**Lynch Hill School Primary Academy**

## Pupil Premium Strategy & Review – 2020/21

**We Aim High, Work Hard, Care Deeply**

**Principles of Pupil Premium at Lynch Hill School Primary Academy:**

To ensure that provision is made available for pupils belonging to vulnerable groups

Meeting the needs of socially disadvantaged pupils

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are ‘disadvantaged’ or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

**Designated staff member in charge:**  Mrs Lindsey Tomlinson **Nominated Governor:** Soma Das/LGB Staff Governor

**Our School Priorities for 2019-22 are:**

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| **Priority 1** | To ensure the curriculum is coherently planned and sequenced, in each year group, towards cumulatively sufficient knowledge and skills being developed for future learning and employment and for pupil outcomes to be at least in line with national at the end of EYFS and KS1 and above national by the end of KS2 |
| **Priority 2** | Improve teaching and learning in Reception so that provision is judged to be consistently good or better in all areas of learning |
| **Priority 3**  | To ensure consistency in behavior across classes and all year groups so that the behaviour non-negotiables are adhered to by all and pupils feel safe and happy |
| **Priority 4**  | To continue to provide a wide range of opportunities that stretch beyond the academic, enabling children to develop all aspects of their character and culture, providing greater opportunities to take risks and make mistakes so that it is evident that LHS pupils are given access to a quality education of the head, heart and hand |
| **Priority 5**  | Develop a more outward facing school who actively seek opportunities to work with other schools to improve provision and who fully recognise what is needed to be an outstanding school  |
| **Priority 6****Covid Recovery** | To ensure that all children are able to re-engage with school and with learning and are effectively supported to do this so that good or better progress is made |

**We will achieve our targets by:**

* Providing smaller group teaching and 1:1 support in English and Maths
* Supporting children in developing their emotional resilience and embedding the new wellbeing and resiliency graduated response (updated September 2020)
* Increasing the wider opportunities that Disadvantaged children receive to enable them to fully participate in all aspects of school life.
* Reviewing, evaluating and monitoring all groups and interventions carefully across the whole year
* Leaders at all levels, including governors, continuing to pursue excellence and drive improvement, through the rigorous implementation of the school development plan, underpinned by a robust cycle of monitoring and evaluation.
* Making full use of FFT and Insight Tracker to ensure robust measures are in place for tracking pupils
* Ensuring access for all to quality blended learning in the event of the need for self-isolation or lockdown (added September 2020)

**What we expect to see:**

* Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences.
* All pupils in the target group who are currently underperforming receiving additional support to ensure improved progress and higher standards for these children, leading to the narrowing/diminishing of any attainment gaps.

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| 1. **Summary information**
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| **School** | Lynch Hill School Primary Academy |
| **Academic Year** | 2020-2021 | **Total PP budget** | £ tbc | **Date of most recent PP Review** | Sept 2020 |
| **Total number of pupils** | 838 (YR-6) | **Number of pupils eligible for PP** | 202 | **Date for next internal review of this strategy** | July 2021 |

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| 1. **Attainment (2019) \* No national data for 2020 due to covid**
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| % of pupils achieving the expected standard+ | *Pupils eligible for PP 2019 School* | *Pupils eligible for PP 2019 National* | *Pupils not eligible for PP 2019 School* | *Pupils not eligible for PP 2019 National* |
| **EYFS GLD**  |  83% (6 pupils) |  53% | 74% | 75% |
| **Met end of year 1 expectations in phonic screening**  | 86% (7 pupils) | 71% | 96% | 85% |
| **Met end of year 2 expectations in reading** | 44% (9 pupils) | 62% | 77% | 79% |
| **Met end of year 2 expectations in writing** | 33% (9 pupils) | 55% | 74% | 73% |
| **Met end of year 2 expectations in maths**  | 44% (9 pupils) | 62% | 78% | 79% |
| **Met end of year 6 expectations in reading** | 69% (32 pupils) | 62% | 87% | 78% |
| **Met end of year 6 expectations in writing** | 72% (32 pupils) | 68% | 89% | 83% |
| **Met end of year 6 expectations in maths** | 75% (32 pupils) | 67% | 91% | 84% |
| **Met end of year 6 expectations in GPS** | 79% (32 pupils) | 67% | 95% | 83% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Emotional, social and behavioural difficulties |
|  | Language, communication skills and vocabulary and low academic baselines on entry |
| **C.** | Encouraging sustained engagement of parents to assist and support their children’s learning |
| **D.** | Emotional resilience, greater confidence and independence |
| **E.** | Sustaining the breadth of provision with trained, skilled staff within the budget. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **F.**  | Punctuality and Attendance (linked to SEND, Medical and Unauthorised Family Holidays) and persistent absentee levels of a targeted few |
| **G.** | Access to extra-curricular activities e.g educational experiences such as trips and participation in physical activities and a range of enrichment activities |
| **H.** | Encouraging sustained parental engagement, putting their own child’s learning first |

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| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | High rates of achievement across KS1 and KS2 for all children eligible for PP, with particular emphasis on the expected prior attainment group with the aspiration of a higher proportion achieving greater depth by the end of Year 6. | All disadvantaged pupils, regardless of prior attainment make at least as much progress as their similar peers. |
|  | Improved parental engagement will support better working partnerships with parents for better academic success and higher aspirations for our pupils. This will include engagement with remote/blended learning | Parents actively engaged in their children’s learning, promoting and encouraging high aspirations at school and at home. |
|  | Attendance and punctuality to improve. | Attendance levels in line or above national figures for PP Children.Persistent absence to decrease further so that PP pupils are in line with school and national attendance figures. |
|  | For disadvantaged pupils’ social and emotional needs to be met by providing the support and resources required to help them re-engage with learning and develop the resiliency after lockdown | Pupils have a ‘growth mind-set’ greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging regardless of prior attainment. ELSA and other therapy pre and post questionnaires show improvement in targeted attitudes and behaviour. |
|  | Specifically focus on and deliberately target the development, use and broadening of tier 2 vocabularies in particular across all subject areas.  | Close the vocabulary gap’ between those who are disadvantaged and those who are not, supporting every individual child to succeed. Pupils make rapid progress by the end of the year so that all children eligible for PP make good progress from starting points, meeting or close to meeting age-related expectations and/or above. |

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| **Targets & Key Provision for all** | **Specific Actions/ Approach Following Covid Guidance** | **Success Measures** |
| **1. Improve the % of pupils achieving the expected standard+ in reading, writing and maths combined** | * Ongoing mastery training
* More effective use of Insight Tracker to track and monitor progress and attainment
* More rigorous approach to developing reading skills
* Enforcement of writing non-negotiables in all year groups
* Quality first teaching of grammar and development of vocabulary
* 1:1 or small group tuition
 | All year groups will have at least 65% of their cohort at the expected standard + in reading, writing and maths combined  |
| **2. Development of LHS pedagogy so that the quality of the provision is good or better and a curriculum of the head, heart and hand is embedded** | * Developing oracy as a skill for life
* Staff training on what it means to fully meet pupils’ needs and develop their skill-set bey creating opportunities for children develop their thinking, creativity, teamwork, problem solving and communication
 | Learning walks and pupil interviews will evidence that children are developing the skills necessary for future employment: clear communication, teamwork, problem solving |
| **3. Providing all children with a range of opportunities beyond the academic to develop character and culture**  | * Review of club provision
* Opportunities for age appropriate work experience challenges
* Embedding of new PSHE curriculum – Jigsaw PSHE
* Addressing all targets for Platinum Games Award
 | Pupil and parent feedback will show that children are benefitting from the varied opportunities available to them at Lynch Hill |
| **4. Improve the access to remote learning for all pupils so that all pupils can continue to learn and follow their curriculum if self-isolating or in the event of another lockdown and school closure** | * Year group teams prepared with their sequenced curriculum lessons available in hard copy and voice over ppt each week
* Work with trust to set up access for all pupils on Office 365
* Work with trust and DFE to support families in need of devices to access online learning
* Use MS Office Sway to present and further support learning
* Ensure access to Tapestry and DBPrimary for parents with support in setting up
* Access to RWI tutorials to support development of phonics and reading in EYFS and KS1
 | Pupil and parent feedback will show that learning is able to continue for children even if learning at home |

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| **Intervention Targets & Key Provision** | **Specific Actions/ Approach Following Covid Guidance** | **Success Measures** |
| **1. To improve focused targeted support to develop basic skills to effectively meet the needs of specific pupils in all year groups.**  | * Reading Support
* Comprehension Support
* Writing Composition Groups
* Additional teacher in each year group to ensure smaller groups for English
* 1:1 or small group tuition
* Committed approach to using PiXL therapies and resources to fill gaps in learning
* Targeted teaching to improve vocabulary and understanding of language
* Support for reading fluency
* Mastery training for all staff
* Maths Support Groups
* Additional teacher in each year group to ensure smaller groups for Maths
* Targeted PP intervention and Booster
* Focused teaching of key maths skills and the securing of times tables in KS2
* Committed approach to making full use of PiXL membership, including using PiXL DTTRs to close gaps in learning
* Visits to other outstanding schools to help review & improve practice
 | At least 90% of disadvantaged pupils to have made their challenge targets in EnglishEnd of KS2 PP data for 2020 onwards to be consistently above national PP and to close the gap between LHS PP and LHS other and national otherClosing of the gap between LHS PP and national PP for KS1 and EYFSAt least 90% of disadvantaged pupils will have met their ‘challenge’ targets in MathsA closing of the gap between PP and LHS other and national all in maths in KS1 and KS2 results for 2020 onwards |
| **2. To provide quality daily interventions for targeted pupils in order to enable them to meet the phonics screening test threshold standard**  | * Follow up phonics Development package from RWI to continue to review and improve phonics teaching across the school
* Additional and fluid staffing to enable more phonics groups each day in KS1 & EYFS
* Cover for Phonics lead to be released from class to support Y1 and EYFS
* 1:1 or small group tuition
 | An upward trend in the % of disadvantaged pupils in Y1 achieving the required threshold score in the phonics screening test.Targeting at least 86%  |
| **3. To provide targeted booster support for pupils in upper KS2 and, where appropriate, in Y2 so that they meet their target in end of key stage tests and assessment**  | * Booster group from February for all pupils in Y6 in reading, grammar and maths and Easter School first week of Easter holidays if possible with covid restrictions
* Booster group from February for ‘Expected’ and ‘Exceeding’ targeted pupils in reading and maths
* Booster group before/after school for Targeted Y5 pupils
* Committed approach to using PiXL therapies and resources to fill gaps in learning
* Targeted teaching to improve vocabulary and understanding of language
* 1:1 or small group tuition
 | Accelerated progress for targeted pupilsPP data for 2020 onwards to be consistently above national PP and to close the gap between LHS PP and LHS other and national otherMore disadvantaged pupils to achieve the ‘Exceeding’ standard when compared to last year |
| **4. To support and challenge the most able disadvantaged pupils so that each year group attains above age related expectations for their targeted pupils** | * More able and Most able enrichment challenges
* More careful tracking and targeting of more able pupils
* Greater focus on data from EYFS to end of KS1
* Use of greater depth PiXL therapies
* Use of character and Culture resources and support programmes on PiXL
* Visits to other outstanding schools to help review & improve practice
* 1:1 or small group tuition
 | At least 20% of disadvantaged pupils to end the academic year exceeding the age expected standard |
| **5. To support targeted disadvantaged pupils with SEN within lessons and through specific intervention to make accelerated progress so that the gap between DP SEN and other SEN closes** | * More careful tracking and targeting of these pupils
* Training & effective use of Provision Map Writer for all staff
* Effective implementation of Individual Provision Maps
* 1:1 or small group tuition
 | At least 90% of disadvantaged SEN pupils will have met their ‘challenge’ targetsA closing of the gap between DP SEN and LHS Other SEN for 2020 onwards |
| **6. To support the development of Speech and communication through specialist Speech & Language and EAL teams.** | * Speech Links Screening and Assessment programme delivered by a trained staff member
* Language Development programs
* Targeted support for language development in EYFS and Y1
* Speech Production Interventions
* Visits to other outstanding schools to help review & improve practice
* NELI 20 week Intervention programme for Reception
* Speech therapist to be sourced to work at LHSPA each week
 | Increased pupil confidenceImproved academic outcomes in EYFS & KS1 compared to 2019 and when compared to national |
| **7. To support the emotional development of pupils by providing therapeutic services and counselling** | * Art Therapist
* Drama Therapist
* Counsellor
* ELSA
* PiXL character and culture support resources
* Daisy’s Dream
* Jigsaw REST
 | Pupils able to access the curriculum and make progress in core areas |
| **8. To develop the emotional support of pupils by providing mentorship and social skills programmes and to improve their enjoyment of school.** | * Mentor Groups
* Circle of Friends
* Part funding for trips, clubs and activities
* All staff to follow the LHSPA Graduated Response for wellbeing and resiliency
 | Pupils able to access the curriculum and make progress in core areas |
| **9. To empower parents to be able to support their pupils so they achieve their academic standards: Attendance support, Parent Support and Community Development.** | * Attendance Support Team
* 1:1 Family Support
* Community Language Courses
* Triple P Parenting courses
* Information sessions for reading, phonics, maths to enable parents to understand what their child is learning and support
 | Accelerated progress as a result of two-pronged approach to supporting learningReduction in persistent absenteeism of targeted pupilsImprovement in attendance figures for targeted pupils when compared to 2018/19 and up to March 2020  |

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| **Key expenditure (updated each year) – how the allocation will be spent during 2020/21**  | **Funding for 202 pupils** |
| **Area of Spend** | **Intended outcomes – why these approaches were taken** | **Review** |
| Quality First Teaching and1:1 Pupil Mentoring/Tuition | Quality first teaching has the greatest impact on pupil progress (EEF). Personalised support for children, where class teachers work with pupils on individual targets, next steps and how to meet them. For pupils to have the opportunity to discuss their attitudes, concerns. Improve self-confidence.In-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out 1:1 pupil mentoring/tuition. Social and emotional support for pupils to enable them to learn and manage their feelings and access class learning.Deliberately targeting the development, use and broadening of tier 2 vocabularies across all subject areas, with the aim of ‘closing the vocabulary gap’ between those who are disadvantaged and those who are not, supporting every individual child to succeed. |  |
| SENDCO/Inclusion lead meetings with Class teachers (including half termly pupil progress meetings)CPD re: SEND additional needs | Barriers to learning identified and strategies suggested.Teachers confident and focussed in meeting individual pupil’s needs.High quality CPD for all staff to maintain high standards of teaching within an inclusive school. Enabling the needs of all learners to be effectively met with teaching and learning that is responsive to need. |  |
| Bought-in therapy, ELSA 1:1 and small group sessions | Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Personalised support for children with individual needs to access the learning and make good progress towards their targets. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. |  |
| SALT / Speech and Language / Time to Talk 1:1 and small group sessions | Accelerated progress for children who have been identified as having a specific need.Provide children with the space and time to talk, including developing their social and emotional skills.Consider use of funding to pay for a speech therapist to be in school each week |  |
| Interventions and booster groups, including same day interventions | Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers.Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills. |  |
| Enrichment activities (including school clubs) | When a child enjoys a club, trip or activity, this can be a hook for them wanting to come to school. It gives pupils the experiences on which they can draw upon and increases their cultural capital. This can help to diminish the difference between disadvantaged and non-disadvantaged pupils. Pupils are able to participate fully in school clubs, trips and residential visits. Learning is supported by clubs and trips that are carefully planned to enhance the school’s curriculum. Pupils enjoy the experience of being at school, talents, skills and efforts in non-academic subjects are celebrated and support the development of self-confidence and the development of the whole child.They help children create positive friendships and develop social skillsThey reduce incidents of disruptive behaviour.Pupils enjoy coming to school |   |
| Home School Family Support Worker/ Inclusion Officer/Attendance/Transition | Attendance is high profile at all times.There is statistical evidence that low attendance / persistent absence directly impacts on the rate of progress that children make. Being away from school can also affect self-esteem and confidence for pupils on their return and therefore impact on their ability to learn.Reward children for improved or good attendance. Ensure that periods of transition between one phase and the next, including moving on to feeder schools is effective. |  |