

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Lyngford Park Primary School				
<b>Academic Year</b>	Sep21/Sep 22	<b>Total PP budget</b>	£129,120	<b>Date of most recent PP Review</b>	June 21
<b>Total number of pupils</b>	262	<b>Number of pupils eligible for PP</b>	99	<b>Date for next review of this strategy</b>	July 2022

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>GDS Pupils eligible for PP (your school)</i>	<i>GDS Pupils not eligible for PP (national average)</i>
<b>Children in Reception class achieving a Good Level of Development (GLD)</b>	0% *Due to COVID 19, there is no end of year data in this area.		n/a	
<b>Phonics</b>	63%		n/a	
<b>KS1 % achieving standard or above in reading</b>	84%		46%	
<b>KS1 % achieving standard or above in writing</b>	62%		31%	
<b>KS1 % achieving standard or above in maths</b>	62%		38%	
<b>KS2 % achieving standard or above in reading, writing and maths</b>	%		0%	
<b>KS2 % achieving standard or above in reading</b>	63%		17%	
<b>KS2 % achieving standard or above in writing</b>	67%		17%	
<b>KS2 % achieving standard or above in maths</b>	67%		17%	

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.	Lower than expected communication and language skills across all year groups with a particular focus on Writing and Maths for Pupil Premium and Free School Meal Groups.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
B.	Children having experiencing disrupted education for 18 months due to COVID – 19, having varied experiences, missing out on social and emotional needs/development.	
C.	Anti social Behaviour in the local community	
D.	Reluctance in the community for children to take part in wider curriculum experiences e.g. swimming, educational visits etc.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>This desired outcome links to Key Priority 1 in the School Improvement Plan</p> <p>Children who are eligible for PPG will make accelerated progress to close the gap between PPG children and those not eligible for PPG with a particular focus on Writing and Maths.</p> <p>Assistant Head to further develop and implement mechanisms to review and track children's progress, specific to those with SEND and PP, ensuring staff including ELSA are supported and used effectively to allow children to make better than average outcomes in Writing and Maths.</p> <p>Read Write Inc consultant to support Key Stage leader to ensure standards and progress are being made.</p>	<p>Gaps between children eligible for PPG and those not eligible will be closed and in line with national expectations by the end of academic year.</p> <p>Progress will be evident in children's writing and maths workbooks and this will be moderated during PPM meetings.</p> <p>Implement review meetings with Key Staff to analyse SEND and PP data, review the use of and information provided through Provision Mapping tool, quality assure the implementation of the system and interventions to support children and staff, promote success at every opportunity.</p> <p>Continue to improve the attainment of Pupil Premium children in phonics with this group attaining national average.</p>
B.	<p>This desired outcome links to Key Priority 3 in the School Improvement Plan</p> <p>Children behaviour is good and they are observed to be happy and engaged in their learning.</p> <p>Children's ability to name and understand their emotions will improve. This will lead to improved resilience in children's learning and social skills.</p> <p>Assistant Head to further develop and implement mechanisms to review and track children's progress, specific to those with SEND and PP, ensuring staff including ELSA are supported and used effectively to allow children to make better than average outcomes in core subject areas.</p>	<p>Leuven scale observations show well being of children within the school environment to be good and improving.</p> <p>Consistent class displays will enable children to communicate their emotions.</p> <p>This will be reflected in the progress data for PPG children.</p> <p>Implement review meetings with Key Staff to analyse SEND and PP data, review the use of and information provided through Provision Mapping tool, quality assure the implementation of the system and interventions to support children and staff, promote success at every opportunity.</p>
C.	<p>Work closely with other agencies to reduce the impact of anti -social behaviour coming into school. Work on targeted pieces of work with e.g. PCSO Choices And consequences workshop etc.</p>	<p>Children's PASS surveys will show improvement in Strand 1 Feelings about school.</p> <p>Staff are kept aware of events in local community to be able to support/discuss with children any issues that may arise and therefore children have greater understanding and are able to deal with emotions.</p> <p>Children to feel confident in making right choices even when intense peer pressure.</p>

<b>D.</b>	The curriculum offer to available to all children will allow children opportunities to visit and take part in wider life experiences outside of the school environment, including trips and swimming lessons.	Gaps between children eligible for PPG and those not eligible will diminish at the end of all assessment points.
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## 5. Planned expenditure

<b>Academic year</b>	2020/21
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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

<b>Desired outcome</b>	<b>Chosen action / approach/cost to PPG budget</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A	Employ Assistant Headteacher to lead on teaching and learning and monitor provision for PPG and SEND children.  £58,715	Enabling identification of barriers to children's learning and monitoring of academic progress to ensure that children eligible for PPG make at least expected progress.	AHT to monitor attainment and progress of PPG and SEND children.  HT and AHT to monitor attainment and progress of all year groups through PPM meetings.	LU  NA/LU	ongoing
B	Read Write Inc (RWI) consultant bought in every 6 weeks to support delivery of RWI and continue to drive improvement in Phonics Assessment attainment.  Targeted 1:1 interventions for individual pupils by trained support staff.  RWI consultant to lead 2 staff meetings, focusing on strategies for increasing writing stamina and engagement.  £6,000	Use of RWI within the school has led to rapid improvement in phonics attainment over the previous 3 years.  EEF toolkit suggests that targeted phonics intervention leads to 4 months' improvement in children's attainment.  EEF toolkit suggests that targeted, focused 1:1 tuition leads to 5 months' improvement in children's attainment.	RWI consultant conducts 6-weekly reviews of phonics provisions with clear action plans put into place for further improvement.  Target is to increase attainment in EYFS to increase attainment in Year 1.  RW to have daily release time to support colleagues and monitor provision.	LR	ongoing

B	<p>All staff to have a clear understanding of the data story within the school with particular reference to the impact it has on outcomes on maths and writing.</p> <p>Staff training on different resources that will be used to develop the communication skills within the school.</p> <p>Introduce communicating the curriculum document, how it will be used.</p>	<p><b>By the end of July 2022:</b></p> <p>Lesson observation, pupil discussion, performances and presentations show the objectives from "Communicating the Curriculum" are being met in each year group across subjects.</p> <p>Data from July 2021 shows there to be no gap between PP/FSM and others in progress and attainment in all subjects.</p>	Staff meetings and monitoring routinely of SLT throughout the school.	NA/NLS/RW	Ongoing
C	<p>Employ and train ELSA's to support children with high social and emotional mental health needs.</p> <p>Employ PFSA to create links with schools and families, complete parenting programs and improve support networks.</p> <p>£1320</p>	<p>High level of need is shown through challenging behaviours. This is evident through a high level of incidents recorded in class behaviour logs and school exclusions.</p> <p>High level of parents/guardians with mental health needs. Demographic of the school is in the top 20% of the most deprived areas of the country.</p>	<p>The ELSA's will be monitored to ensure support is targeted and effective. Incidents/exclusion rates within class will reduce. Targeted children will close the GAP with peers and make at least or more progress.</p> <p>Parents/guardians will engaged with PFSA, parents/guardians will complete agreed targeted support with PFSA.</p> <p>PFSA performance management targets and review.</p>	<p>LU/ELSAs</p> <p>NA/LU/KB</p>	<p>Ongoing</p> <p>Ongoing Review termly</p>
C	<p>Employ PFSA to create links with schools and families, complete parenting programs and improve support networks with a key focus on reducing anxiety related to community anti social behaviour</p> <p>£32,388</p>	<p>PPG percentages achievement and attendance.</p> <p>Attend One Team and other inter agency meetings</p> <p>Plan and meet with parents to support parenting.</p>	<p>Regular monitoring at SLT meetings</p> <p>Regular attendance meetings</p> <p>Regular agenda item in Vulnerable Family Meetings held weekly</p>	KB/NA/SLT	6 weeks

A	Edukey Provision mapping tool  £915	To enable targeted provision mapping for individual children and plan costings in detail	Monitoring records will show pupils involved make good progress. Resources needed to support individuals are identified and purchased.	LU	
A	My Concern Reporting Safeguarding Concerns Programme  £310	Enables rapid reporting of safeguarding concerns to Safeguarding Leads.  Creates a record and chronology of concerns and actions to address them.  Allows information to be securely transferred to other settings with child.	Secure tracking system in place.  End to any paper based recording of Safeguarding Concerns. Easy access to chronologies. Easy transfer to new settings of confidential information.	Designated Safeguarding Leads	
A	PFSA Telephone and travel expenses  £1500	Budget to allow payments as necessary.  Phone to be used as point of contact for families wanting to speak directly to PFSA.	Confidential communication system for parents to access help/support.  PFSA able to attend inter agency meetings including Core Groups and Child Protection.	Business Manager	
C	Targeted TA support non ELSA £5000	Budget to allow for targeted training for TAs who are working with particularly vulnerable pupils across the year as the need arises.  Budget allows for specific training and visiting other provision to develop skills and knowledge.	Pupils that suffer incidents that impact on their mental well being and behaviour have support.  Time can be given to training from outside experts to support staff in their roles when supporting pupils in crisis.	LU/SL	
A	Resources to be purchased across year on need  £17032	Cost centre for resource buying as need arises depending on circumstances and external advice.	Effective resource buying targeted to needs of pupils.	LU	

Total budgeted cost					£123,180
C	Employ PFSA  See section above for cost	Completes multi agency meetings to support families.  Designs and reviews strategies to improve attendances e.g walking bus.	Attendances rates will be 96%	KB/SL	6 weeks
Total budgeted cost					See previous section
ii. 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?
C	Employ PFSA  See section above for cost	<p>The school wants to provide high-quality early intervention and support to families, reduce lates and absences from school.</p> <p>PFSA will lead 'tuning into kids' programme with SENCO.</p> <p>Employment of PFSA has allowed us to work effectively with outside agencies ensuring that effective interventions can be put into place where required to minimise impact on attainment and progress.</p> <p>PFSA will have a clear action plan of targeted support which will be reported termly.</p>	<p>Monitoring the number of cases that are being managed, escalated and deescalated after school and external intervention.</p> <p>Reduction in school exclusions shows positive impact of intervention.</p> <p>Reduction in the number children being late for school and the number of absences off PPG children compared to non PPG children will reduce and be in line with school expectation of 96%.</p>	KB/SL/LU	
D	Pay for 38% of costs for school visits.as 38% of our school population is eligible for PPG. Average £20:00 per term visit so 60 x 99 children =£5940	This is to provide support for families to fund school visits so that children's experiences are enriched. The aim is to enable all children to access school visits, particularly for those who may not be able to do so without support.	Pupil voice data.	LU/SB	End of school year

Total budgeted cost	£5940
PPG TOTAL BUDGET SPENDING PLAN	£129,120