

Pupil Premium Strategy: Lodge Farm Primary School, 2020 – 2021



1. Summary Information

School	Lodge Farm Primary School				
Academic Year	2020-21	Total PP budget	£107,740	Date of Pupil Premium Strategy	July 2020
Total number of pupils	455	Number of pupils eligible for PP	79	Dates for next internal reviews of this strategy	January 2021 April 2021 July 2021

2. Current KS2 Attainment – *No SATs due to COVID19. Internal data based on December 2020 teacher assessments*

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Current KS1 Attainment – *No SATs due to COVID19. Internal data based on December 2020 teacher assessments*

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Current EYFS Attainment – *Internal data based on December 2020 teacher assessments*

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Attendance for 2019/20

	Pupil Premium	Non-Pupil Premium
Attendance (%)	91.9	93
Persistent absence (%)	25	24.1

3. Barriers to Future Attainment

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These barriers have been identified in response to COVID-19 and the reduced opening of schools the previous academic year. They have been limited to the resulting main barriers to ensure that all measures are as focused as possible in order to ensure maximum efficacy (<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>)

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

A.	The impact of lockdown and COVID-19 affecting the attainment and achievement of disadvantaged pupils
B.	The impact of complex social, emotional and mental health needs on our disadvantaged pupils, including as a result of COVID-19
C.	The challenge of involving parental engagement for our disadvantaged pupils

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance is lower for PPG pupils than non-PPG
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4. Desired Outcomes

		<i>Success Criteria</i>
A.	The progress of PPG pupils is accelerated	<p>The number of PPG Children achieving GLD will be in line with non-PPG pupils in school</p> <p>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</p> <p>The progress of PPG Children in writing will be in line or better than the national average for PPG Children at the end of KS2</p> <p>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</p>
B.	PPG pupils are all able to access the learning in school	<p>Behavioural incidents will decrease</p> <p>PPG and non-PPG pupils all say that they feel supported and that they can learn at school</p> <p>Families will access support from external agencies as well as being given support within school through a range of programmes.</p>
C.	PPG parents attend arranged school meetings and are actively involved in their child's learning	<p>PPG parent attendance of school-arranged meetings is in line with or better than non-PPG parents</p> <p>100% parent attendance for Structured Conversation meetings once every term</p> <p>Parent surveys show that parents feel welcomed and involved in their children's educational experience</p>

D.	Attendance of PPG Children is in-line with or better than non-PPG children	Attendance for those eligible for the PPG is in-line with or better than non-PPG Children.
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5. Planned Expenditure					
Academic Year		2020 - 2021			
<p>i. Quality of teaching and learning for all The progress of PPG pupils is accelerated PPG pupils are all able to access the learning in school</p>					
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?
Progress of PPG pupils is accelerated through the implementation of the 'Back on Track' curriculum for all children	Implementation of 'Back on Track' curriculum for all children Release time for teachers to familiarise themselves with the Back on Track documents TRAINING (delivered by Maths and English Leads) – how to use the Back on Track curriculum	Herts for Learning recommended approach which had been planned by HfL advisors for the use of schools following COVID-19.	Monitoring of planning Lesson observations Book Looks Discussions on children's progress at termly Pupil Progress meetings with SLT	PPG Lead Maths Lead English Lead	Weekly at SLT meetings – feedback on weekly monitoring schedule Termly at Pupil Progress meetings
NQTs to be knowledgeable about the Pupil Premium Grant and how to support the children in their class who qualify for it	Mentors to ensure NQTs are aware of who their PPG children are. TRAINING (delivered by PPG Lead) – What is the Pupil Premium Grant? What are your children's barriers? How can we support them? Lesson study:	Four Newly Qualified Teachers joining the school with disrupted training (due to COVID-19) necessitates that training be put in place to support them. NQTs will have a good understanding of their PPG children's starting points and	Discussions on children's progress during weekly NQT meetings Discussions on children's progress at termly Pupil Progress meetings with SLT Impact reports from TLA and Maths Lead	PPG Lead Maths Lead	Termly at Pupil Progress meetings Termly at NQT assessment meetings

	<p>TLA and Maths Lead work with teachers to team teach part of a maths lesson.</p> <p>Maths Lead to observe/ team teach to implement whole class assessment strategies OR Carry out planning sessions which builds in assessment opportunities.</p> <p>Pupil Progress meetings will focus on PPG children</p>	<p>barriers and will therefore be able to action support strategies in class.</p> <p>A focus on maths as a primary area to begin with will ensure that steps are made towards achieving accelerated progress.</p> <p>Lesson studies will ensure that teachers are aware of best practice and are able to observe and then implement this in their own practice.</p> <p>A PPG focus at Pupil Progress meetings will ensure that PPG children and their set targets are always at the forefront of the teachers' minds and will therefore ensure that their needs are always considered and acted upon.</p>	<p>Monitoring of planning</p> <p>Lesson observations</p>		
<p>Accelerate pupil progress in maths to ensure PPG pupils make 2 steps in the Autumn term</p>	<p>Quality first teaching.</p> <p>Teachers to highlight coverage and to what extent the learning is secure on the year group on a page</p>	<p>A focus on maths as a primary area will ensure that steps are made towards achieving accelerated progress.</p>	<p>Monitoring of planning</p> <p>Lesson observations</p> <p>Book Looks</p>	<p>PPG Lead</p> <p>Maths Lead</p>	<p>Weekly at SLT meetings – feedback on weekly monitoring schedule</p>

<p>(In correlation with Maths Action Plan)</p>	<p>document for their 2019-2020 class to pass on to next teacher.</p> <p>Edit the maths curriculum to ensure: gaps in coverage have been accounted for; pupils' prior learning is consolidated; time is planned to strengthen positive learning behaviours.</p> <p>Booster sessions for identified PPG children after school</p> <p>Establish 'first and best' mentality – PPG children books marked first and their learning differentiated on planning.</p> <p>Lesson study: TLA/Maths Lead to work with teachers to teach part of a maths lesson, while class teacher observes a specific pupil noting how they are accessing the learning and what adaptations need to be made.</p> <p>Maths Lead to observe/ team teach to implement whole class assessment strategies OR Carry out a planning session which builds in assessment opportunities.</p>	<p>All staff will be aware of the gaps their children have following the previous year's disruption and will be able to plan accordingly.</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>'First and Best' mentality will ensure that PPG children are always at the forefront of the teachers' minds and will therefore ensure that their needs are always considered and acted upon.</p> <p>Lesson studies will ensure that teachers are aware of best practice and are able to observe and then implement this in their own practice.</p>	<p>Discussions on children's progress at termly Pupil Progress meetings with SLT</p> <p>TLA visits (and subsequent impact reports)</p>		<p>Termly at Pupil Progress meetings</p>
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<p>Accelerate pupil progress in reading and writing to ensure PPG pupils make 2 steps in the Autumn term (in correlation with English action plan)</p>	<p>Quality first teaching.</p> <p>‘Back on Track English’ planning implemented to support teachers to teach high value gaps e.g. sentence structure.</p> <p>Development of medium term plans and provision maps all show that high value gaps are being taught with a view on supporting particular needs of PPG children.</p> <p>English Lead to circulate the following HfL documents to develop teacher’s understanding of progression amongst the key strands of English: handwriting progression and sentence structure progression.</p> <p>All teachers plan opportunities for children to write daily.</p> <p>Daily handwriting practice with 1:1 support from TAs</p> <p>Double dose of guided reading, where possible, across the school (timetabling or targeted use of adults).</p> <p>Establish ‘first and best’ mentality – PPG children books marked first and</p>	<p>A focus on reading and writing as a primary area will ensure that steps are made towards achieving accelerated progress.</p> <p>All staff will be aware of the gaps their children have following the previous year’s disruption and will be able to plan accordingly.</p> <p>Daily practice and 1:1 support will ensure that progress is accelerated</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>‘First and Best’ mentality will ensure that PPG children are always at the forefront of the teachers’ minds and will therefore ensure that their needs are always considered and acted upon.</p>	<p>On-going training for all staff.</p> <p>Support available for staff from English Lead and TLA</p> <p>Discussions on children’s progress at termly Pupil Progress meetings with SLT</p> <p>Teacher and TA observations.</p> <p>Planning monitoring.</p> <p>Book looks.</p> <p>Impact reports from TLA and English Lead</p> <p>Intervention groups monitored half-termly.</p>	<p>PPG Lead</p> <p>English Lead</p>	<p>Weekly at SLT meetings – feedback on weekly monitoring schedule</p> <p>Termly at Pupil Progress meetings</p>
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	<p>their learning differentiated on planning.</p> <p>Booster sessions for identified PPG children after school</p>				
<p>To increase the percentage of PPG Children achieving GLD in EYFS</p>	<p>Quality first teaching.</p> <p>Identify key barriers from incoming children in order to develop a programme of support.</p> <p>Identify trends and patterns from previous years – use these to establish a programme that can be implemented to support parents before the children begin school, e.g. ‘how to play’ or ‘how to develop language’ sessions.</p> <p>Nurture groups - support targeted children in one of the prime areas, e.g. personal, social and emotional development.</p> <p>Staff training</p> <p>Targeted interventions</p> <p>Booster groups</p> <p>Animals in school (guinea pigs)</p>	<p>Entry data has shown that children need further support in Speech and Communication.</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</p>	<p>Teacher and TA observation</p> <p>Monitoring of planning</p> <p>Impact reports</p> <p>Book looks (learning journals)</p> <p>Pupil and parent voice</p>	<p>PPG Lead</p> <p>Reception Teacher (HSS)</p> <p>Senior Leadership Team</p>	<p>Termly at pupil progress meetings</p>

	Tapestry (to replace learning journals)	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.			
PPG parents attend arranged school meetings and are actively involved in their child's learning	<p>Cohort of children from each class chosen to take part in the Achievement for All programme</p> <p>Structured talk training carried out by AFA coach (Sue Arnold) for all teaching staff</p> <p>Termly 1 hour meetings arranged between identified parents and the class teachers to discuss children's progress and needs in detail. Targets will be set that can be worked on in school and at home.</p> <p>School community events to resume (when possible) and attendance of PPG parents tracked and encouraged</p>	<p>Joined-up approach to learning between home and school will increase children's progress.</p> <p>Parental engagement will be improved and will therefore allow parents to model positive attitudes to learning at home.</p>	<p>Parent voice</p> <p>Teacher feedback</p> <p>Monitoring of subsequent actions</p>	<p>PPG Lead</p> <p>Class teachers</p>	<p>Termly at Structured Conversation review meetings</p> <p>Termly at SLT feedback meetings</p>
To develop a school-wide "first and best" mentality for PPG children (Achievement for All)	<p>INSET training (2nd November 2020) carried out by AFA coach to discuss the programme</p> <p>PPG Lead will always raise the question of PPG children when</p>	Teachers will be given greater opportunity to observe and identify the level of understanding of the focus pupil, intervene (with guidance) and enable progress.	<p>Lesson observation</p> <p>Follow-up learning walk</p> <p>Planning reviews</p> <p>Pupil progress meetings</p>	PPG Lead	<p>Termly at pupil progress meetings</p> <p>Half termly at meetings with AFA coach</p>

	<p>monitoring is carried out by leaders and will ask leaders to feedback</p> <p>PPG Lead will ensure questions are asked about impact on PPG children during Governor meetings</p> <p>PPG Lead will liaise with PPG Governor</p> <p>PPG Lead will question attendance and/or participation of PPG children and/or their parents at all school events, e.g. transition meetings, parents' meetings, school trips, curriculum days (including dressing up).</p>	<p>Focus pupil will make expected/ accelerated progress.</p> <p>Teachers setting targets will allow for specific differentiation and assessment opportunities throughout lessons, therefore the focus pupil will make expected/ accelerated progress.</p>			
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Total budgeted cost £59,820

ii. Pastoral support

PPG pupils are all able to access the learning in school
Attendance of PPG Children is in-line with or better than non-PPG children

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?
To give social and emotional support to those eligible for the PPG and their families through the Pastoral and Behaviour Lead and	<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</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	<p>Weekly discussion during SLT meetings.</p> <p>Weekly meetings with Behaviour Team to discuss successes and EBIs.</p>	<p>Pastoral and Behaviour Lead</p> <p>Behaviour Support Team</p>	Half termly at Pastoral Review meetings

<p>the use of the school's Behaviour Team and Family Support Worker</p>	<p>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 to make referrals to DSPL2 Tier system for additional support.</p> <p>Family Support Worker will provide individualised therapy sessions for children.</p>	<p>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's trained as a tutor and can therefore train other members of staff in the STEP's approach. This will ensure that the school's approach to behaviour is consistent but also that</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>Senior Leadership Team</p>	
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		<p>individual children's needs (where they are 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>			
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		Counselling services (external).			
Attendance of PPG Children is in-line with or better than non-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>Any new persistent absentees who are PPG children will be picked up on and support will be put in place following liaison with the family</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>PPG Lead</p>	<p>Termly at attendance meeting</p>

Total budgeted cost £43,920

iii. Enrichment

PPG pupils are all able to access the learning in school
 Aspirations of PPG pupils are in line with non-PPG pupils

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>PE Coach has contracted club time within his working day</p> <p>When possible (COVID-19 restrictions lifted) a range of lunchtime activities will be 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 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>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</p>	<p>The provision of clubs to PPG Children will be closely monitored by the PPG Lead 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 Lead</p>	<p>Termly at SLT meetings</p>

		<p>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 providing this within the curriculum we are ensuring that all of the pupils have equal access to these learning experiences.</p>			
Total budgeted cost					£4,000