

# Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Ladybarn Primary				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	<b>£249,674</b>	<b>Date of most recent PP Review</b>	Oct 20
<b>Total number of pupils</b>	482	<b>Number of pupils eligible for PP</b>	180	<b>Date for next internal review of this strategy</b>	Feb 21

**2. Current attainment- Unavailable due to Covid**

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Very low on entry baseline to Nursery	
<b>B.</b>	Very poor reading and oracy skills on entry, both in Nursery and mid key stage	
<b>C.</b>	High numbers of pupils arriving at mid key stage are new to English	
<b>D.</b>	Many pupils lack 'life experience' and have not visited places which stimulate creative and imagination skills	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Accelerated progress from entry to end of KS1	KS1 aspirational targets achieved
<b>B.</b>	Accelerated progress in reading	Progress data for all year groups – reading
<b>C.</b>	Accelerated progress in language acquisition for those new to English and often new to the UK	EAL progress data - strong
<b>D.</b>	Pupils' imaginative ability enhanced through a range of visits and experiences	Writing progress for all year groups strong

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5. Planned expenditure					
Academic year	2020/21				
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	Staff lead	When will you review
To ensure that families are supported to adequately meet children's needs and enable them to be supported in their education	Parent Support Adviser	Many parents need additional support in dealing with a range of issues which include self-esteem, confidence, literacy skills, dealing with debt, establishing routines and setting boundaries	Supervision in place, regular meetings, accountability structure which is impact driven	Head of School	June 2021
Ensure that attendance is above national averages	Attendance Support Worker time	This system has impacted significantly in recent years on attendance, which is at least at national average.	End of year outcomes – termly monitoring	Head of School	June 2021
To promote high attainment in reading across EYFS and KS1	Reading TA deployment x 6	This system has impacted significantly in recent years on reading and subsequently reading results at the end of each year have been much improved over time.	End of year outcomes – termly monitoring	Head of School	June 2021
Additional support, attention and intervention from class teacher and TAs for pupil premium children.	<ul style="list-style-type: none"> <li>All class TAs Y3-6</li> <li>Contribution towards year 2 TA</li> <li>Additional EYFS TA (Aut)</li> </ul>	Children come into Nursery with very low baselines and need additional individualised teaching to learn basics. Additional TAs allow teachers to work more regularly with smaller groups on target differentiated activities.	End of year outcomes – termly monitoring	Head of School	June 2021
Meeting the learning needs of year 6 to raise standards and improve transition for vulnerable children	<ul style="list-style-type: none"> <li>Year 6 additional teacher</li> </ul>	Smaller class sizes allow more individualised teaching and pastoral support to be given.	End of year outcomes – termly monitoring	Head of School	June 2021

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Total budgeted cost £ 249,674

6. Review of expenditure			
Previous Academic Year		2019/20	
i. Quality of teaching for all			
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)
To ensure that families are supported to adequately meet children's needs and enable them to be supported in their education	Parent Support advisor	Negative effects of home circumstances managed so as not to have a detrimental effect on children's future life chances.  A high percentage of families that she supports are eligible for pupil premium.	<ul style="list-style-type: none"> <li>Targeted support for families continues to be successful and have a positive impact.</li> <li>Courses run for parents are well attended and parents tell us they value this provision.</li> <li>Home visits for new nursery children allows us to quickly assess need and ensure rapid support through referrals and ready for school courses.</li> </ul>
Ensure that attendance is above national averages	Attendance Support Worker time	Attendance continues to be above national averages.	<ul style="list-style-type: none"> <li>Targeted support for families continues to be successful and have a positive impact. However we recognise that there is a need to revisit support for families at different times throughout their schooling</li> </ul>
To promote high attainment in reading across EYFS and KS1	Reading TA deployment x 6	Prior to lockdown, children were on track to achieve expected levels in reading	<ul style="list-style-type: none"> <li>Teachers report significant improvement in children's day to day, reading, fluency and confidence, sighting the impact the Reading TAs are having on these areas</li> <li>Prioritising further the children who are pupil premium to further develop reading skills</li> </ul>
To improve pupil mental health and wellbeing of all children with a particular	Play therapist	Prior to lockdown: <ul style="list-style-type: none"> <li>This tailor made approach has led to improved confidence of staff and strengthened their capacity to deal with</li> </ul>	<ul style="list-style-type: none"> <li>Teachers report increased expertise and confidence on dealing with behaviour and pastoral related difficulties. Reflective language training delivered to FS has proven to be very successful and has now been adopted as a</li> </ul>

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prioritisation of pupil premium children.		<p>individual pupils' presenting with additional pastoral needs</p> <ul style="list-style-type: none"> <li>• Range of children involved report greater confidence</li> <li>• Staff working with these children report greater confidence, more settled and have a wider range of experiences to draw from</li> </ul>	whole school approach to compliment the restorative approaches that we are developing as a Trust.
To support transition between KS1 and upper KS2.	Year 3 full time TA Year 4 part time TA	More targeted and differentiated support is able to be given both in lessons and through additional intervention and support groups.	<ul style="list-style-type: none"> <li>• Achievement levels gained at the end of KS1 are maintained during the challenging transition period of moving from KS1 to KS2.</li> </ul>
Meeting the learning needs of year 6 to raise standards and improve transition for vulnerable children	<ul style="list-style-type: none"> <li>• Year 6 additional teacher</li> </ul>	Prior to lockdown, children were on track to achieve expected levels in reading, writing and maths was across all year groups.	<ul style="list-style-type: none"> <li>• Percentages for year 6 in all areas high with children receiving pupil premium achieving inline or outperforming their counterparts. In reading and maths they were close to or outperformed the national "other" scores.</li> <li>• Teachers did not feel that the work done with tutors was of a high enough standard to have impacted on standards and so this will not be continued next year.</li> </ul>
<b>Total budgeted cost</b>			<b>£171,565</b>
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if	<b>Lessons learned</b> (and whether you will continue with this approach)
To improve pupil mental health and well being	<ul style="list-style-type: none"> <li>• Learning mentor support for targeted individuals and groups (CF)</li> <li>• Gardening therapy support for targeted individuals and groups</li> <li>• Family support other for targeted parents</li> <li>• Kiwi club for targeted pupils on a Saturday</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of children report improvements in self-esteem, confidence and development in relationships after working with pastoral support</li> <li>• Teachers report improvements in children's behaviour, confidence,</li> </ul>	<ul style="list-style-type: none"> <li>• We recognise the continue need for support at different times for children throughout their schooling</li> </ul> <p>Pupil premium children are indicated on referrals and prioritised for this support.</p>

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		<p>resilience after pastoral interventions</p> <ul style="list-style-type: none"> <li>• Pastoral support workers report excellent engagement from all children participating in programmes</li> </ul>	
To improve the resilience and leadership skills of year 6 G&T pupils	House Captains program	Significant development in resilience, confidence and the development of a range of communication skills with different audiences	<ul style="list-style-type: none"> <li>• Further identification of children with pupil premium funding with leadership potential throughout the school</li> </ul>
Pupil premium children reaching their targets in reading and maths	Support for Y6 targeted children in reading and maths through before/after school booster classes	It is not possible to measure impact due to COVID-19 these booster groups, that were scheduled to start at the beginning of Spring 2 did not start.	<ul style="list-style-type: none"> <li>• NA</li> </ul>
To identify vulnerable families and children during nursery home visits.	Ready for school sessions to run throughout the Summer term and for the first 3 weeks of the Summer holidays. 4 TAs needed for 3 days.	Transition into Nursery for those children was much quicker and efficient. Some missing basic skills had already been taught which meant that children were more prepared to start learning on entry.	<ul style="list-style-type: none"> <li>• Ideally it would be beneficial to be able to offer this to more children if it were possible.</li> </ul>
Improve attainment and progress of lower attaining pupils at risk of not achieving aspirational targets	Release teachers to target pupils in their class for weekly intervention programmes	Prior to lockdown, children were on track to achieve expected levels in reading, writing and maths was across all year groups.	<ul style="list-style-type: none"> <li>• Reports from teachers have shown that they feel they are best able to support the learning of their children by being able to have a flexible time aimed at addressing gaps from assessments and lessons. This has been backed up by the data for each year group being consistently high</li> <li>• Making sure teachers are fully aware of the need to focus as much intervention time as possible on children from pupil premium groups at all levels</li> </ul>
<b>Total budgeted cost</b>			<b>£58,312</b>

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<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
To widen horizons and experiences through enrichment opportunities. To improve risk taking.	<ul style="list-style-type: none"> <li>• Class trips travel costs subsidised</li> <li>• Residential trip subsidised</li> <li>• Children’s charter visits funded to ensure all children experience the core opportunities.</li> <li>• Music tuition – a term taster for all year 3 children and individual lessons after school paid for.</li> </ul>	<ul style="list-style-type: none"> <li>• End of year evaluations of children indicate trips and visitors as a key part of their year and they see as a motivation for attending school and giving them more to write about</li> <li>• Teachers report significant improvement in engagement and content leading up to and after school trips</li> <li>• Year 6 end of year work sight Ghyll Head as most significant time in school</li> </ul>	Trips have been carefully mapped out and this approach has made significant improvements in the range of experiences and the learning from these
<b>Total budgeted cost</b>			<b>£ 26,974</b>