

Pupil Premium Strategy: Lodge Farm Primary School, 2019 – 2020



1. Summary Information

School	Lodge Farm Primary School				
Academic Year	2019-20	Total PP budget	£96,840	Date of most recent PP Review	March 2020
Total number of pupils	455	Number of pupils eligible for PP	80	Date for next internal review of this strategy	September 2020

2. Current KS2 Attainment

	Pupils eligible for PP (in our school)	Pupils not eligible for PP (in our school)	Pupils eligible for PP (national average)
% achieving expected standard in reading, writing and maths	38%	51%	80%
Reading progress score	-4.11	-0.92	-0.62
Writing progress score	-1.14	0.77	0.05
Maths progress score	-3.05	-1.15	0.71

3. Barriers to Future Attainment

In-school barriers (issues to be addressed in school, such as poor reading comprehension skills)

A.	School have identified that a low percentage of PPG Children in EYFS achieved GLD in 2018/19
B.	School have identified that the vocabulary levels are low and there is poor understanding of the text in KS2 readers (progress in reading for PPG Children is much lower than the national average)
C.	School have identified that there is poor operational knowledge in maths and that this effects application of skills (progress in maths for PPG Children is much lower than the national average)
D.	A high proportion of PPG Children have multiple vulnerabilities, particularly SEND
E.	A number of PPG Children have SEMH needs

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Some families are affected by a lack of cultural capital	
G.	Some PPG Children have reported feeling hungry (Academic Resilience Report 2018/19) which affects their ability to focus and learn	
H.	A significant number of PPG Children are persistent absentees or are frequently late to school	
I.	Parental academic aspirations for some PPG Children are low	
J.	Parenting skills for some families require support and guidance	
4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	To increase the percentage of PPG Children achieving GLD in EYFS	The number of PPG Children achieving GLD is in line with non-PPG pupils
B.	To improve the progress in reading for PPG Children in KS2	The progress of PPG Children in reading will be in line or better than the national average for PPG Children at the end of KS2
C.	To improve the progress in maths for PPG Children in KS2	The progress of PPG Children in maths will be in line or better than the national average for PPG Children at the end of KS2
D.	To improve the progress of PPG Children who also have SEND	
E.	To give social and emotional support to those eligible for the PPG and their families through the Pastoral and Behaviour Lead and the use of the school's Behaviour Team and Family Support Worker	The aspirations, confidence and self-esteem of pupils and their parents will increase. This will be evidenced through pupil and parental voice. Families will be signposted to support from external agencies as well as given support within school through a range of programmes.
F.	To provide extra-curricular opportunities for PPG Children To provide, within our curriculum, a wide variety of experiences which enhance cultural capital	100% of PPG Children will be offered extra-curricular activities. The uptake of PPG Children will increase. Activities which require a financial contribution will be subsidised. Our curriculum will provide a range of activities that promote and support cultural capital.
G.	To provide snacks and breakfast for PPG Children who may be coming to school without breakfast or snacks	The children's readiness to learn will improve along with attendance, punctuality, wellbeing and school engagement. This will be evidenced through pupil voice and teacher observations.
H.	To improve the attendance and punctuality of PPG Children so that it is in-line with the rest of the school	Attendance for those eligible for the PPG is in-line with non-PPG Children.

5. Planned Expenditure

Academic Year		2019 - 2020			
Priority Area	Chosen action/approach	Expenditure	Intended Impact (evidence and rationale)		
To increase the percentage of PPG Children achieving GLD in EYFS	<p>Quality first teaching</p> <p>Nurture groups</p> <p>Staff training</p> <p>Targeted intervention</p> <p>Booster groups</p> <p>Animals in school (guinea pigs)</p> <p>Tapestry (to replace learning journals)</p>	<p>Data analysis shows that increasing the number of PPG Children who achieve GLD is a school target.</p> <p>Nurture groups will support targeted children in one of the prime areas, for example, personal, social and emotional development.</p> <p>Booster groups will allow children to develop their understanding in the identified target area and for any misconceptions to be identified.</p> <p>HfL course on use of the Pupil Premium Grant in EYFS has proven useful and advice has been taken from this, e.g. to bring animals into the classroom for children to observe and take care of.</p> <p>Evidence was given at the HfL course that the use of Tapestry to record EYFS learning was more efficient and increased parental interest/involvement in the children's learning at school. This will help to enhance communication with EYFS parents further.</p>	<p>Teacher and TA observation</p> <p>Monitoring of planning</p> <p>Impact reports (including evidence from independent work of application of learning)</p> <p>Book looks (learning journals)</p> <p>Pupil and parent voice</p>	<p>Reception Teacher (HSS)</p> <p>Senior Leadership Team</p>	<p>Termly at pupil progress meetings</p>

<p>To improve the progress in reading for PPG Children in KS2</p>	<p>Quality first teaching</p> <p>Focused grouping</p> <p>Targeted 'double dosing' of reading sessions</p> <p>Targeted daily readers</p> <p>Booster groups taught by class teacher</p> <p>Targeted interventions planned by class teacher</p> <p>Staff training</p>	<p>Data analysis shows that improving the progress in reading of PPG Children in KS2 is a target.</p> <p>Immediate feedback and marking allows children to make progress more rapidly.</p> <p>Focused grouping will allow highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.</p> <p>'Double dosing' of reading will give children the opportunity to experience quality first teaching in reading more regularly and therefore practise their skills from lessons and boosters.</p> <p>Targeted daily readers will allow children to work towards their reading target and practise their reading skills on a 1:1 basis.</p> <p>Booster groups will allow children to explore the application of their reading skills in greater depth and address any areas of misconception rapidly.</p> <p>Interventions will be planned for selected children to fill in gaps in their knowledge and allow them to make more rapid progress.</p>	<p>On-going training for all staff.</p> <p>Support available for staff from English Lead and Martin Galway (English advisor, HfL).</p> <p>Pupil progress meetings.</p> <p>Teacher and TA observations.</p> <p>Planning monitoring.</p> <p>Book looks.</p> <p>Impact reports, including data analysis.</p> <p>Intervention groups monitored half termly.</p>	<p>English Lead</p> <p>Senior Leadership Team</p>	<p>Termly at pupil progress meetings</p>
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<p>To improve the progress in maths for PPG Children in KS2</p>	<p>Quality first teaching</p> <p>Focused grouping</p> <p>Booster groups taught by class teacher</p> <p>Targeted daily arithmetic 'quick maths' sessions before school</p> <p>Targeted interventions planned by class teacher</p> <p>Staff training</p>	<p>Data analysis shows that improving the progress in maths of PPG Children in KS2 is a target.</p> <p>Immediate feedback and marking allows children to make progress more rapidly.</p> <p>Focused grouping will allow highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.</p> <p>Booster groups will allow children to explore the application of their reading skills in greater depth and address any areas of misconception rapidly.</p> <p>Targeted daily arithmetic before school will allow children to practise their mental maths skills in a smaller group setting which will enable progress to be made more rapidly.</p> <p>Interventions will be planned for selected children to fill in gaps in their knowledge and allow them to make more rapid progress.</p>	<p>On-going training for all staff.</p> <p>Support available for staff from Maths Lead and Siobhan King (Maths advisor, HfL).</p> <p>Pupil progress meetings.</p> <p>Teacher and TA observations.</p> <p>Planning monitoring.</p> <p>Book looks.</p> <p>Impact reports, including data analysis.</p> <p>Intervention groups monitored half-termly.</p>	<p>Maths Lead</p> <p>Senior Leadership Team</p>	<p>Termly at pupil progress meetings</p>
<p>To improve the progress of PPG Children who also have SEND</p>	<p>Quality first teaching</p>	<p>Data analysis shows that improving the progress in maths of PPG Children in KS2 is a target.</p>	<p>On-going training for all staff.</p> <p>Support available for staff from English Lead and Martin Galway (English advisor, HfL).</p>	<p>SENDCo (KS1 and KS2)</p> <p>Inclusion Manager</p>	<p>Termly at pupil progress meetings</p>

	<p>Targeted interventions: high value gaps</p> <p>Targeted interventions with a focus on ILP targets</p> <p>Focused grouping</p> <p>Booster groups taught by class teacher</p> <p>Targeted daily arithmetic 'quick maths' sessions before school</p> <p>Daily readers</p> <p>Staff training</p>	<p>Immediate feedback and marking allows children to make progress more rapidly.</p> <p>Interventions will be planned for selected children to fill in gaps in their knowledge and allow them to make more rapid progress.</p> <p>Focused grouping will allow highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.</p> <p>Booster groups will allow children to explore the application of their reading skills in greater depth and address any areas of misconception rapidly.</p> <p>Targeted daily arithmetic before school will allow children to practise their mental maths skills in a smaller group setting which will enable progress to be made more rapidly.</p> <p>Targeted daily readers will allow children to work towards their reading target and practise their reading skills on a 1:1 basis.</p>	<p>Pupil progress meetings.</p> <p>Teacher and TA observations.</p> <p>Planning monitoring.</p> <p>Book looks.</p> <p>Impact reports, including data analysis.</p> <p>Intervention groups monitored half-termly.</p>	<p>Senior Leadership Team</p>	
Total budgeted cost					£54,337.60
i. Pastoral support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To give social and emotional support to those eligible for the PPG and their families through the Pastoral and Behaviour Lead and the use of the school's Behaviour Team and Family Support Worker</p>	<p>Pastoral and Behaviour Lead to work with the Pastoral and Behaviour Team to provide support to children and families.</p> <p>Pastoral and Behaviour Team will engage external agencies, such as Nessie, to provide support for children and families.</p> <p>Pastoral and Behaviour Team will work closely with the SEND Team.</p> <p>STEPs approach will be taken in supporting children with SEMH needs.</p> <p>Pastoral and Behaviour Lead will work with families</p>	<p>The Pastoral and Behaviour Lead has in integral role in the communication between home and school. She is well placed to offer targeted support and can oversee the creation of support programs.</p> <p>Engaging the help from external agencies such as Nessie will ensure that children's needs are met by professionals who are specifically trained in programs such as art or drama therapy.</p> <p>Many PPG Children with SEMH needs also have SEND. Weekly meetings and working closely with the SEND Team will ensure that the overlap between these children is acknowledged and that their needs are discussed as a whole, rather than compartmentalised, e.g. through the use of an EHCP.</p> <p>The Pastoral and Behaviour Lead is STEP trained as a tutor and can therefore train other members of staff in the STEP approach. This will ensure that the school's approach to behaviour is consistent but also that individual children's needs (where they are</p>	<p>Weekly discussion during SLT meetings.</p> <p>Weekly meetings with Behaviour Team to discuss successes and EBIs.</p> <p>Pupil and parent voice will be collected to demonstrate impact.</p> <p>Behaviour logs on SIMs will be monitored for impact.</p> <p>Weekly meetings between Pastoral and Behaviour Lead and the SEND Team (including the Family Support Worker) will ensure joined-up thinking.</p> <p>Half-termly monitoring of Risk Management Plans</p>	<p>Pastoral and Behaviour Lead</p> <p>Behaviour Support Team</p> <p>Senior Leadership Team</p>	<p>Half termly at Pastoral Review meetings</p>

	<p>to make referrals to DSPL2 Tier system for additional support.</p> <p>Family Support Worker will provide individualised therapy sessions for children.</p>	<p>outside of the 'norm') are met consistently and in a way that will ensure the child can access the learning, e.g. through the use of anxiety mapping, roots and fruits and Risk Management Plans.</p> <p>The Pastoral and Behaviour Lead knows a range of strategies that will support a child in school and can apply support given from DSPL2 Tier 2 system to a range of children's needs. She can also make referrals to the Tier system when further support is needed for a child and/or family.</p> <p>The Family Support Worker can offer tailored sessions to suit the child and the family, for example, protective behaviours. She is also able to assist with meetings with external agencies and TAFs, which allows for more joined-up thinking between school, home and other services.</p>			
<p>To provide snacks and breakfast for PPG Children who may be coming to school hungry</p>	<p>Fruit available as a morning snack for all pupils</p> <p>Toast/fruit available on the KS2 playground in the morning for all pupils</p>	<p>The Academic Resilience Report (2018/19) showed that children were coming to school hungry and they said that this affected their ability to learn.</p> <p>Having fruit available at playtime will ensure that every child has access to a snack.</p>	<p>Weekly monitoring of uptake between the PPG Champion and the 'Snack Shack' team.</p> <p>Pupil and parent voice.</p> <p>Teacher and TA observations of children during lesson time.</p>	<p>PPG Champion</p>	<p>Termly at pupil progress meetings</p>

		Having breakfast available in the morning will ensure that every child has been fed before beginning the school day. This will also encourage children to arrive at school on time in the morning to access this service.			
To improve the attendance/punctuality of PPG Children	<p>Regular monitoring</p> <p>Attendance letters</p> <p>Meetings with parents</p> <p>Support for parents with getting children to school in time, e.g. taxi to school, attendance at breakfast club</p> <p>Liaison with Attendance Officer</p> <p>Rewards and praise – certificates given out termly in school during class assemblies</p>	<p>Regular monitoring will allow us to identify children quickly and begin to work with parents.</p> <p>Regular communication with parents through letters, emails and meetings will ensure that parents know we are available if they require, or would like, support.</p> <p>Working with our Attendance Officer will ensure that we are exploring all possible avenues to develop and support the good attendance of all children.</p> <p>Rewards and praise encourages the children to take responsibility for their own attendance and timekeeping.</p>	<p>Regular meetings between the Head and the Office team to discuss attendance.</p> <p>The Head will meet with the PPG Champion to discuss the attendance of PPG Children and if any special measures need to be put in place to support children or their families.</p>	<p>Office Team</p> <p>Senior Leadership Team</p>	<p>Termly at attendance meeting</p>
Total budgeted cost					£34502.40
ii. Enrichment					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To provide extra-curricular opportunities for PPG Children</p> <p>To provide, within our curriculum, a wide variety of experiences which enhance cultural capital</p>	<p>Incentives offered to staff to run additional after-school clubs</p> <p>PE Coach has contracted club time within his working day</p> <p>Range of lunchtime activities available, such as The Nook (for quiet activities), indoor games, outdoor equipment and organised outdoor games</p> <p>Subsidised costumes etc. for PPG Children to ensure participation in curriculum event days, such as Victorian day or World Book Day</p> <p>Subsidised travel expenses and costs for trips offered to PPG Children to increase uptake in</p>	<p>A difference in extra-curricular activities between PPG Children and non-PPG Children can have an effect on future opportunities. There is currently a large discrepancy in attendance at clubs between PPG Children and non-PPG Children.</p> <p>To help facilitate a wide range of activities available to our vulnerable pupils, we feel it is important to motivate staff to develop a wide range of activities that can be offered to all age ranges.</p> <p>Adding extra-curricular activities into our staffing budget demonstrates the high importance that we place on the delivery of high-quality opportunities.</p> <p>Pupil voice showed that many children (including an extremely high number of PPG Children) felt that lunchtimes were 'boring' and that they had nothing to do. Adding additional activities and providing extra staff who are available at these times will ensure that the children feel they enjoy school (which will help to improve attendance) and that they are listened to.</p> <p>We are aware that cultural capital is lacking for many of our PPG Children. By</p>	<p>The provision of clubs to PPG Children will be closely monitored by the PPG Champion and the PE Lead (where appropriate).</p> <p>PPG pupil and parent voice.</p> <p>Scrutiny of curriculum planning will ensure a varied approach and a range of opportunities across all year groups.</p>	<p>Curriculum Subject Leaders</p> <p>PPG Champion</p>	<p>Termly at SLT meetings</p>
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	<p>adventurous activities</p> <p>A broad and balanced curriculum, supported by appropriate CPD to empower staff to offer learning opportunities that emphasise cultural capital</p>	<p>providing this within the curriculum we are ensuring that all of the pupils have equal access to these learning experiences.</p>			
Total budgeted cost					£7,000