

Pupil premium strategy / self-evaluation Lydiard Millicent CE Primary

1. Summary information					
School	Lydiard Millicent Primary School				
Academic Year	2019-2020	Total PP budget	£9,120	Date of most recent PP Review	09.18
Total number of pupils	192	Number of pupils eligible for PP	10	Date for next internal review of this strategy	04.20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	R-80% W-70% M-80%	
% making expected progress in reading (as measured in the school)	90%	
% making expected progress in writing (as measured in the school)	70%	
% making expected progress in mathematics (as measured in the school)	90%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social need – lack of confidence in a variety of social situations which impacts on ability to access collaborative learning effectively.
B.	Gaps in knowledge and skills from starting school later due to living in another country
C.	Attainment by pupils eligible for PP not in line with non-PP pupils in some year groups.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Development of social skills needed to support friendships to enable pupils to be emotionally ready to learn

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Children will have access to extra-curricular activities to support the growth of their self-confidence as well as supporting the development of peer relationships.	<p>Children will have more confidence in themselves socially and will be able to more effectively access collaborative learning.</p> <p>Children will be observed as settled and confident in class with higher levels of motivation and resilience.</p>
B.	Vulnerable children make good progress in reading, spelling, writing and maths and begin to close the gap between their attainment and that of their peers.	<p>Increase in percentage of pupils who are eligible for PP funding reaching age related expectations. Closing the gaps between PP and non-PP pupils.</p> <p>Teachers deliver quality first teaching enabling children to make good progress and achieve age-related expectations.</p>
C.	As B	

D.	Pupils will have fewer friendship difficulties and a more stable friendship group which will enable them to be more emotionally ready for learning.	Pupils will be observed in class and on the playground having healthy relationships with their peers. Following break and lunch times, pupils will be emotionally ready for learning (this could be evidenced in amount of learning completed; pupil voice; teacher voice; observations) .
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5. Review of expenditure	
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Previous Academic Year	2018-19 (£18,879.54)
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i. Quality of teaching for all	
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Action	Intended outcome	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
In class TA/HLTA support	<p>To enable pupils to access the curriculum by providing specific support/scaffolding as necessary.</p> <p>To accelerate pupil progress by enabling pupils to learn in smaller groups.</p> <p>To enable pupils emotional needs to be met so that they, as well as the other pupils in class, are able to learn more effectively.</p>	Pupils made expected and sometimes accelerated progress. The impact was seen with both PP and non-PP pupils.	This approach was effective and would be used again.	£6.000

CPD externally and within school to ensure teaching is of the highest possible standard	Quality first teaching for all Improved staff subject knowledge	Improved staff subject knowledge in targeted areas Monitoring of teaching and learning showed improved quality of teaching and personalised provision.	Further external CPD for English and Maths subject knowledge needed.	
Release for the Deputy Head and other senior leaders monitor the work alongside colleagues to further improve best practice.	Improved outcomes in reading, writing and maths Improved confidence and engagement in their learning for children	Improved outcomes in some areas. Evidence gathered at external inspections showed progress over time and progress in pupil books. Pupil voice gathered during inspections, including during lesson observations, confirmed that pupils had high levels of	Refine assessment procedures	
ii. Targeted support				
Action	Intended outcome	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
Small group and individual interventions, with a focus upon targeted reading, writing and maths objectives.	For pupils to meet specific objectives which would support them in moving towards age related expectations.	For some targeted pupils, steps were taken towards closing the gap.	An effective strategy. Where most effective, there were very clear, specific objectives targeted which fed into whole class learning.	£4,170

One-to-one ELSA sessions or play therapy (including supervision).	To provide emotional support for pupils to enable them to learn more effectively.	Pupils made emotional gains which enabled them, as well as the pupils around them, to learn more effectively.	We will continue with this approach.	£4,970
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iii. Other approaches

Action	Intended outcome	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
To enhance the engagement of Pupil Premium pupils in extra curricular activities	<p>Pupils are able to fully participate in school trips and residentials</p> <p>First hand experiences broadened so that learning is supported</p> <p>Improved confidence for pupils</p> <p>Social skills such as team work and the feeling of belonging are developed in the participation of trips and visits</p>	<p>Increased children participation in extra-curricular activities including trips and residentials.</p> <p>A range of topic related and life enhancing experiences and opportunities were provided over the year and led to improved outcomes in recorded learning.</p> <p>Pupil voice and residential feedback indicates that attendance led to improved relationships and increased confidence back in school.</p>	We will continue with this approach	£1550

6. Planned expenditure

Academic year	2019-22 (£9,120)
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide high quality English & Maths CPD for teaching staff through Integra training programme	Improved staff subject knowledge in English and Maths Improved attendance	Pupil data for Writing. Staff voice for English Review of planning in 18/19 identified a need for increased subject knowledge. Quality assured provider used by the Trust	Clear programme that is well established Commitment of SLT Release time secured Staff pairings NFER Testing	CL	July 2020
Provide a structured progression of high quality texts from EYFS to Year 6	Increase the quality of reading experiences children are engaging with	Staff voice for English planning Monitoring of planning and subject knowledge Research of quality schemes and texts	Planning time given Resources purchased Monitoring of ongoing planning and pupils books	SLT	April 2020
Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Small group and individual interventions, with a focus upon targeted reading, writing and maths objectives.	Gaps will be filled, enabling pupils to move towards ARE.	It is a strategy which has been effective in the past. TA led groups can fill specific gaps for targeted pupils.	TAs leading sessions will have relevant skills, experience and training. Communication around progress between class teacher and intervention lead TA.	SB	July 2020
Social skills/ELSA teaching groups	Children accessing this support are reported to be accessing age related expectations	Education Endowment Foundation found on average emotional literacy interventions have an identifiable and significant impact on attitudes to learning, social relationships and attainment itself (4 months additional progress on average).	SENCO will monitor and review ELSA timetable, provision and impact reports	SENCO	July 2020
Total budgeted cost					£7,370
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Access to extra-curricular activities, including day and residential class trips.	Enrich the curriculum for targeted pupils as well as developing their confidence.	This has been an effective strategy in the past in raising pupils' confidence in social situations.	SLT and SBM to monitor the provision for children; taking PP into account when planning trips; monitoring the children who do not attend and following up with parents as to why.	SB	July 2020

Total budgeted cost					£1750