



Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Lordswood				
Academic Year	2019-20	Total PP budget	£146520	Date of most recent PP Review	Sep 2019
Total number of pupils	395	Number of pupils eligible for PP	102	Date for next internal review of this strategy	July 2020

2. Current attainment – 2019 outcomes					
	National Average	All	PP	Other	
Good Level Development	(72%)	77%	67%	75%	
Year 1 Phonics	(82%)	85%	74%	92%	
Year 2 Resits	(91%)	100%	100%	100%	
KS1 Reading	(75%)	89%	82%	91%	
KS1 Writing	(69%)	80%	81%	80%	
KS1 Maths	(76%)	96%	91%	97%	
KS1 Greater Depth Reading	(25%)	37%	36%	37%	
KS1 Greater Depth Writing	(15%)	6.5%	0%	8.6%	
KS1 Greater Depth Maths	(22%)	43.5%	36%	46%	
KS2 Achieving Expected standard					
Reading	(73%)	86%	80%	87%	
Writing	(78%)	88%	80%	90%	
Maths	(79%)	88%	70%	90%	
Combined (RWM)	(65%)	82%	70%	85%	
KS2 Achieving Greater Depth					
Reading	(27%)	29%	20%	28%	
Writing	(20%)	29%	10%	33%	
Maths	(27%)	29%	20%	31%	
Combined (RWM)	(11%)	16%	0%	21%	

KS2 Progress Measures 2018-19
 Reading: +3.94 – Well Above National
 Writing: +4.13 – Well Above National
 Maths: +3.59 – Well Above National

Making At least Expected Progress since KS1 – Internal Data:

	All Children	PP Children	Other Children
Year 3 Reading	75%	63%	80%
Year 3 Writing	86%	95%	83%
Year 3 Maths	75%	84%	70%
Year 4 Reading	73%	55%	83%
Year 4 Writing	82%	70%	88%
Year 4 Maths	88%	80%	93%
Year 5 Reading	90%	88%	91%
Year 5 Writing	92%	88%	94%
Year 5 Maths	92%	88%	94%
Year 6 Reading	100%	100%	100%
Year 6 Writing	100%	100%	100%
Year 6 Maths	100%	100%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Disadvantaged pupils enter Reception with significantly lower communication and language skills. On entry baseline is low.	
B.	Attainment of pupils in the phonics screening check is lower for pupils eligible for pupil premium than non PP children.	
C.	Pupils eligible for pupil premium funding are not achieving greater depth in writing across the school.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Low aspirations and expectations from home impact on attendance, outcomes and progress.	
E.	Some home learning environments lack support for the development of communication, language and literacy skills.	
F.	Social and Emotional issues due to complex family situations.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils eligible for early years pupil premium funding achieve expected milestones by the end of reception. Children meet GLD by the end of reception and make at least 6 jumps progress by the end of the year.	Identified pupils receive targeted support. Increase in the percentage of EYFS pupils achieving expected outcomes, particularly in communication and Language.
B.	The gap between Pupil Premium and others continues to narrow in Reading and Phonics. Attainment is at least in line with national expected outcomes.	The gap has continued to narrow and attainment is at least in line with National. The achievement of pupil's eligible for PP is in line with non PP children.
C.	100% of pupils including those eligible for Pupil Premium funding achieve at least expected progress at Key Stage 2.	100% achievement for all pupils.
D.	Improved engagement of families in their child's education, not just attendance at events. Attendance improves for PP children. Parents are better equipped to support their child's learning.	Parents successfully support pupils at home. Attendance of PP children across the school is in line with all other pupils. Children are in school, attaining and making progress.
E.	Pupils eligible for pupil premium funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet based learning programmes.	All pupils eligible for pupil premium funding in Key Stage 1 and 2 are provided with opportunities to use the internet to complete homework projects or access enhanced learning programmes such as Athletics and Bug Club.



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5. Planned expenditure

Academic year 2019-2020	£146520
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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?
Reduce gaps between PP and other pupils, in Reading and Phonics.	Additional Intervention Teachers – Year 5 /6 and Year 4 (£25000) HLTA booster sessions throughout KS1 and 2 (£4912) Bug Club - Reading and Phonics online Programme. (£1100) Eater Booster sessions (£500) Additional RWI phonics provision – resources and training. (£300)	Improved progress outcomes and attainment in 2018-2019 for all children. Tracking data shows improved outcomes for targeted pupils in Reading. Improved outcomes in PSC in 2018-2019 for most pupils. (2 children dis-applied which affected overall %). Progress evident across with 100% in Year 2 All new staff are trained and able to deliver high quality phonics sessions.	Lesson observations and evaluations. Book scrutiny. Pupil progress Meetings. Individual pupil targeted assessments. Monitoring and regular review meetings. Internal data outcomes termly. Lesson observations and evaluations. RWI Assessments and regular regrouping of children to ensure needs are met.	KB (AHT) GM (AHT)	July 2020



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<p>Identify and remove barriers to learning to improve progress and attainment for disadvantaged pupils.</p>	<p>Specialist Screeners, Resources and Equipment (£2000)</p> <p>Educational Psychologist (£5000)</p> <p>Occupational Therapy Package – initial assessments and follow up programmes and review. (£3681)</p>	<p>Dyslexia and Visual Stress screeners identify key areas of need to enhance access to learning.</p> <p>Full EP cognitive and socio-emotional assessment identifies learning needs of targeted pupils who underachieve.</p> <p>OT assessments evidence equipment needed to remove barriers.</p> <p>Resources support children to access the learning.</p> <p>Pupils with sensory and motor needs have low levels of engagement. OT assessment identifies range of challenges and makes recommendations for overcoming barriers.</p>	<p>Learning Walks. Use of 5 step coaching model Use of IRIS Pupil voice. OT and EP reviews. Pupil Progress Meetings - Termly</p> <p>OT Review of Plans in place by outside professionals in collaboration with SENCO. Learning Walks. Individual plans and Provision mapping.</p>	<p>CB (SENCo)</p>	<p>July 2020</p>
<p>Greater depth children are challenged and achieve high attainment and progress.</p>	<p>Specific training to ensure all staff are equipped to plan challenging aspirational activities throughout the year (£2000)</p> <p>Quality first teaching to additional GD groups. (£5000)</p>	<p>Greater focus on challenge and greater depth across the school. New strategy to improve outcomes for Greater depth especially in writing.</p> <p>Teachers better equipped to deliver challenging, GD curriculum.</p>	<p>Staff training and programme of activities are timetabled throughout the year for GD children. Group sessions across all year groups evaluated including pupil voice.</p> <p>Observations. Data and Pupil Progress Meetings.</p>	<p>KB (AHT)</p>	<p>July 2020</p>
Total budgeted cost					£49 993



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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?
Children are safe and feel supported and are able to learn. Parents are supported	% Pastoral Support Manager. (£11,560)	A greater number of vulnerable families are evident. Increase parental engagement around curriculum knowledge. Disadvantaged children enter school with lower starting points than peers.	Improved attendance. Attendance at parental workshops Improved behaviour for learning.	JL (Head)	July 2020
Improve progress and attainment for all pupils. Early intervention to be delivered to targeted pupils.	Educational intervention programmes delivered by trained TAs (£20 000) Speech and Language Therapist - initial assessments and follow up programmes and review alongside staff training. (£3681) Delivery of Speech and Language Programmes. (£14 150) Sign along training for KS1 and HUB staff (£370) Use of Boxall profile (£150)	Targeted support to close the gaps for low attaining pupils. Implement targeted support and activities through SEND HUB. Pupils who enter school with poor language skills make low levels of progress. A higher number of nonverbal and EAL children are on roll in Early years and Year 1	Provision Mapping. Pupil progress meetings. Observations and monitoring. Pupil voice. Planning reviewing and scheduling of Hub activities. Use of Boxall profile to identify and track areas of need. Collaboration with staff to ensure needs are met. SENCo to monitor progress through provision mapping and individual targets. SALT Review of Plans in place by outside professionals in collaboration with SENCO. Learning Walks and coaching opportunities. Staff training Individual plans and Provision mapping.	CB (SENCo)	July 2020
To increase attainment and progress in Reading for disadvantaged pupils.	Beanstalk Reading Programme (£1000)	Identified low levels of enjoyment, engagement, attainment and progress in Reading for our vulnerable pupils across the school. Lack of parental engagement.	Pupil progress meetings. Pupil voice. Regular liaison with Beanstalk mentors. Review data.	KB (AHT) CB (SENCo)	July 2020



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Pupil outcomes reviewed by SEN specialist teacher.	% SEN Team (£10 000)	To ensure all low attainers are assessed as necessary and appropriate provisions are in place.	Provision Mapping. Pupil progress meetings. Collaboration with staff and parents. Pupil voice. Liaison with external agencies.	JL (Head)	July 2020
Improve behaviour for learning of pupils with sensory needs.	Sensory Provision (£500) Ongoing upkeep and additions to the Sensory Garden (1000) Early Years Sensory Provision (£500) SEND Hub (£500)	Children settled and ready to learn. Positive behaviour for learning established and maintained. Sensory needs are met. Vulnerable low attaining children receive specialist targeted activities to address their needs.	Provision mapping reviewed each term. Pupil voice. Sensory profile Plan, review and timetable of activities in the Hub. Observations	CB (SENCo)	July 2020
Improve behaviour for learning of pupils with emotional needs.	SENCo – Mindfulness resources, subscription and programme delivery. (£500)	Continued delivery of Mindfulness Programme across the school following previous targeted success. Children are more settled and ready to learn in the afternoons.	Learning Walks. Evaluation of behaviour logs Pupil voice.	CB (SENCo)	July 2020
All pupils have access to enriching extra-curricular experiences.	Extra-Curricular experiences for all Clubs / trips / educational visits (£12270) Access to Free Music lessons (£500) Griffin Drama Project (£2000) Griffin Arts Festival (£2000)	To ensure all children have equal opportunities and experiences. To ensure all children feel valued and part of the school community. To ensure all children engage with a club experience on a regular basis.	Regular analysis of club attendance. Termly reviews of clubs. Staff to incorporate club provision as part of their role. Plan club activity opportunities through scheduled days Feedback from parents.	JL (Head)	July 2020
Attendance for all pupils above national expectations.	% Attendance Advisory Service (£1620) Attendance Prizes (£300)	Attendance has improved over last 3 years and is in line with National. Ensure attendance remains a high priority and a focus for all.	AAP works closely with PSM and HT to monitor attendance and work with vulnerable families. Evaluation of attendance figures.	JL (Head)	July 2020
Total budgeted cost					£82 601

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?
Improved attendance. Improve children's readiness to learn.	Breakfast and Lunch Club (£3550)	Once basic needs are met pupils are able to access the curriculum. Improved attendance for pupils who attend breakfast club.	Vulnerable pupils signposted to breakfast club. Close collaboration between home and PSM. Review attendance figures to ensure most vulnerable pupils are being catered for.	JL (Head)	July 2020
Children engage with enriching experiences provided by the Trust	Trust Strategy contribution (£7376)	Previous experiences have enabled children to access activities and events they wouldn't normally have the opportunity to. Children are demonstrating greater confidence and resilience.	Ensure engagement with all Trust activities.	JL (Head)	July 2020
Children who are eligible, access free school meals	Software Data Analysis cost (£600)	All children and families are assessed including those eligible to Universal Free school Meals	1:1 meetings with Operations Manager	JL (Head)	July 2020
Vulnerable pupils to make at least expected progress in Reading, Writing and Phonics.	Lego Therapy delivered by trained TA (£150) Play Therapy delivered by Bradfields Specialist Support Services (£300)	Children with SEMH needs cannot fully access the learning until needs are addressed.	Completion of emotional wellbeing scales before and after sessions. Monitor progress and attainment through PP meetings. Communication with parents. Adopt Leuven Scales in Early Years Boxall Profile	GM (AHT)	July 2020
Broadening curriculum experiences.	Educational online subscriptions (£2000)	Ensure staff have access to appropriate resources, research and information to deliver a broad enriching curriculum to all children. (Mathletics /TT Rockstars /Whiterose /	Discussions with staff. Review of planning and curriculum. Parents engage with additional resources.	FB (AHT)	July 2020
Total budgeted cost					£9 606
Total					£146 520



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6. Review of expenditure				
Previous Academic Year – 2018-19		£139 240		
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)	Cost £40 491
Reduce gaps between PP and other pupils, in Maths, Reading and Writing.	Additional Intervention Teacher – Year 5 /6 (£31100) Utilise HLTA booster sessions throughout lower KS2 (£4891)	Improved outcomes 2018-19. KS2 combined for both PP and non PP increased. Gaps close throughout the whole of KS2. In year progress for the year 4 cohort does not meet our 6 steps for all children. There is a high number of EHCP and SEND children.	This approach is working successfully in upper KS2 and will continue throughout 2019-20 A more consistent approach is needed in Year 3 and Year 4 moving forward, following review. A greater number of Targeted assessments to identify individual needs and programmes of support.	£35 991
Remove barriers to learning.	Specialist Resources and Equipment (£2000)	Pupils were identified and outside support agencies were involved which supported staff, enabling personal targets to be set in line with need. Individual programmes in place effectively reduce learning barriers. Relevant resources purchased following assessments had a positive impact.	Assessments and resources have been effective in reducing barriers to learning. These will continue 2019-20. A greater number of learning walks to evaluate consistency of provision, following assessment across the school. Gain Pupil voice through the Learning Ministry.	£2000
Accelerated progress for all pupils. Gaps diminished between PP and other pupils.	Additional RWI phonics provision – resources and training. £500	Outcomes for phonics has decreased, however 2 children were dis-applied and have moved to specialist provision. The remainder of the cohort showed positive impact.	Ongoing training and evaluation will continue. Regular pupil assessments and children grouped to their need will be ongoing. Additional staff to undertake RWI training to support vulnerable children.	£500
Greater depth children are challenged and achieve high attainment and progress.	Specific training to ensure all staff are equipped to plan challenging aspirational activities. (£2000)	Results at KS2 showed that the % of children achieving Greater Depth was above National in RWM and combined. However this was not the case for PP children.	This strategy will be developed ensuring PP children are targeted in the GD/ Challenge activities across the school.	£2000



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ii. Targeted support				
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)	Cost £85 593
Children are safe and feel supported and are able to learn. Parents are supported	% Pastoral Support Manager. (£10 191)	Children are safe and happy. Have access to socialisation groups, nurturing groups, 1:1 mentoring. Mental Health first aider trained. Parental engagement has increased. Fixed term exclusion remains at zero (2018-19)	Pupil's emotional well-being is vital if they are to achieve. Support will continue both for the children and their families.	£10 191
Identify barriers to learning to improve progress and attainment for disadvantaged pupils.	Educational Psychologist (£5000) SENCo – Mindfulness training (£558)	Identified areas of need for vulnerable pupils informs teaching and learning experiences. Pupils enabled to access learning. Mindfulness sessions also included for year 4 children. Greater focus and improved behaviour for learning. Reduced levels of anxiety and inattention.	Individual EP assessment provides valuable insight into cognition and SEMH needs. Mindfulness has had a positive impact and will continue to be delivered with additional resources.	£5 558
Remove barriers to learning.	Occupational Therapy Package – initial (£3610) Assessments and follow up treatment, programme and final assessment review.	Individual OT pupil assessment, identified sensory and motor needs and enabled staff to be equipped to support individual learning. Recommendations were effectively incorporated into planning to remove barriers.	Personalised plans enable planning to be tailored to individual need. Focus to ensure consistency and application across the school.	£3610
Improve progress and attainment for all pupils. Early intervention to be delivered to targeted pupils.	Educational intervention programmes delivered by trained TAs (£22 000) Speech and Language Assessment Package (£3609) Delivery of Speech and Language Programmes. (£14 150)	See outcomes on Page 1, showing improvement throughout the school. Impact of targeted support evidenced on Provision map and through discussions during pupil Progress Meetings.	Consistent delivery of programmes impacts upon pupil confidence and progress. Early intervention enabled gaps to be narrowed in Literacy across Key Stage 1 for pupils with language difficulties. This support will be maintained.	£22 000 £3609 £14 150



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To increase attainment and progress in Reading for disadvantaged pupils.	Beanstalk Reading (£1926)	Impact noticed in KS1 children with progress in Reading, including self-esteem and confidence. The gap in Reading attainment for Pupil Premium children has been reduced.	Improved confidence and enjoyment of reading. Strategies in school have been effective. Engagement of parents reading with their children to remain a focus 2019-20	£1 926
Pupil outcomes reviewed by SEN specialist teacher.	% SEN Team (£10 000)	Successful appropriate screening assessments undertaken. Interventions reviewed and amended if needed. Liaison with external agencies is effective. Improvements in pupil resilience.	Early identification and intervention has been vital in providing tailored support. Increase in collaborative Outreach Support to ensure children's needs are addressed promptly. Staff training to continue to address additional pupil needs.	£10 000
Improve behaviour for learning of pupils with sensory needs.	Sensory Provision (£500) Design and create Sensory Garden (£829 – garden chimes) Early Years Sensory Provision (£100)	Children settled and ready to learn. Aided transition to classrooms at start of day. Positive behaviour for learning established. Visits to sensory room timetabled, effectively meeting the needs of targeted children.	This approach has a positive impact and will be in place next year. Continued use of the Sensory Garden for vulnerable children	£500 £829 £100
All pupils have access to enriching extra-curricular experiences.	Extra-Curricular experiences for all Clubs / trips / educational visits (£10000) Access to Free Music lessons (£1500)	Improved confidence of targeted children. Broadening the experiences of all children, developing social skills. All children accessed a variety of enriching opportunities.	Children excelled themselves in activities that stretched and challenged them – eg Shakespeare production. Additional experiences to be open to children – eg Opera project. Utilise “Special Days” to provide a club experience for every child.	£10 000 £1500
Attendance for all pupils above national expectations.	% Attendance Advisory Service (£1620)	Attendance in line with National, however not all groups in line with National.	Attendance to remain a focus for Pupil Premium children and those in year 2	£1620



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iii. Other approaches				
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)	Cost £13 156
Improved attendance. Improve children's readiness to learn.	Breakfast and Lunch Club (£3550)	Children ready for the day. Targeted PP children given breakfast were more ready to learn. Providing year 6 children with breakfast and snacks during SATs had a high impact on their stamina and outcomes.	Breakfast club is effective. Use as a resource when running early morning booster sessions. Continue to utilise Boxall Profile to address needs.	£3 550
Children engage with enriching experiences provided by the Trust	Trust Strategy contribution (£6962)	Experiences have enabled children to access activities and events they wouldn't normally have the opportunity to.	Fantastic opportunities for children. Positive responses from parents and pupils.	£6962
Children who are eligible, access free school meals	Software Data Analysis cost (£600)	All children who are eligible are able to access free school meals.	Although children in in Yr R and KS1 are eligible for Universal Free school meals it is vital they are targeted to see if they are also eligible for Pupil Premium funding.	£600
Vulnerable pupils to make at least expected progress in Reading, Writing and Maths.	In school Counselling Service (£100 resources)	See outcomes – KS2 Progress National data – in line or above National in RWM. As children progress through KS2 a greater number are achieving 100% progress. Pupil voice and parental feedback shows counselling having huge impact.	Adopt Leuven Scales in Foundation Stage. Implement mindfulness practice across the school.	£100
Broadening curriculum experiences.	Educational online subscriptions (£1944)	Children experience a variety of different learning strategies through on line resources.	Key to ensure all pupils engage in additional activities to enhance their experience.	£1 944