

Lancastrian Infant School Pupil premium strategy statement



1. Summary information					
School	Lancastrian Infant School				
Academic Year	20-21	Total PP budget	19,980 +approx. £10,000 underspend (19-20)	Date of most recent PP Review	September 2020
Total number of pupils	67	Number of pupils eligible for PP	17 (25%)	Date for next internal review of this strategy	March 2021
School has high mobility. Many children joining school are PP. Last year number of PP children increased from 14 to 22. This impacts the strategy and its' implementation which may have to be adapted as the year progresses.					

2. Current attainment (summer 2019- no data summer 2020)		
	<i>Pupils eligible for PP (Lancastrian)</i>	<i>Pupils not eligible for PP (Lancastrian)</i>
% achieving in reading, writing and maths	33%	57%
% attaining EXS maths	60%	69%
% attaining EXS reading	80%	75%
% attaining EXS writing	40%	60%
% attaining phonics (Y1)	56%	61%
% attaining GLD (Early Years)	67%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	A number of pupils in receipt of PPG have recently entered the school (Early Years) with significant speech sounds difficulties. Some of these pupils also have language difficulties.
B.	Some pupils in receipt of PPG do not attain as well as their peers in phonics which impacts their reading and writing

C.	A number of pupils in receipt of PPG have experienced emotional trauma and are struggling with social, emotional and mental health difficulties.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	More pupil premium pupils are Persistent absentees than non- pupil premium. This has an impact on their attainment due to gaps in their learning.	
E.	Some pupils in receipt of pupil premium did not access home learning provision and have significant gaps in all areas of their learning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils speech sounds improve along with their language and communication skills.	Termly data and daily interactions evidence improvement.
B.	All PP Pupils continue to make improved progress in phonics so that more pupils achieve phonics screening test.	Y1 and Y2 (retakes) improve for pupil premium children.
C.	PP pupils with identified experience of trauma are confident and resilient in their attitude to learning and social skills.	In class intervention records and teacher conferencing demonstrates that pupils are making progress with this.
D.	Interventions implemented continue to support all PP pupils with poor attendance in order to improve the attendance.	There are fewer PP persistent absentees than previous year and PP attendance improves overall.
E.	Gaps in learning are diminished over time.	Assessment demonstrates that pupils are making progress in areas where there are gaps.

5. Planned expenditure					
Academic year	20202021				
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 implemented well?	Staff lead	When will you review implementation?
Pupils speech sounds improve along with their language and communication skills. A	All staff to model clear and explicit pronunciation and vocabulary choices as part of QFT. SALT service to support school to deliver specialist programme for Early Years and Year 1 children. Early years T and TA to train in NELI (free govt intervention)	Some parents still not engaging fully in children's learning. Sometimes because of their own experiences. Pupils' progress is sometimes hampered by parental attitudes and lack of involvement in the learning experience. EEF toolkit evidence demonstrates importance of QFT and the value of short term interventions that are of high quality and specifically targeted.	Allow planning and preparation time for interventions.** Good communication with SALT service.* Ensure quality of training is high.*	HT	*Termly as part of School Improvement Plan Review ** ½ termly as part of monitoring process. *** At March 2019 ½ yearly Pupil Premium Review
	Approx cost: £5500 £2500(TAs) £1000 training for staff £1000 cover for staff for training. To provide TA to support children with intervention. To provide training on good practice and improving vocabulary gap.				
Pupils continue to make improved progress in phonics so that more pupils	Phonics books for all pupils to demonstrate progress EY leader to continue to roll out 'scribed stories' to other year groups to support pupils who struggle with writing.	Writing attainment and progress improved in 2019 but still not as much improvement as other areas. Pupils not always confident in writing in comparison with phonics and reading.	CPD logs*** Pupil progress meetings** Intervention records for pupils** Pupil progress for individuals** Lesson observations**	English Co-ordinat or	*Termly as part of School Improvement Plan Review ** ½ termly as part of monitoring process. *** At March 2019 ½ yearly Pupil Premium Review

achieve phonics screening test. B	<p>Approx cost: £7000 £1000- TA interventions where needed</p> <p>£6000- HLTA support Writing CPD for staff and cover for training</p>		Book scrutiny evidence**		Review:
PP pupils with identified experience of trauma are confident and resilient in their attitude to learning and social skills. C	<p>All staff to implement high quality support for pupils' emotional literacy. Behaviour policy based on behaviour champions course and therapeutic behaviour to be implemented across the school.</p> <p>Approx cost: £1000 Whole staff training TA training specific training.</p>	<p>Significant difference noted when pupils apply a positive 'growth' mindset to their learning. Pupils who find it hard to regulate their emotions, can't engage in learning Improved resilience and growth mindset have a positive impact on outcomes. EEF- good impact from behaviour interventions.</p>	<p>Lesson observations** Pupil conferencing* Parental surveys*** Pupil Progress meetings and discussions with teachers** Staff meeting notes*** Evidence in books***</p>	Headteacher	<p>*Termly as part of School Improvement Plan Review ** ½ termly as part of monitoring process. *** At March 2019 ½ yearly Pupil Premium Review Review:</p>
Total budgeted cost					£13, 500
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils with identified experience of trauma are confident and resilient in their attitude to learning and social skills. C	Trained ELSA to support individual pupils ELSA to support staff with strategies SEN teacher to deliver nurture groups Play therapy for some identified children.	Previous year data still showed a gap between PPG and non-PPG pupils and the progress that they were making. This is a focus within the school improvement plan and is being monitored at regular intervals.	This will be monitored in the following ways: Lesson observations** Pupil conferencing* Parental surveys*** Pupil Progress meetings and discussions with teachers** Through staff meetings*** Evidence in books***	Headteacher/ SENDco	*Termly as part of School Improvement Plan Review ** ½ termly as part of monitoring process. *** At March 2019 ½ yearly Pupil Premium Review
	Approx cost: £10 800 Play therapy for individual pupils (£4000) ELSA for individual pupils (£2000) SEN teacher time (£4800)				
Interventions implemented continue to support pupils with poor attendance in order to improve the attendance. D	To use funding to facilitate meetings with parents (HT, secretary or senior member of staff), involvement of pupil entitlement service, letters home. Approx cost: £400 Provide free or subsidised places at after school club to support PPG pupils' attendance. (£200) To support in school strategies to encourage attendance with pupils. (£200)	PPG attendance is still below that of non-PPG.	Monthly attendance meetings- notes and pupil specific case studies.***	Headteacher	*Termly as part of School Improvement Plan Review ** ½ termly as part of monitoring process. *** At March 2019 ½ yearly Pupil Premium Review

Gaps in learning are diminished over time. E	Baseline teacher assessments in all areas to identify gaps in learning and any on-going issues. Targeted interventions to address gaps where appropriate. This follows the 2019-2020 academic year when some children did not attend, attended part time and were home learning. This also meant that some PPG was unused. This money will be targeted specifically to Y1 and 2 pupils who may have missed out last year.				
	Approx cost: £3000 TA support for interventions				
Total budgeted cost					£14,200
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for pupils to access enrichment opportunities	Identify opportunities for key pupils and provide funding that allows them to access these. Approx cost: £500 to fund ; school visits, extra-curricular clubs	We think it is very important that as many pupils as possible are able to access these enrichment opportunities. All pupils should have equal access and not be excluded from activities and opportunities.	All PPG pupils will be part of school visits.*** All PPG pupils will access at least one after school club.*** All PPG pupils will have access to other enrichment opportunities provided by the school or external agencies (such as SCS) as appropriate.***	HT	*Termly as part of School Improvement Plan Review ** ½ termly as part of monitoring process. *** At March 2019 ½ yearly Pupil Premium Review Review:
Support to enable pupils to access remote learning better	l pads for that can be lent to some PP pupils who have no other access to technology for remote learning.	This will enable pupils to access learning from home if they have to self-isolate and will increase access when in school for some pupils.	All PPG pupils will access remote learning. *		

	Approx cost: £1200		All PPG pupils will continue to make progress in learning even when at home.**		
Total budgeted cost					£1700
Overall budgeted cost					£29, 400
1. Review of expenditure					
Actual Expenditure	Spending focus		Impact/comment		
Total Spent					
In Summary:					

Strategy formed following discussions with staff and governors and evaluation of previous year's strategy document.

Pupil Premium Lead- Zoe Gordon, Headteacher

Pupil Premium Governor- Dave Hyland