



Lane End Primary Pupil Premium Strategy Action Plan and Statement 2019 - 2020

1. Summary information					
School	Lane End Primary School				
Academic Year	2019/20	Total PP budget	£183,480* (PP) £770 per term = £5390* (3 x EYPP, 4 x PP+)	*These figures are those correct at time of budget setting.	
Total number of pupils	376*	Number of pupils eligible for PP	139* (though 149 pupils were identified as PP eligible and supported as such)	Date for next internal review of this strategy	Jan 2020
		Number of pupils eligible for EYPP	3*		

2. Attainment				
	Lane End Pupils eligible for PP	Lane End Pupils not eligible for PP	Pupils eligible for PP (National average 2018)	Pupils not eligible for PP (National average)
% achieving GLD (End of EYFS)	2017 – 2018 – 37% 2018 – 2019 – 47.1%	2017 – 2018 – 62.5% 2018 – 2019 – 57.1%		
% achieving Age Related Expectations in Reading (End of KS1)	2017 – 2018 – EXS/+ 34.5% GDS: 10.3% 2018 – 2019 – EXS 41.2% GDS 12.1%	2017 – 2018 – EXS/+64.3% GDS: 21.4% 2018 – 2019 – EXS 37.2% GDS 16.3%	60.3%	77.9%
% achieving Age Related Expectations in Writing (End of KS1)	2017 – 2018 – EXS/+ 38.9% GDS: 3.4% 2018 – 2019 – EXS 52.9% GDS 0%	2017 – 2018 – EXS/+ 53.6% GDS: 3.6% 2018 – 2019 – EXS 34.9% GDS 9.3%	53.3%	72.4%
% achieving Age Related Expectations in Maths (End of KS1)	2017 – 2018 – 37.9% GDS: 10.3% 2018 – 2019 – EXS 44% GDS 25%	2017 – 2018 – 60.7% GDS: 32.1% 2018 – 2019 – EXS 30.2% GDS 18.6%	60.9%	78.6%
% making good or better rates of progress in reading (Year 2)	2017 – 2018 – 100% Accelerated: 44.8% 2018 – 2019: 93.8% Accelerated: 31.3%	2017 – 2018 – 96.4% Accelerated: 28.6% 2018 – 2019: 100% Accelerated: 37.2%		
% making good or better rates of progress in writing (Year 2)	2017 – 2018 – 100% Accelerated: 44.8% 2018 – 2019: 93.8% Accelerated: 18.8%	2017 – 2018 – 100% Accelerated: 21.4% 2018 – 2019: 97.7% Accelerated: 37.2%		
% making good or better rates of progress in maths (Year 2)	2017 – 2018 – 100% Accelerated: 48.3% 2018 – 2019: 100% Accelerated: 43.8%	2017 – 2018 100% Accelerated: 50% 2018 – 2019: 100% Accelerated: 32.6%		

3. Barriers to future attainment of the pupil premium eligible cohort		
In-school barriers		
A.	Language and communication skills are lower for pupils eligible for PP at the start of EYFS. PP at age related expectations at baseline: 42.9% Understanding and 21.4% Speaking	
B.	EYFS GLD (See table above) Continue to maintain and increase % of pupils who are eligible for PP that are making 'good or better' rates of progress in comparison to those achieving 'expected' levels of progress in all year groups in Reading, Writing and Maths Lower % of pupils, than local and national PP comparators*, are attaining age related expectations at the end of KS1 – particularly in Reading and Maths (See table above)	
C.	21.4% of the PP cohort have identified personal, social or emotional needs which are barriers to these children achieving their full potential, and if unsupported/addressed, will have a detrimental effect on their academic progress. 10.7% of these are at a very high risk rating.	
External barriers		
D.	Attendance rates for pupils eligible for PP were 94.8% however 23.6% of the Lane End PP cohort 18-19 were at Red (below 90% or unacceptable patterns evident) with 17.8% at Amber Level (below 92%).This reduced their school hours and causes them to fall behind with their learning.	
E.	A significant % of parents and families for pupils eligible for PP are known to school to be facing, and coping with, a range of challenges in the home, including situations of crisis, and are being supported by the Pastoral Team (30.8%, with 9.3% at the higher levels of support). A number of families find it more difficult to work in the most effective learning partnerships with school also. These factors impact on children's readiness for learning each and every day.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication skills and continue to diminishing differences in language development since in baseline in F1, ensuring pupils eligible for PP are effectively accessing the curriculum as they move through the EYFS, and into KS1.	Pupils eligible for PP in Early Years make early rapid progress in Communication and Language so that 40%+ pupils eligible for PP meet age related expectations in Speaking and 50% in Understanding. The differences between lower attaining pupils than their peers in KS1, as a result of stage of language development (including multilingual pupils eligible for PP), are diminished, as evidenced in improving reading and writing outcomes.
B.	Maintain, and where possible, increase rates of progress across KS1, (and all other year groups) significantly in Reading and Writing, so that higher % achieve at a 'good' level, and that % are in line in Maths with non-eligible peers. Raise the % of pupil achieving Age Related Expected at the end of KS1, and particularly in Reading, so that is comparable with other core subjects	'Good and better' rates of progress of (90% plus) are achieved by pupils eligible for PP in Writing across KS1, and comparable in maths with non-eligible peers. Age related expectations in Reading at the end of KS1 is above 45%, and continue a pattern of improvement in Writing and Maths.
C.	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.	Identified pupils' profile in Super Learning Powers/Characteristics of Effective Learning is strengthened. Reduced incidents of emotional, behavioural support or nurture sessions needed/ recorded for identified pupils. Increased improvement in RAG rated levels of support assessed. Higher levels of involvement in enrichment opportunities, and increased engagement with school ethos initiatives/projects.
D.	To support and engage parents, so as to increase attendance and punctuality rates for pupils eligible for EYPP/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%
E.	Engage all parents, develop and strengthen effective parent-school partnership working and family support so as to remove or lessen potential barriers to learning.	Improve links with multilingual families, to increase involvement in wider school community and events, and to support home-school learning partnership. Parents will access school learning support or ESOL classes locally, following signposting. Continued strong attendance at school learning focused events.

5. Planned expenditure					
Academic year	2019/20				
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?
A. Improve communication skills and continue to diminishing differences in language development	Staff training on developing and building on 'Communication Friendly' Principles and 'Talk Matters' strategies, with a focus on: - pupil led interactions - peer to peer communication strategies - Structure of 'teacher talk' - Collaborative Structures Plan in speech and language opportunities across the curriculum/daily learning opportunities	We want to invest some of the EYPP/PP in longer term change which will help all pupils Significant % of children in EYFS assessed as having S&L as a barrier to further progress. Continuing with the school development work on securing and embedding 'Communication Friendly' and 'Talk Matters' Principles in learning provision will support this aim, as improvements in S&L outcomes in EYFS last year evidenced.	Trail strategies in staff triads – continually share, review and evaluate impact, refine techniques to maximise outcomes Use whole staff CPD sessions to deliver training. Lessons from training, trials and monitoring embedded in refined school feedback policy. SaLT assessments/ feedback Effective and targeted deployment of specialist communication staff	SLT	Jan 2020 July 2020 Monitoring/ Learning Reviews
B. Maintain, and where possible, increase rates of progress across KS1, significantly in Reading and Writing, so that higher % achieve at a 'good' level, and that % are in line in Maths with non-eligible peers. Raise the % of pupil achieving Age Related Expected at the end of EYFS so that is comparable with other core subjects	Staff training on high quality feedback – both oral and written Development and refinement of approaches to planning and provision Promotion and drive towards independent application, depth and security of understanding Embed Lane End A.R.E. Milestones and KPIs to ensure progress is accelerated towards age related expectations Continue to build 'Learning Team Around the Child' approach – staffing structure that maximises opportunities for responsive planning and focused assessments for meet individual needs	Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. EEF Teaching and Learning Toolkit Feedback +8 months EEF Teaching and Learning Toolkit Mastery Learning +5 The Pupil Premium: How Schools are spending the funding successfully to maximise achievement Feb 2013 “Systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it.”	CPD 321 reports to assess all staff have secured key messages Monitoring of planning/learning shows impact of approach Pupil progress reviews/ data lockdowns PM Appraisal systems	SLT (AB, LT, LS, RB, SW, EM)	Ongoing 321 reports following SDMs See also Teaching & Learning Monitoring
Total budgeted cost					£33,000 (approx.)

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?
A. Improve communication skills and continue to diminishing differences in language development	1:1 and small group provision of Language Intervention, beginning from Nursery onwards: - Word Aware - Early Talk Boost - Talk Boost - DEL's Breakfast Club - Early Words Employ a Speech and Language Therapist 0.5 days per week Use of communication specialist staff in school	Success was evidenced in 2018 – 2019: All children with Speech Therapy Action Plans met targets/made progress Talk Boost cohorts (x4) 93% made accelerated progress EEF Early Years Toolkit - +6 for communication and language approaches EEF Teaching and Learning Toolkit Early Years Intervention +5 EEF Teaching and Learning Toolkit Oral Lang intervention +5	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Specialist speech and language CPD, and coaching and mentoring SaLT assessments SENCO observations/drop in	SENCO (KR) and SaLT (TP) Communication Learning Leaders HD, JD)	Jan 2020 Jun 2020 Data drop assessments
B. Maintain, and where possible, increase rates of progress across KS1, significantly in Reading and Writing, so that higher % achieve at a 'good' level, and that % are in line in Maths with non-eligible peers. Raise the % of pupil achieving Age Related Expected at the end of KS1, and particularly in Reading, so that is comparable with other core subjects EYFS GLD to increase	Investment in additional hours for Lane End Learning Leaders (before and after school) – staffing structure that maximises opportunities for responsive planning and focused assessments for meet individual needs CPD for all staff, including learning support staff, incorporating bespoke coaching and mentoring sessions to enhance quality of interventions delivered Staff training on high quality feedback – both oral and written 'Bias the learning and feedback' to support the aim of diminishing any differences Invest in specialised intervention programmes/resources to support identified need	We want to provide extra support to continue to raise levels of attainment and progress. Small group interventions with highly qualified staff have been shown to be effective, as referenced in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. CPD, and whole staff team training/professional as well as specialised in-school specific training have proved highly successful in school last year – as evidence in various external professional reports 'EEF website: Making best use of teaching assistants' – help pupils develop independent learning skills and manage their own learning <i>"Learning leaders have positively engaged with the coaching sessions and as a result many children with SLCN in school have made significant progress with their speech and language skills."</i> <i>Speech and Language Team, Leeds</i> <i>"The staff I have worked with have been pro-active and by implementing recommendations there has been an accelerated rate of progress for the students on my caseload."</i> Sarah Empson, SEN Officer, SEN & Inclusion Team (South)	Extra teaching and learning time and preparation time - directed. CPD 321 reports Teaching and Learning Monitoring/ Review Pupil Premium Governor Monitoring visit Intervention Provision Map – including data/progress reviews Pupil progress reviews/ data lockdowns	Pupil Premium Lead SLT SENCO /Inclusion Lead Teacher	Data lockdowns See Teaching and Learning Monitoring schedule Governor Monitoring visit Autumn 2019 Termly Intervention Provision Map – 'so what, so what next' evaluations
			Total budgeted cost	£65,000 (approx.)	

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?
C.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 supported	Small group intervention and nurture Super Learning Powers initiatives Pupil Job Squad Lane End Challenges Employment of +1.5 member of pastoral team Subsidise trips, (including Y5 residential trip) enabling all learners to access these experiences, developing key life skills – including leasing costs of 2 mini buses, and associated staff training	External visiting professionals commented on effectiveness of school ethos/ approach on high quality of behaviour/pupil choices, sense of self responsibility, willingness to work as part of, and contribute to, Lane End School life. Engagement with and pride seen in high level of contributions to Lane End Parents email – sharing home achievements/events – build upon. Monitoring (included pupil voice) through 18-19 evidenced high levels of pupil engagement in immersion activities, topics and trips. EEF Toolkit Predicted Impact: Self-regulation strategies (+7 months) Social and Emotional Learning (+4 months) Behaviour Interventions (+4 months)	Reviewed by PP Governor through monitoring and evaluation schedule Pupil Interviews Monitoring quality of learning outcomes as a result of trips/experiences Pastoral reports – nurture and behaviour support intervention impact and outcomes	Intervention (LT/KD) SLP (LT) Job Squad (LT)	Gov monitoring schedule Gov Body Pupil Support Committee reports (termly)
D. To support and engage parents, so as to increase attendance and punctuality rates	Pastoral Team member employed to monitor pupils and follow up quickly on absences. First day response provision Attendance Awareness Campaign Attendance Initiatives Continue and expand Walking Bus/ Walking Family Buddy Scheme	Children need to be in school consistently, so they don't have gaps in their learning. NfER briefing for school leaders identifies addressing attendance as a key step – starting at Nursery Impact of targeted support and intervention resulted in PP attendance in 18-19 was 94.8% compared with non PP of 94.5% The Pupil Premium: How Schools are spending the funding successfully to maximise achievement Feb 2013 – well targeted support to improve attendance, behaviour and links with families EEF Toolkit Predicted Impact: Parental Involvement (+3 months)	3 weekly monitoring of focus families/pupils 6 weekly report to HT Evaluate specific evaluations: - Amber notifications - Fast Track Process - Impact on PA % Cross reference improvements seen in range of achievement measures	Lead Learning Mentor (KD)	6 weekly review programme Termly report to Gov Body
E. Engage all parents, develop and strengthen effective parent-school partnership working and family support so as to remove or lessen potential barriers to learning.	Identify appropriate targeted intervention approaches for children faces barriers/challenges (behavioural, emotional, learning, access/ communication) Pastoral Team members/Teachers/SLT to engage with parents before, and throughout intervention/support. Programme of family support, engagement, learning and intervention, eg: Family Learning Prog Subscription to online home learning	Successes in focused parental engagement and support since the school opened indicates this is an impactful approach for our children and families. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, as does engaging proactively and positively with parents –the early in the child's educational experiences as possible. EEF Early Years Toolkit - +5 for parental engagement EEF Toolkit Predicted Impact: Parental Involvement (+3 months)	Use of RAG system on Pupil Premium Tracking document – review levels of : Parental attendance and engagement with school learning events (register) Attendance at parent meetings Homework /reading diaries and journals interactions/completion Use of Tapestry in EYFS monitored/reviewed	Pastoral Lead (LT)	Termly PP tracker update
Total budgeted cost					£90,000 (approx.)