			
	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Attainment: ARE (GDS/HS) National		Progress: Key: Below Average ■ Average ■ Above Average ■	
	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Pupils eligible for PP	Others
No. of pupils	2	37	12	48	21	39	17	32
Reading	Literacy: 100% (0%)	Literacy: 78% (14%)	58% (25%)	88% (31%)	76% (24%) 62% (17%)	67% (41%) 78% (31%)	1.2	1.1
Writing			58% (0%)	85% (13%)	71% (19%) 68% (11%)	77% (31%) 83% (24%)	1.5	1.5
Maths	100% (0%)	84% (5%)	67% (17%)	92% (38%)	81% (24%) 67% (16%)	85% (41%) 84% (31%)	1.6	2.6
RWM	100% (0%)	78% (5%)	50% (0%)	81% (10%)	67% (10%) 51% (5%)	62% (26%) 71% (13%)		
Other	GLD: 100%	GLD: 78%	Phonics:83%	Phonics:98%	GPS: 90% (48%)	GPS: 90% (56%)		

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Inconsistent/poorer 'Behaviours/Skills for learning' (eg. concentration, attention, self-belief, confidence to participate, mind-set/risk-taking, independence, etc) results in the low (26) and middle (19) prior attainers, who are 'disadvantaged'/in receipt of pupil premium, are less likely to achieve ARE (or above). Therefore % of disadvantaged pupils who are currently achieve ARE+ in KS2 is lower than other pupils (in R,W &M)
B.	Poorer inference/deduction skills, when reading, result in poorer scores in reading tests/assessments.
C.	Poorer vocabulary knowledge and skills (ability to und.,explain and use wide range of words) has a detrimental impact upon all areas of RWM
D.	Rec-Y1 Poor oral language skills, combined with poor retention and understanding of phonics = KS1 less
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance (2018-19=95.7%) lower than other pupils
F.	Lack of parental support/access to quality learning environment at home (eg, homework, experiences, reading, ICT learning)

Desired outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria	
A.	Improved 'behaviours/skills for learning' (that are applied consistently)	100% of 'disadvantaged' low and middle prior attaining pupils make at least sufficient progress and are (back) on track
B.	Improved inferential skills (through daily opportunities to use and develop)	% of 'disadvantaged' pupils achieving ARE+ in Reading, by the end of Jul'20 is in line with national comparators
C.	Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	% of 'disadvantaged' pupils achieving ARE+, through KS2, across all subjects has increased from prior attainment %s
D.	Improved oral language skills (through regular opportunities to practise and apply)	Access to high-quality daily phonics teaching and appropriate S&L intervention. End of KS1 phonics: difference between 'disadvantaged' and 'others' is diminished
E.	Improved attendance	Attendance is in line with national/others
F.	Quality first teaching for all	% of 'disadvantaged' pupils achieving ARE+, through KS2, across all subjects has increased from prior attainment %s
G.	Maintain high number of Teaching Assistants and ensure high quality support and intervention	Difference between 'disadvantaged' and 'others' is diminished
H.	Provide high quality resources to support and transform teaching and learning for all	Pupils complete 'out of school' learning tasks. Pupils demonstrate high levels of engagement
I.	Improved assessment and tracking	Misconceptions and gaps are addressed in a timely fashion.

1. Planned expenditure	Academic year: 2019-20	PPG leader: Colin Watson
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The three headings enable you to demonstrate how you 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 (and rationale)	Cost	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 'behaviours/skills for learning' (that are applied consistently), including better meta-cognition and self-help strategies	SLT (TLRs) 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)	£2200	<i>Pupil expectations are the most significant factor in pupils achievement (particularly, communicating high academic standards)</i> <i>'Study skills' have a significantly positive impact upon pupil achievement</i> <i>A weekly text message to parents has a positive impact. If this text includes next steps/ways to improve then this has the most impact.</i> <i>Life at home (including access to books, etc) is one of the most significant factors in how well children achieve</i> <i>More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including working with their families.</i>	Regular monitoring: lessons, pupil discussions and book scrutiny Report to HT about impact – termly data check	DHT	Termly
Improved inferential skills (through daily opportunities to use and develop)	Subject leaders providing clarity of direction/approach, quality support, advice and guidance and clear policy and procedures Whole class guided reading. Embed 'ReadTheory' for KS2 pupils (online resource for home use) Implement 'Starbooks' across the whole school for 2019-20 (reward scheme).	£500 £650 (€50x13)	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</i> <i>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support,</i>	Regular monitoring: guided reading teaching and books Termly test data analysed Monitoring of planners	SLT Eng lead Teachers Eng Lead	Termly
Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	Word windows in each classroom Vocabulary lists included as part of 'subject organisers'	£400	Visual prompts support learning and memory <i>Frequent testing/checking aids memory retention and recall</i> <i>Practise makes permanent</i>	Pupil discussions/responses Test results Evidence of vocabulary use in books	SLT Eng lead Mid lead	Termly

Improved oral language skills (through regular opportunities to practise and apply)	Daily phonics teaching with TA support (Rec- Y2) Additional phonics teaching by Phonics leader (1hr x wk)	£21000 £1000	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy. Practise makes permanent</i>	Timetabled Regular monitoring: lessons and pupil discussions/hearing readers	Eng Lead	Termly
Quality first teaching for all (by providing staff with targeted CPD, including more regular and specific feedback)	HT and subject leaders source targeted CPD for individual staff	£6000	<i>More successful schools emphasise the importance of 'quality teaching first'. Good teachers are especially important for pupils from disadvantaged backgrounds. Findings from previous monitoring; Recent external Reviews/reports</i>	Monitoring calendar CPD evaluations and post training expectations (work reflected in books, changes to practise in lesson observations etc) Timetabled staff meetings Changes to practise and impact on teaching and learning Subject leader time Appraisal system	HT- SLT Mid lead	Termly analysis Regular drop ins and Work scrutinies Re-checks
Maintain high numbers of Teaching Assistants, and ensure high quality support and intervention	Every class to have full time (AM) support	£35000	<i>Where pupils are removed from their class and given intensive tuition, the most effective impact is through short, regular sessions, over a set period of time (5-10 weeks) and in a small group: ideally one-to-three. 'The best leaders ensure that the work of additional adults is closely monitored and thoroughly evaluated'</i>	Regular meetings with teachers Work scrutiny PPM monitored termly	TA lead	
Provide high quality resources to support and transform teaching and learning for all	Modelling how to access/use online resources (spelling shed, phonics play, espresso, my maths, TT rockstars, doodle maths) Provide access to engaging online resources Provide access to computers for those pupils with limited/ no digital/online access at home (lunchtime computing suite; i-pads in lessons)	£2000 £350 £24000	Limited/no online access reduces the opportunities for pupils to practise, consolidate and extend their learning Digital learning motivates and engages pupils Digital learning enables pupils to work at their own pace – targeting areas of need.	Termly Assessments (x tables, spellings) Regular monitoring: lesson observations (use of i-pads); pupil discussions and evaluations	Eng lead Mat and Com lead HT/DHT	
Improved electronic evidence system for pupils learning.	Implement 'seesaw' (electronic evidence system), so teachers and leaders are able to check,	£300	'The most effective leaders track the progress of pupils meticulously and make sensible amendments to the support they provide'	Subject Leaders monitoring PPMs	Mid lead PPG lead	Termly

	monitor and improve quality of education					
Total budgeted cost						£93400

II TARGETED SUPPORT						
Desired outcome	Chosen action/ approach (and rationale)		What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implement specific and targeted intervention programmes	Third space learning (weekly online maths intervention) to be run as a maths club by teacher for 10 pupils in Y6	£6000	Specific interventions focussed on particular groups of children	Measure impact from starting point	Maths Leader	Termly
'Children looked after' are provided with appropriate support, enabling equality of access.	Access to TA support	£2300	Poorer level of independent learning without adult/ peer support Poorer behaviours for learning' when 'unsupervised'	Staff and pupil discussions LAC Governor check and challenge termly visit	HT	Termly
Total budgeted cost						£8300

III OTHER						
Desired outcome	Chosen action/ approach (and rationale)		What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide relevant, first hand, practical and real experiences (that will improve cultural capital, K & U and skills as well as engagement and motivation of pupils.	So all children have same opportunities and develop the necessary cultural capital to contribute to, and access, society.	£100 x14 pupils (£1400 for Lledr) £200 x14 classes (£2800)	Some children do not experience the same things as others – we want everyone to have the same opportunity, in order that they can build their cultural capital Eg beach, museums, galleries, experiences	Monitor levels of pupil interest and engagement and impact upon quality of written and oral responses	HT	Termly – HT report
Provide pupils with emotional support and strategies, in order that they are able to focus on learning.	Counsellor 2hrs a week	£2000	<i>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support, including working with their families</i>	Monitor behaviours for learning	SENCO	Termly
Improve attendance (including less persistent absence)	Attendance rewards DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions	£600 £500	<i>More successful schools set up rapid response systems to address poor attendance</i>	Weekly and termly attendance checks	DHT	Termly

	(including resources, rewards and monitoring)					
Total budgeted cost						£7300

Date	Governors' Check and Challenge
07.10.19	Nominated Governor met with HT and PPG leader to discuss current progress and attainment for pupils in receipt of pupil premium. Also discussed the PPG spending plan for 2019-20 and how actions address weaknesses/help diminish the differences.

2. Additional detail

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

Research Sources:

- M.Bromley Sept'19 'Three Tenets of effective Pupil Premium practice (Headteacher update)*
- 'The EEF Guide to the Pupil Premium' (Jun'19)*
- Nfer research (Nov 2015) 'What are the most effective ways to support disadvantaged pupils' achievement'*
- Dfe 'Supporting the attainment of disadvantaged pupils (Nov 2015): nfer research*
- Ofsted 'The pupil premium: an update' (jul'14)*
- Prof. Steve Higgins*
- Dimitra Kokotsaki*
- Prof. Robert Coe*
- Prof. John Hattie*
- Ron Berger*
- Phil Badham*
- Rob Carpenter*
- NCETM*
- Jay Altman*
- Swindon Academy*
- Bjork learning and forgetting lab*
- Third Space learning (Clare Sealey, Joe Kirby)*
- Rowan Pearson*
- Inspire Partnership*
- DfE : Marking and Policy Review Group; NC*
- EEF (Education Endowment Foundation) T&L Toolkit and EYFS Toolkit*
- Jodie Lopez*
- Nejm*
- Jonathan Firth*

Additional Sources:

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| <i>To Sir, with Love – E.B. Braithwaite</i> | <i>Talent is Overrated – G.Colvin</i> | <i>The Talent Code – D.Coyle</i> | <i>Mindset – C.S.Dweck</i> | <i>Outliers – M. Gladwell</i> |
| <i>The Lombardi Rules – V.Lombardi</i> | <i>Bounce – M.Syed</i> | <i>Global Challenge – H.Walters et al</i> | | |
| <i>Genetic articles - New statesman; Online articles</i> | | | | |

1. Review of expenditure		Academic year: 2019-20		PPG leader: Gemma Bendelow	
The three headings enable you to demonstrate how you 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	Impact and evaluation 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 'behaviours/skills for learning' (that are applied consistently), including better meta-cognition and self-help strategies	SLT (TLRs) 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)	Apr review: relationships, expectations and routines embedded for identified KS2 pupils (vulnerable to not achieving ARE for RWM combined), which pupils have continued to find really beneficial. 6 pupils moved from below to expected in identified subjects.	Continue with action. Changes to be made to targeted pupils, appropriate to end of Spring data. During school closure, teachers/TAs to provide additional support and guidance to identified pupils (through Class Dojo).	£2200	
Improved inferential skills (through daily opportunities to use and develop)	Subject leaders providing clarity of direction/approach, quality support, advice and guidance and clear policy and procedures Whole class guided reading. Embed 'ReadTheory' for KS2 pupils (online resource for home use) Implement 'Starbooks' across the whole school for 2019-20 (reward scheme).	Apr review: Reading Assessment: Reading progress across school is sufficient, with an average of 30% of pupils making accelerated progress in Reading during the Spring term. Y6 pupils (eligible for PP) are attaining and progressing less than 'other' pupils in Y6. Y3-5 pupils (eligible for PP) are attaining slightly below 'other' pupils. These pupils are making less progress than 'other' pupils in Y3-5. Y1-2 pupils (eligible for PP) are attaining in line with 'other' pupils, and also progressing in line with 'other' pupils in Y1-2.	Continue with guided reading approach. Continue with 'starbooks' reward scheme, with targeted communication with families of PP pupils. Whilst school is closed, teachers to continue with guided reading tasks through Class Dojo.	£500 £650 (£50x13)	
Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	Word windows in each classroom Vocabulary lists included as part of 'subject organisers'	Apr review: positive impact upon children, with increasing confidence and use of identified/technical vocabulary (in written and oral responses).	Continue once school is open. Subject organisers to include vocabulary and shared through Class Dojo (during school closure).	£400	
Improved oral language skills (through regular opportunities to practise and apply)	Daily phonics teaching with TA support (Rec- Y2) Additional phonics teaching by Phonics leader (1hr x wk)	Apr review: speech and language skills improving Additional support is also enabling staff to spend more time with other pupils, particularly those being targeted by the phonics leader	Continue once school is open. Teachers/TAs provide guidance and tasks through Class Dojo during school closure.	£21000 £1000	
Quality first teaching for all (by providing staff with targeted CPD, including more regular and specific feedback)	HT and subject leaders source targeted CPD for individual staff	Apr review: 90% of internal monitoring activities graded teaching and learning and good or better. See HT report for impact of specific CPD.	Continue – individual monitoring focuses identified for the spring term, based upon evidence from the Spring term (Although, during the enforced school closure, this will be through remotely monitoring the quality of tasks that	£6000	

			teachers set through the online platform, 'Class Dojo'.	
Maintain high numbers of Teaching Assistants, and ensure high quality support and intervention	Every class to have full time (AM) support	Apr review: Established partnerships continue to have a positive impact upon a wide range of elements within teaching and learning.	Continue. TAs working at home whilst school is closed. Add TAs as co-teachers to Class Dojo, enabling them to provide additional support/guidance to identified pupils.	£35000
Provide high quality resources to support and transform teaching and learning for all	Modelling how to access/use online resources (spelling shed, phonics play, espresso, my maths, TT rockstars, doodle maths) Provide access to engaging online resources Provide access to computers for those pupils with limited/ no digital/online access at home (lunchtime computing suite; i-pads in lessons)	Apr review: i-pads continue to be used effectively to access to online/digital resources, and are having a positive impact upon the related subject knowledge, understanding and skills. I-pads now accessible to all Y1 pupils. Lunchtime access to computers is well used.	Whilst school is closed, Use email and Class Dojo to reiterate/reinforce options for online learning. Provide 'paper' based learning packs for pupils with no internet access at home.	£2000 £350 £24000
Improved electronic evidence system for pupils learning.	Implement 'seesaw' (electronic evidence system), so teachers and leaders are able to check, monitor and improve quality of education	Apr review: Seesaw an integral part of teaching and learning for all staff in Reception, and an increasing number of parents are now engaged with it at home.	Once school is open, continue to promote use with parents to better support learning at home (particularly those who aren't regular users). Parents to use Class Dojo and seesaw whilst school is closed.	£300

II TARGETED SUPPORT

Desired outcome	Chosen action/ approach	Impact and evaluation 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
Implement specific and targeted intervention programmes	Third space learning (weekly online maths intervention) to be run as a maths club by teacher for 10 pupils in Y6 (Y5 summer term)	Apr review: Positive 'behaviours for learning' (including motivation, engagement, attitude, resilience) as well as knowledge and understanding. 4/10 pupils have moved from below to expected.	Y5 pupil identified for the summer term and have been communicated via email. However, initial take up (because it's being done remotely and under parental supervision) has been low. School to continue to reiterate expectation during school closure.	£6000
'Children looked after' are provided with appropriate support, enabling equality of access.	Access to TA support	Apr review: 3 x LAC pupils: 1 pupil attaining ARE in RWM 1 pupil attaining ARE in R, but below in WM 1 pupil below in RWM	Continue through additional checking/support offered by school to home during the school closure.	£2300

III Other

Desired outcome	Chosen action/ approach	Impact and evaluation	Lessons learned	Cost
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		Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	(and whether you will continue with this approach)	
Provide relevant, first hand, practical and real experiences (that will improve cultural capital, K & U and skills as well as engagement and motivation of pupils.	So all children have same opportunities and develop the necessary cultural capital to contribute to, and access, society.	Apr review: First-hand experiences have been effectively planned and have been an integral part of teaching and learning throughout school. Only some pupils have been supported with residential trip to Lledr (as only one class attended due to enforced school closure)	Continue once school is open. Support other Y6 pupils with rearranged residential trip to Lledr, July.	£100 x14 pupils (£1400 for Lledr) £200 x14 classes (£2800)
Provide pupils with emotional support and strategies, in order that they are able to focus on learning.	Counsellor 2hrs a week	Apr review: Continues to provide essential support for identified pupils.	Continue once school is open. Online counselling services have been offered to Y6 pupils (through kooth counselling).	£2000
Improve attendance (including less persistent absence)	Attendance rewards DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)	Apr review: Overall attendance-Spring term = 95.4%. Pupils (eligible for PP) attendance = 94.0%	Continue once school is open. Engagement with class dojo is being monitored by class teachers, who contact parents of pupils who engage poorly (during school closure)	£600 £500