



Lane End Primary Pupil Premium Strategy Statement (2020 - 2021)

School overview

Metric	Data
School name	Lane End Primary School
Pupils in school	387*
Proportion of disadvantaged pupils	37.2%*
Pupil premium allocation this academic year	£199,473*
Academic year or years covered by statement	2019-21
Publish date	April 2020
Review date	July 2021
Pupil premium lead	Asa Britton
Governor lead	Phil Goodfield

*figures correct as of date of budget setting April 2020

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a as yet as no KS2 progress data
Writing	
Maths	

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	n/a as yet as no KS2 attainment data
Achieving high standard at KS2	
Meeting expected reading standard at KS1	Due to COVID 19 and school closures, no statutory assessments were possible in this academic year.
Meeting expected maths standard at KS1	
Meeting expected writing standard at KS1	
Achieving high reading standard at KS1	
Achieving high maths standard at KS1	
Achieving high writing standard at KS1	
Meeting GLD at end of EYFS	
Meeting Y1 Phonics screening threshold	
Meeting Y2 Phonics retest threshold	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected/+ reading standard at KS2*	54% (+8% from KS1)
Meeting expected/+ maths standard at KS2*	56% (+8% from KS1)
Meeting expected/+ writing standard at KS2*	48% (+4% from KS1)
Achieving high reading standard at KS2*	17% (+4% from KS1)
Achieving high maths standard at KS2*	12% (+4% from KS1)
Achieving high writing standard at KS2*	4% (+4% from KS1)
Meeting expected reading standard at KS1*	52% (+4% from EYFS)
Meeting expected maths standard at KS1*	58% (+2% from EYFS)
Meeting expected writing standard at KS1*	52% (+4% from EYFS)
Meeting GLD at end of EYFS	TBC after baseline
Meeting Y1 Phonics screening threshold	66%
Meeting Y2 Phonics retest threshold	TBC (post COVID school closure arrangements)

*Lane End stable cohort targets from KS1 or EYFS

Disadvantaged pupils targeted academic support for current academic year

Measure	Activity
Priority 1 Improve <u>communication skills</u> and continue to diminishing differences in language development	Targeted speech, language and communication focus work for disadvantaged pupils, from additional school based specialist staff, and traded speech therapist time
Priority 2 Improve <u>reading fluency</u> and comprehension skills and diminish any differences in phonological skills and awareness	Reading Lead teacher and Phonics Champion, in conjunction with class teachers, rigorously track progress of pupils in reading fluency, phonics and comprehension skills – directing staff to targeted pupils for bespoke support and intervention to address and gaps
Priority 3 Build secure <u>mathematical understanding and fluency</u> , and diminish any differences in numerate competencies	Maths Lead teaching to rigorously track progress of pupils in maths fluency, reasoning and problem solving skills– directing staff to targeted pupils for bespoke support and intervention to address and gaps
Barriers to learning these priorities will address	These measures will: • Address communication and language needs that are a barrier to effective access to all learning • Address reading needs that are a barrier to effective access to all areas of learning • Develop a depth of mathematical understanding that will be a secure base for accelerating learning and acquisition of skills in all areas of mathematics
Projected spending	£65, 000 (approx.)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2	July 2021
Progress in Writing	Achieve national average progress scores in KS2	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2	July 2021
Phonics	66%	July 2021
Other	Continue to impact on, and improve attendance of disadvantaged pupils to under 12% (19-20:14.4%)	July 2021

Measure	Activity
Priority 1 Improve <u>communication skills</u> and continue to diminishing differences in language development	Staff training on Talk Matters principles and strategies – used throughout all curriculum provision SLA with school improvement Talk Matters team/specialist to provide ongoing training and support for Oracy lead teacher Continued training on Talk Matters strategies and use of Kagan Structures
Priority 2 Improve <u>reading fluency</u> and comprehension skills and diminish any differences in phonological skills and awareness	Reading Lead teacher to continue to provide ongoing support, monitoring and evaluation of effective reading provision CPD on effective 'Take a Skill' practices and age related expectations of skills and competencies Continue with bespoke phonics staff training, including local authority reading and phonics network groups and CPD
Priority 3 Work with Maths Hub to adopt and embed a <u>mastery teaching approach</u> from EYFS upwards	Staff to attend training on Maths Mastery in EYFS and embark on a 2 year, evidence based programme in school Staff CPD on maths mastery approach, to be used in all maths planning & provision
Barriers to learning these priorities will address	These measures will: • Support staff to address communication and language needs that are a barrier to effective access to all learning • Ensure all staff are providing high quality reading provision and rapid intervention/catch up measures when identified • Aid staff in supporting children to develop a depth of mathematical understanding that will be a secure base for accelerating learning and acquisition of skills in all areas of mathematics
Projected spending	£34,00 (approx.)

Wider strategies for current academic year

Measure	Activity
Priority 1 Pupils Personal Development	Small group intervention and nurture including purchase of modular building so as to have a physical space for this work

Build on pupils' personal, social and emotional development through enrichment experiences, which will affect self-esteem, self-control and positive attitudes. Personal, social and emotional needs of pupils eligible for PP are supported effectively, so are less of a barrier to successful learning experiences	Super Learning Powers CPD, staffing allocation and resources Restorative Practice CPD, staffing allocation and resources Lane End Challenges Programme subsidised Appointment of Behaviour Inclusion Lead, creation of a Restorative Practice Lead Practitioner and additional member of staff to support SEMH needs Subsidise trips, (including Y5/6 residential trip) enabling all learners to access these experiences, developing key life skills – including leasing costs of 2 mini buses, and associated staff training
Priority 2 Attendance and Punctuality To support and engage with parents, so as to increase attendance and punctuality rates for pupils eligible for PP. Reduce the % of current EYPP/PP pupils at Red level to under 18% and under 15% at Amber level. Overall PP attendance maintains or improves from 94.8%, and remains in line with non-eligible pupils. Reduce PA from 15.9% to under 12%	Family Support Worker employed to monitor pupils and follow up quickly on absences. Attendance SLA and package of training First day response provision – including use of mini bus to support targeted families Attendance Awareness Campaign Attendance Initiatives Review and reintroduce a viable Walking Bus/ Walking Family Buddy Scheme
Barriers to learning these priorities will address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£100,000 (approx.)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow for staff development	Senior leadership model to support additional cover and release
Targeted support	Ensuring lead teachers have sufficient time/capacity to implement programme, carry out ongoing assessments and have enough staff to allocate to need identified	Senior leadership model to support additional cover and release Additional Learning Leaders appointed to support work needed
Wider strategies: Pupils Personal Development Attendance and Punctuality	Effective engagement with the identified families facing most challenges Increasing % of pupils with SEMH needs that require intensive or ongoing support, and space to carry out targeted work	Appointment of Family Support Worker to target support and engagement Strengthening of Inclusion Team so as to increase capacity to target support Purchase of 2 modular buildings to create intervention space

Review: last year's aims and outcomes*

Aim	Outcome
To support and engage parents, so as to increase attendance and punctuality rates for pupils eligible for EYPP/PP.	Continued improvement in disadvantaged pupils attendance (increase from 94.8% to 95.1%) and better attendance than non disadvantaged pupils (94.9%)
Engage all parents, develop and strengthen effective parent-school partnership working and family support so as to remove or lessen potential barriers to learning.	Increased engagement from parent with Tapestry (EYFS -) Continued high attendance at learning events and parents meetings
Build on pupils' personal, social and emotional development through enrichment experiences, which will impact on self-esteem, self-control and positive attitudes. Personal, social and emotional needs of pupils eligible for EYPP/PP are supported effectively, so are less of a barrier to successful learning experiences	Comprehensive programme of enrichment activities undertaken (such as theatre and concert trips, visits), Lane End Challenges and residential trips – high levels of engagement and positive response Pastoral programme of nurture and intervention implemented – examples of clear successes, others needed a more intensive/bespoke ongoing approach.

***As a result of school closures from Spring onwards, a full evaluation as planned was not possible.**