

# Pupil Premium Strategy Statement

1. Summary information					
School	Ladybarn Primary				
Academic Year	2019-20	Total PP budget	£256,942	Date of most recent PP Review	Oct 19
Total number of pupils	487	Number of pupils eligible for PP	203	Date for next internal review of this strategy	Feb 20

## 2. Current attainment

### Foundation Stage

	School - All	School - PP	School - Non-PP	Gap (internal)	Non-PP	Gap (national)
Good Level of Development	79	45		34	71.8	27

### Year 1 Phonics

	School - All	School - PP	School - Non-PP	Gap	Non-PP National	Gap
Phonics check	77	70	84	-14	82	-12

### KS1

	School - All	School - PP	School - Non-PP	Gap	Non-PP National	Gap
Reading	79	79	79	0	75	+4
Maths	76	76	76	0	76	0
Writing	76	75	76	-1	70	+5
Combined	71					

### KS2

	School - All	School - PP	School - Non-PP	Gap	Non-PP National	Gap
Reading	70	70	70	0	73	-3
Maths	79	71	89	-18	79	-8
SPAG	79				78	+1
Writing	80	77	85	-8	78	-1
Combined	66	65	67	-2	65	0

# Pupil Premium Strategy Statement

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<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	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<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

# Pupil Premium Strategy Statement

5. Planned expenditure					
Academic year		2019/20			
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 2020
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 2020
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 2020
To improve pupil mental health and wellbeing of all children with a particular prioritisation of pupil premium children	<ul style="list-style-type: none"> <li>Play therapist</li> </ul>	This tailor made approach has led to improved confidence of staff and strengthened their capacity to deal with individual pupils' presenting with additional pastoral needs	End of year outcomes – termly monitoring	Head of School	June 2020
To support transition between KS1 and upper KS2.	Year 3 full time TA <ul style="list-style-type: none"> <li>Year 4 part time TA</li> </ul>	This reduced reduction in support helps children to become more independent learners in a supportive way.	End of year outcomes – termly monitoring	Head of School	June 2020

## Pupil Premium Strategy Statement

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>	<ul style="list-style-type: none"> <li>Dynamics and pastoral needs in current year 6 cohort are complex and the individual needs better served in different groupings.</li> </ul>	End of year outcomes – termly monitoring	Head of School	June 2020
<b>Total budgeted cost</b>					<b>£171,656</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is effective</b>	<b>Staff lead</b>	<b>When will you review implement</b>
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>Kiwi club for targeted pupils on a Saturday</li> </ul>	<ul style="list-style-type: none"> <li>Through termly pastoral referral meetings, evidence shows high need in this area and a correlation between this and educational attainment for individuals.</li> <li>This tailor made approach has led to improved resilience and confidence of targeted individuals.</li> </ul>	End of year outcomes – termly monitoring	Head of School	June 2020
To improve the resilience and leadership skills of year 6 G&T pupils	House Captain Programme	This programme has been very successful in terms of impact on identified pupil's skills of leadership and resilience for transition when under the title of Student Leadership Programme. The House Captains Programme will build on this.	Pupil skills survey	Assistant Headteacher BG	June 2020
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. Including specialist intervention support and release from DHT in Y5 and Y6.	This system has impacted significantly in recent years on pupil attainment and teacher feedback is that it is more efficient than another adult delivering booster support	End of year outcomes – termly monitoring	Head of School	June 2020
To improve readiness for school for children entering Nursery.	To identify vulnerable families and children during nursery home visits. 9 days supply cover required.	Baseline entry to nursery indicates that most children are performing well below age related expectations. This is particularly true for boys.	End of year outcomes- termly monitoring	Head of School	June 2020

## Pupil Premium Strategy Statement

	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.	These sessions allow us to understand the needs of children and families before they start so we can make better provision for them. Relationships are developed which eases the transition from home to school.			
<b>Total budgeted cost</b>					<b>£58,312</b>

<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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</b>
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>• Many pupils come into Nursery at very low attainment on baseline with a lack of varied experiences of the world around evident in all year groups.</li> <li>• Experience has shown us that children are really motivated by the trips and cite them as significant learning experiences during the year. They also produce writing which is enhanced in content and creativity as a result of these visits.</li> </ul>	End of year outcomes – in pupil and teacher surveys and attainment / progress data in learning areas	Head of School	Summer 2
<b>Total budgeted cost</b>					<b>£26,974</b>

# Pupil Premium Strategy Statement

6. Review of expenditure																		
Previous Academic Year		2018-19																
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.  70% 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. <table border="1"> <thead> <tr> <th>2017/18 % Absence</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>3.43</td> <td>3.9</td> </tr> <tr> <td>Pupil premium</td> <td>3.84</td> <td></td> </tr> <tr> <td>Non</td> <td>3.06</td> <td></td> </tr> </tbody> </table>	2017/18 % Absence	School	National	All	3.43	3.9	Pupil premium	3.84		Non	3.06		<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>			
2017/18 % Absence	School	National																
All	3.43	3.9																
Pupil premium	3.84																	
Non	3.06																	
To promote high attainment in reading across EYFS and KS1	Reading TA deployment x 6	From low starting points children's achievement at the end of EYFS, Year 1 phonics and KS1 reading is in-line with their pupil premium peers however below that of their non-peers. <table border="1"> <thead> <tr> <th rowspan="2">Reading</th> <th colspan="2">School</th> <th>National</th> </tr> <tr> <th>PP</th> <th>All</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Year 1 phonics</td> <td>71</td> <td>80</td> <td>82</td> </tr> <tr> <td>Year 2 SATs</td> <td>83</td> <td>88</td> <td>75</td> </tr> </tbody> </table>	Reading	School		National	PP	All	All	Year 1 phonics	71	80	82	Year 2 SATs	83	88	75	<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>
Reading	School			National														
	PP	All	All															
Year 1 phonics	71	80	82															
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## Pupil Premium Strategy Statement

To improve pupil mental health and wellbeing of all children with a particular prioritisation of pupil premium children.	Play therapist	Pastoral and behaviour needs managed effectively to ensure that pupil premium children can achieve in line with non-pupil premium counterparts.	<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 whole school approach to compliment the restorative approaches that we are developing as a Trust.</li> </ul>																				
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	Year 6 additional teacher	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 20%;">School all</th> <th style="width: 20%;">Pupil premium</th> <th style="width: 20%;">Non</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>90</td> <td>90</td> <td>90</td> </tr> <tr> <td>Writing</td> <td>83</td> <td>80</td> <td>87</td> </tr> <tr> <td>Maths</td> <td>93</td> <td>93</td> <td>93</td> </tr> <tr> <td>Combined</td> <td>83</td> <td>80</td> <td>87</td> </tr> </tbody> </table>		School all	Pupil premium	Non	Reading	90	90	90	Writing	83	80	87	Maths	93	93	93	Combined	83	80	87	<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>
	School all	Pupil premium	Non																				
Reading	90	90	90																				
Writing	83	80	87																				
Maths	93	93	93																				
Combined	83	80	87																				
<b>Total budgeted cost</b>			<b>£130,489</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 appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)																				
Accelerating progress of children learning	<ul style="list-style-type: none"> <li>EAL intervention Arabic support</li> <li>EAL intervention</li> </ul>	Children learning English as a second language show outstanding progress from starting points and also	The impact of having a range of interventions for the different stages (new to English and advanced EAL) of where																				

# Pupil Premium Strategy Statement

English as an additional language		<p>sometimes outperform those children where English is their first language.</p> <table border="1"> <thead> <tr> <th>EAL</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>KS1</b></td> </tr> <tr> <td>Reading</td> <td>84</td> <td>75</td> </tr> <tr> <td>Writing</td> <td>73</td> <td>70</td> </tr> <tr> <td>Maths</td> <td>84</td> <td>76</td> </tr> <tr> <td colspan="3"><b>KS2</b></td> </tr> <tr> <td>Reading</td> <td>86</td> <td>75</td> </tr> <tr> <td>Writing</td> <td>83</td> <td>78</td> </tr> <tr> <td>Maths</td> <td>89</td> <td>76</td> </tr> </tbody> </table>	EAL	School	National	<b>KS1</b>			Reading	84	75	Writing	73	70	Maths	84	76	<b>KS2</b>			Reading	86	75	Writing	83	78	Maths	89	76	children are up to in learning English has been key in seeing the children with an EAL background outperforming those of a non-EAL background.														
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To improve the resilience and leadership skills of year 6 G&T pupils	Student leaders programme	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>																																									
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	<p>In 2018 children achieving expected levels in reading, writing and maths continues to be high across all year groups.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading%</th> <th colspan="2">Writing%</th> <th colspan="2">Maths%</th> </tr> <tr> <th>All</th> <th>Pupil prem</th> <th>All</th> <th>Pupil prem</th> <th>All</th> <th>Pupil prem</th> </tr> </thead> <tbody> <tr> <td><b>6</b></td> <td>90</td> <td>90</td> <td>83</td> <td>80</td> <td>93</td> <td>93</td> </tr> <tr> <td><b>5</b></td> <td>82</td> <td>76</td> <td>87</td> <td>82</td> <td>87</td> <td>79</td> </tr> <tr> <td><b>4</b></td> <td>84</td> <td>82</td> <td>82</td> <td>75</td> <td>87</td> <td>82</td> </tr> <tr> <td><b>3</b></td> <td>79</td> <td>75</td> <td>77</td> <td>71</td> <td>80</td> <td>78</td> </tr> </tbody> </table>		Reading%		Writing%		Maths%		All	Pupil prem	All	Pupil prem	All	Pupil prem	<b>6</b>	90	90	83	80	93	93	<b>5</b>	82	76	87	82	87	79	<b>4</b>	84	82	82	75	87	82	<b>3</b>	79	75	77	71	80	78	<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</li> </ul>
	Reading%			Writing%		Maths%																																						
	All	Pupil prem	All	Pupil prem	All	Pupil prem																																						
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<b>2</b>	88	83	78	59	88	79																		
<b>1</b>	82	65	80	70	84	80																		
<b>R</b>	82	65	77	60	82	70																		
<b>Total budgeted cost</b>							<b>£113,579</b>																	

## Pupil Premium Strategy Statement

<b>iii. Other approaches</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 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 sight 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>£29,028</b>