



# Pupil Premium Strategy Statement 2020-2021

1. Summary information					
<b>School</b>	<b>Lordswood</b>				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£147 950	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	404	<b>Number of pupils eligible for PP</b>	110	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment – Last validated set of results - 2019 outcomes				
	National Average	All	PP	Other
<b>Good Level Development</b>	(72%)	77%	67%	75%
<b>Year 1 Phonics</b>	(82%)	85%	74%	92%
<b>Year 2 Resits</b>	(91%)	100%	100%	100%
<b>KS1 Reading</b>	(75%)	89%	82%	91%
<b>KS1 Writing</b>	(69%)	80%	81%	80%
<b>KS1 Maths</b>	(76%)	96%	91%	97%
<b>KS1 Greater Depth Reading</b>	(25%)	37%	36%	37%
<b>KS1 Greater Depth Writing</b>	(15%)	6.5%	0%	8.6%
<b>KS1 Greater Depth Maths</b>	(22%)	43.5%	36%	46%
<b>KS2 Achieving Expected standard</b>				
<b>Reading</b>	(73%)	86%	80%	87%
<b>Writing</b>	(78%)	88%	80%	90%
<b>Maths</b>	(79%)	88%	70%	90%
<b>Combined (RWM)</b>	(65%)	82%	70%	85%
<b>KS2 Achieving Greater Depth</b>				
<b>Reading</b>	(27%)	29%	20%	28%
<b>Writing</b>	(20%)	29%	10%	33%
<b>Maths</b>	(27%)	29%	20%	31%
<b>Combined (RWM)</b>	(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
<b>Year 3 Reading</b>	75%	63%	80%
<b>Year 3 Writing</b>	86%	95%	83%
<b>Year 3 Maths</b>	75%	84%	70%
<b>Year 4 Reading</b>	73%	55%	83%
<b>Year 4 Writing</b>	82%	70%	88%
<b>Year 4 Maths</b>	88%	80%	93%
<b>Year 5 Reading</b>	90%	88%	91%
<b>Year 5 Writing</b>	92%	88%	94%
<b>Year 5 Maths</b>	92%	88%	94%
<b>Year 6 Reading</b>	100%	100%	100%
<b>Year 6 Writing</b>	100%	100%	100%
<b>Year 6 Maths</b>	100%	100%	100%



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## 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)

<b>A.</b>	Children entering Reception with significantly lower communication and language skills due to schools and nursery provision closing in March. On entry baseline is low.
<b>B.</b>	Lack of exposure to high quality phonics teaching during school closure, especially our pupils eligible for pupil premium.
<b>C.</b>	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)

<b>D.</b>	Low aspirations and expectations from home impact on attendance, outcomes and progress, especially as many of our disadvantaged children did not have consistent high quality home learning experiences during lock down.
<b>E.</b>	Some home learning environments lack support for the development of communication, language and literacy skills.
<b>F.</b>	Social needs due to complex family situations and profound emotional issues following COVID lockdown and returning to school

## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils eligible for early years pupil premium funding achieve expected milestones by the end of reception. Children meet GLD by the end of reception making accelerated progress to close the gaps.	Identified pupils receive targeted support. Increase in the percentage of EYFS pupils achieving expected outcomes, particularly in communication and Language.
<b>B.</b>	Pupil Premium and others make accelerated progress in Reading and Phonics. Attainment is at least in line with national expected outcomes.	Phonics achievement of pupil's eligible for PP is in line with non PP children and attainment in reading is in line with national expectation
<b>C.</b>	100% of pupils including those eligible for Pupil Premium funding achieve at least expected progress at Key Stage 2.	100% achievement for all pupils.
<b>D.</b>	Children are supported to ensure their emotional needs are met. Attendance improves for PP children. Parents are better equipped to support their child's learning.	Children are in school, happy, attaining and making progress. Attendance of PP children across the school is in line with the national average.
<b>E.</b>	Pupils eligible for pupil premium funding in Key Stages 1 and 2 have access to the internet to allow remote learning. Increased access to online workshops enables parents to support with home learning. School regularly engages remotely with parents to offer support.	All pupils eligible for pupil premium funding in Key Stage 1 and 2 are able to complete work remotely. Parents successfully support pupils at home with their learning.



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## 5. Planned expenditure

<b>Academic year 2020-2021</b>	<b>£147 950</b>
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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?
Children make accelerated progress in Reading and Phonics.	<p>Additional Intervention Teachers – Year 5 /6 and Year 4 (£25000) HLTA booster sessions throughout KS1 and 2 (£4900)</p> <p>Phonics online Programme. (£1100)</p> <p>Easter Booster sessions (£500)</p> <p>Additional RWI phonics provision – resources and training. (£300)</p>	<p>Improved progress outcomes and attainment in 2018-2019 for all children (Last validated data). Internal data for 2019-20.</p> <p>Tracking data shows improved outcomes for targeted pupils in Reading.</p> <p>Improved outcomes in PSC in 2018-2019 for most pupils.</p> <p>All new staff are trained and able to deliver high quality phonics sessions.</p> <p>Government guidelines recommend additional phonics sessions due to school closure.</p>	<p>Lesson observations and evaluations. Book scrutiny. Pupil progress Meetings.</p> <p>Individual pupil targeted assessments. Monitoring and regular review meetings.</p> <p>Internal data outcomes termly. Year 2 PSC in Autumn.</p> <p>Lesson observations and evaluations. RWI Assessments and regular regrouping of children to ensure needs are met.</p>	KB (AHT) GM (AHT)	July 2021
Identify and remove barriers to learning to improve progress and attainment for disadvantaged pupils.	<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. (£4000)</p>	<p>Dyslexia and Visual Stress screeners identify key areas of need to enhance access to learning. Full EP cognitive and socio-emotional assessment identifies learning needs of targeted pupils who underachieve. OT assessments evidence equipment needed to remove barriers. Resources support children to access the learning. 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>	CB (SENCo)	July 2021



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Children are challenged to achieve at least expected progress.	Specific training to ensure all staff are equipped to plan challenging aspirational activities throughout the year (£2000)  Quality first teaching to additional intervention groups. (£5000)	Greater focus on challenge and accelerated learning across the school following school closure.  New strategy to improve outcomes for in writing and reading.  Teachers better equipped to deliver challenging curriculum.	Staff training and programme of activities are timetabled throughout the year. Group sessions across all year groups evaluated including pupil voice.  Observations. Data and Pupil Progress Meetings.	KB (AHT)	July 2021
<b>Total budgeted cost</b>					<b>£49 800</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are safe and feel supported and their emotional needs are met to enable them to learn.	% Pastoral Support Manager. (£12,000)	Pupil's emotional well-being is vital if they are to achieve.	Monitor attendance 1:1 meetings to reduce anxieties.  Clear and regular communication with parents and pupils.	JL (Head)	July 2021
Pupil premium children can access remote learning.  Parents are able to support home learning.	Resources available to enable children to work at home  Staff trained to provide on line resources and workshops to engage parents. (£400)	Children need to be educated fulltime whether in school or at home to succeed.  Parents need to be confident and quipped with skills to support their child's learning.	All resources prepared in advance and made readily available.  On line workshops and curriculum support uploaded regularly.	KBa	July 2021



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<p>Improve progress and attainment for all pupils.</p> <p>Early intervention to be delivered to targeted pupils.</p>	<p>Educational intervention programmes delivered by trained TAs (£21 500)</p> <p>Speech and Language Therapist - initial assessments and follow up programmes and review alongside staff training. (£3700)</p> <p>Delivery of Speech and Language Programmes. (£14 500)</p> <p>Sign along training for KS1 and HUB staff (£370)</p>	<p>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.</p> <p>Children have missed 4 months of being in the education system.</p> <p>New staff need to be trained in sign along to enable pupils with poor communication skill to access the curriculum.</p>	<p>Provision Mapping. Pupil progress meetings. Observations and monitoring. Pupil voice. Planning reviewing and scheduling of Hub activities.</p> <p>Collaboration with staff to ensure needs are met. SENCo to monitor progress through provision mapping and individual targets.</p> <p>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.</p>	<p>CB (SENCo)</p>	<p>July 2021</p>
<p>Pupil outcomes reviewed by SEN specialist teacher.</p>	<p>% SEN Team (£10 000)</p>	<p>Low attainers need targeted support which is identified early in order to accelerate learning.</p>	<p>Provision Mapping. Pupil progress meetings. Collaboration with staff and parents. Pupil voice. Liaison with external agencies.</p>	<p>JL (Head)</p>	<p>July 2021</p>
<p>Improve behaviour for learning of pupils with sensory needs.</p>	<p>Sensory Provision (£493)</p> <p>Ongoing upkeep and additions to the Sensory Garden – sensory path (£1000)</p> <p>Early Years Sensory Provision (£500)</p> <p>SEND Hub (£500)</p>	<p>When sensory needs are met children settled and ready to learn.</p> <p>Positive behaviour for learning is established and maintained.</p> <p>Vulnerable low attaining children need to receive specialist targeted activities.</p>	<p>Provision mapping reviewed each term. Pupil voice.</p> <p>Sensory profile</p> <p>Plan, review and timetable of activities in the Hub.</p> <p>Observations</p>	<p>CB (SENCo)</p>	<p>July 2021</p>
<p>Improve behaviour for learning of pupils with emotional needs</p>	<p>SENCo – Mindfulness resources, subscription and programme delivery. (£500)</p>	<p>Children are more settled and ready to learn, equipped with mindfulness techniques</p>	<p>Learning Walks. Evaluation of behaviour logs Pupil voice.</p>	<p>CB (SENCo)</p>	<p>July 2021</p>



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All pupils have access to enriching extra-curricular experiences.	<p>Extra-Curricular experiences for all Clubs / trips / educational visits (£12270)</p> <p>Access to Free Music lessons (£500)</p> <p>Griffin Drama Project (£2000)</p> <p>Griffin Arts Festival (£2000)</p>	<p>All children need a broad and balanced curriculum to become a well-rounded individual.</p> <p>Children who have rich experiences, widen their vocabulary.</p> <p>Children feel valued and part of the school community.</p>	<p>Regular analysis of club attendance.</p> <p>Termly reviews of clubs.</p> <p>Staff to incorporate club provision as part of their role.</p> <p>Plan club activity opportunities through scheduled days</p> <p>Feedback from parents.</p> <p>Completion of Lordswood Passport.</p>	JL (Head)	July 2021
Attendance for all pupils above national expectations.	<p>% Attendance Advisory Service (£1620)</p> <p>Attendance Prizes (£300)</p>	<p>All children need to attend school to access the full curriculum and fulfil their potential.</p> <p>Children who attend daily develop a sense of community and positive social experiences.</p>	<p>AAP works closely with PSM and HT to monitor attendance and work with vulnerable families.</p> <p>Evaluation of attendance figures.</p>	JL (Head)	July 2021
<b>Total budgeted cost</b>					<b>£84 153</b>

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance. Improve children's readiness to learn.	Breakfast and Lunch Club (£3550)	<p>Once basic needs are met pupils are able to access the curriculum.</p> <p>Improved attendance for pupils who attend breakfast club.</p>	<p>Vulnerable pupils signposted to breakfast club. Close collaboration between home and PSM.</p> <p>Review attendance figures to ensure most vulnerable pupils are being catered for.</p>	JL (Head)	July 2021
Children engage with enriching experiences provided by the Trust	Trust Strategy contribution (£7397)	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 2021



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Children who are eligible, access free school meals	Software Data Analysis cost (£600)	If basic needs are not met children are unable to thrive.	1:1 meetings with Operations Manager	JL (Head)	July 2021
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	GM (AHT)	July 2021
Supporting and engaging children with the curriculum.	Educational online subscriptions (£2000) (Mathletics /TT Rockstars /Whiterose )	Children engage enthusiastically with on line media which consolidates their learning	Discussions with staff. Review of planning and curriculum Children engage with additional resources and gain certificates.	FB (AHT)	July 2021
<b>Total budgeted cost</b>					<b>£13 997</b>
<b>Total</b>					<b>£147 950</b>



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6. Review of expenditure				
Previous Academic Year – 2019-20		£146,520		
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 <b>£49 493</b>
Reduce gaps between PP and other pupils, in Reading and Phonics.	<p>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)</p> <p>Easter Booster sessions (£500)</p> <p>Additional RWI phonics provision – resources and training. (£300)</p>	<p>Difficult to assess against data outcomes due to schools closing in March. Internal data showed children were on track.</p>	<p>This approach is working successfully in upper KS2 and will continue throughout 2020-21</p> <p>A greater number of Targeted assessments to identify individual needs and programmes of support.</p> <p>Following Government guidelines increased phonics sessions to be in place for catch up due to lockdown.</p>	£31812
Identify and remove barriers to learning to improve progress and attainment for disadvantaged pupils.	<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>Pupils were identified and outside support agencies were involved, which supported staff, enabling personal targets to be set in line with need.</p> <p>Individual programmes in place effectively reduce learning barriers.</p> <p>Relevant resources purchased following assessments had a positive impact.</p> <p>Individual OT pupil assessment, identified sensory and motor needs and enabled staff to be equipped to support individual learning.</p> <p>Recommendations were effectively incorporated into planning to remove barriers.</p>	<p>Assessments and resources have been effective in reducing barriers to learning. These will continue 2020-21</p> <p>A greater number of learning walks to evaluate consistency of provision, following assessment across the school.</p> <p>Gain Pupil voice through the Learning Ministry.</p> <p>Personalised plans enable planning to be tailored to individual need.</p> <p>Focus to ensure consistency and application across the school.</p>	£17681



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Greater depth children are challenged and achieve high attainment and progress.	Specific training to ensure all staff are equipped to plan challenging aspirational activities throughout the year (£2000)  Quality first teaching to additional GD groups. (£5000)	No validated outcomes due to school closure from 20 <sup>th</sup> March  Positive impact seen from the Internal data of the remainder of the cohort.	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.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£82 201</b>
Children are safe and feel supported and are able to learn. Parents are supported	% Pastoral Support Manager. (£11,560)	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 (2019-20)	Pupil's emotional well-being is vital if they are to achieve.  Support will continue both for the children and their families especially under current circumstances following a long absence from school	£11 560
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)	Internal data showed improvement throughout the school up until school closure.  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.	£38 351



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To increase attainment and progress in Reading for disadvantaged pupils.	Beanstalk Reading (£1000)	Impact noticed in KS1 children with progress in Reading, including self-esteem and confidence.  The gap in Reading attainment for Pupil Premium children was closing up until March.	Improved confidence and enjoyment of reading.  Strategies in school have been effective. Engagement of parents reading with their children to remain a focus 2020-21.	£1 000
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)  Ongoing upkeep and additions to the Sensory Garden (1000)  Early Years Sensory Provision (£500)  SEN Hub (£500)	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	£2100
Improve behaviour for learning of pupils with emotional needs.	SENCo – Mindfulness resources, subscription and programme delivery. (£500)	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



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All pupils have access to enriching extra-curricular experiences.	<p>Extra-Curricular experiences for all Clubs / trips / educational visits (£12270)</p> <p>Access to Free Music lessons (£500) Griffin Drama Project (£2000) Griffin Arts Festival (£2000)</p>	<p>Improved confidence of targeted children.</p> <p>Broadening the experiences of all children, developing social skills.</p> <p>All children accessed a variety of enriching opportunities. During term 5 and 6 these experiences were through virtual events.</p>	<p>Children excelled themselves in activities that stretched and challenged them – eg Shakespeare production.</p> <p>Additional experiences to be open to children – eg Opera project.</p> <p>Utilise “Special Days” to provide a club experience for every child.</p> <p>Incorporate a greater number of virtual events in case of extended home learning.</p>	£16770
Attendance for all pupils above national expectations.	<p>% Attendance Advisory Service (£1620)</p> <p>Attendance Prizes (£300)</p>	<p>Attendance has improved over last 3 years, however attendance figures this year are skewed due to school closure and only reopening for key year groups. Those not choosing to attend marked as C code.</p> <p>Ensure attendance remains a high priority and a focus for all.</p>	Attendance to remain a focus for all children.	£1920

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved attendance. Improve children’s readiness to learn.	Breakfast and Lunch Club (£3550)	<p>Children ready for the day. Targeted PP children given breakfast were more ready to learn.</p> <p>Keyworker and vulnerable children were encourage to attend during lockdown, with meals provided.</p>	<p>Breakfast club is effective.</p> <p>Use as a resource when running early morning booster sessions.</p>	£3 550
Children engage with enriching experiences provided by the Trust	Trust Strategy contribution (£7326)	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.	£7326



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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 and hampers were provided during lockdown including Easter and half term. Government vouchers were issued for the summer holiday to all PP children.	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 Phonics.	Lego Therapy delivered by trained TA (£150)  Play Therapy delivered by Bradfields Specialist Support Services (£300)	Internal data showed children on track to make at least expected progress  Pupil voice and parental feedback shows counselling having huge impact.	Adopt Leuven Scales in Foundation Stage. Implement mindfulness practice across the school.	£450
Broadening curriculum experiences.	Educational online subscriptions (£2000)	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.	£2000