

**Pupil Premium Grant : Spending plan 2020-21**

<b>School</b>	Ladybridge Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£104565	<b>Date of most recent PP Review</b>	Sept'20
<b>Total number of pupils</b>	384	<b>Number of pupils eligible for PP</b>	77	<b>Date for next internal review of this strategy</b>	Dec'20

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

	End of EYFS: Jul'19		End of KS1: Jul'19		End of KS2: Jul'19			
	Attainment		Attainment		Attainment: ARE (GDS/HS) <b>National</b>		Progress: Key: Below Average <span style="color:red">■</span> Average <span style="color:yellow">■</span> Above Average <span style="color:green">■</span>	
	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%) <b>62% (17%)</b>	67% (41%) <b>78% (31%)</b>	1.2	1.1
Writing			58% (0%)	85% (13%)	71% (19%) <b>68% (11%)</b>	77% (31%) <b>83% (24%)</b>	1.5	1.5
Maths	100% (0%)	84% (5%)	67% (17%)	92% (38%)	81% (24%) <b>67% (16%)</b>	85% (41%) <b>84% (31%)</b>	1.6	2.6
RWM	100% (0%)	78% (5%)	50% (0%)	81% (10%)	67% (10%) <b>51% (5%)</b>	62% (26%) <b>71% (13%)</b>		
Other	GLD: 100%	GLD: 78%	Phonics:83%	Phonics:98%	GPS: 90% (48%)	GPS: 90% (56%)		

*Jul' 20 attainment and progress data not available due to partial school closure (coronavirus pandemic).*

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Inconsistent/poorer 'Behaviours/Skills for learning' (eg. concentration, attention, self-belief, confidence to participate, mind-set/risk-taking, independence) more evident in the low (20) and middle (18) attaining pupils who are disadvantaged/in receipt of pupil premium. As a result these pupils 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>B.</b>	Poorer inference/deduction skills, when reading, result in poorer scores in reading tests/assessments.
<b>C.</b>	Poorer vocabulary knowledge and skills (ability to understand, explain and use wide range of words) has a detrimental impact upon all areas of RWM
<b>D.</b>	Rec-Y1 Poor oral language skills, combined with poor retention and understanding of phonics = KS1 less
<b>E.</b>	Missed/inconsistent/forgotten learning because of partial school closure (coronavirus pandemic) in the summer term = gaps in learning
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance (for two terms: 2019-20=94.0%) lower than other pupils
<b>G.</b>	Lack of parental support/access to quality learning environment at home (eg, homework, experiences, reading, ICT learning)

<b>Desired outcomes</b> ( <i>specific outcomes and how they will be measured</i> )	<b>Success criteria</b>
<b>A.</b> 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>B.</b> Improved inferential skills (through daily opportunities to use and develop)	% of 'disadvantaged' pupils achieving ARE+ in Reading, by the end of Jul'21 is in line with national comparators
<b>C.</b> 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
<b>D.</b> 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
Quality first teaching for all	% of 'disadvantaged' pupils achieving ARE+, through KS2, across all subjects has increased from prior attainment %s
Maintain high number of Teaching Assistants and ensure high quality support and intervention	Difference between 'disadvantaged' and 'others' is diminished
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
<b>E.</b> Gaps addressed; solid basis established for subsequent learning	90% of pupils are back on track and differences are diminishing
<b>F.</b> Improved attendance	Attendance is in line with national/others
<b>G.</b> Improved parental engagement/home support with learning	Pupils' learning is supported at home

1. Planned expenditure		Academic year: 2020-21			PPG leader: Colin Watson	
The three headings enable us to demonstrate how we 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 (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	Ensure staff are aware of which pupils are in receipt of pupil premium. Staff to provide (as appropriate) additional and personalised support, guidance, motivation, rewards and communication (including with home) to ensure pupils have equality of access to learning. HT to select 4 'case study' pupils to track. This will include regular meetings, book scrutiny, target setting and additional guidance, support and reward.	£300	<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. Case study information.	HT  Intervent. Lead HT	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. Continue to provide pupils with a range of online reading opportunities out of school (build upon the success of remote learning). Continue to embed 'Starbooks' across the whole school (reading reward scheme).	£500	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</i>	Regular monitoring: guided reading teaching and books. Termly test data analysed.	SLT Eng lead	Termly
		£700 (£50x14)	<i>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support,</i>	Monitoring of planners. Monitoring starbooks display in classrooms.	Teachers Eng Lead	
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

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 oral language skills (through regular opportunities to practise and apply)	Daily phonics teaching with TA support (Rec- Y2) Phonics tracker implemented to support Autumn assessments (post home learning) Additional phonics teaching for identified Y3 pupils	£21000  £1800	<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	Ensure all classroom-based staff are aware of pupils in receipt of pupil premium. Every class to have full time (AM) support – some of this support will be used to support pupils in receipt of pupil premium.	£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.	SLT	
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, purple mash). Provide access to engaging online resources. Provide access to computers for those pupils with restricted digital/online access at home (lunchtime computing suite; i-pads in lessons)	£2000  £350	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	

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?
Identify and address regression and sensibly fill gaps in learning across the curriculum	Undertake a gap analysis across all subjects. Identify how and where missed, forgotten or inconsistent learning can be 'weaved' into current learning. Implement daily opportunities to recap and solidify previous/ missed learning.	£0	Partial school closure as a result of the coronavirus pandemic has resulted in missed, forgotten and inconsistent learning (despite comprehensive home learning support provided by teachers during the closure).	Monitoring calendar – leaders across the curriculum. Range of monitoring activities (book scrutiny, planning scrutiny, observations, pupil talk, etc). Termly summative assessment data.	SLT Subject lead	
<b>Total budgeted cost</b>						£68050

<b>II TARGETED SUPPORT</b>						
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?
Provide high quality resources to support language development	Additional Teaching Assistant support for those disadvantaged pupils with additional language needs (EAL/INA)	£5000	Language barriers prevents access to all areas of learning and school life.	Measure impact from starting point.	EAL/INA Lead	Termly
Implement specific and targeted intervention programmes	Utilise TA support (PM) to deliver targeted, specific interventions (including pre-teaching)	£25000	Specific interventions focussed on particular groups of children	Measure impact from starting point.	Interv. Lead	Termly
'Children looked after' are provided with appropriate support, enabling equality of access.	Access to TA support (in addition to monies provided from the appropriate local council)	£3000	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
<b>Total budgeted cost</b>						£33000

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.	Promote and facilitate the use of first-hand experiences, visits and visitors across the curriculums (additional funds for class budgets)	£100 x14 pupils (£1400 for Lledr) £100 x14 classes (£1400)	Some children do not experience the same things as others (and this is particularly pertinent because of the missed learning opportunities in the summer term because of the partial school closure) – we want everyone to have the same opportunity, in order that they can build their cultural capital and contribute to, and access society. Eg beach, museums, galleries, etc	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	£2500	<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.	PD lead	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 (including resources, rewards and monitoring)	£600 £500	<i>More successful schools set up rapid response systems to address poor attendance</i>	Weekly and termly attendance checks.	DHT	Termly
Improved parental engagement and home support for learning.	Provide new Reception parents with access and information about using 'seesaw' (electronic evidence system) at home. Embed the use of Class Dojo across the whole school – regular two-way communication and information between home and school.	£300  £0	'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
<b>Total budgeted cost</b>						£6700

Date	Governors' Check and Challenge
TBC	Termly meetings planned: Nominated Governor to meet with PPG leader to discuss current progress and attainment for pupils in receipt of pupil premium. Also discuss the PPG spending plan for 2020-21 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:

*To Sir, with Love – E.B. Braithwaite*

*Talent is Overrated – G.Colvin*

*The Talent Code – D.Coyle*

*Mindset – C.S.Dweck*

*Outliers – M. Gladwell*

*The Lombardi Rules – V.Lombardi*

*Bounce – M.Syed*

*Global Challenge – H.Walters et al*

*Genetic articles - New statesman; Online articles*