

# Larkholme Primary School Pupil Premium Strategy / Self-evaluation



The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals (FSM) at any point in the last six years
- have been looked after for one day or more or were adopted from care on or after 30th December 2005

In the 2019 to 2020 financial year, schools received £1320 for each pupil eligible for FSM at any point in the last six years and £2300 for each 'looked after' child. Schools also received £300 for each of their Service Children.

In 2019/2020 the school received £95, 560 in Pupil Premium allocations which was for 63 disadvantaged pupils, 3 service children and 5 post-looked after children.

The pupil premium allocation will be used in a variety of ways to ensure good attainment and progress for our Pupil Premium children and to ensure their learning outcomes are at least in line with non-Pupil Premium children nationally.

1. Summary information					
School	Larkholme Primary school				
Academic Year	2019-2020	Total PP budget	95,560	Date of most recent PP Review	June 19
Total number of pupils	277	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Jan 20

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	18%		65%
% making expected progress in reading (as measured in the school)	26%	56%	73%
% making expected progress in writing (as measured in the school)	21%	64%	78%
% making expected progress in mathematics (as measured in the school)	21%	59%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Pupils enter school with limited oral language skills, which impacts progress in reading and writing
B.	Significant gap between PP and NPP in reading, writing and maths
C.	Accelerated progress to enable PP pupils to achieve at the higher level across both keystages
D.	Development of quality first teaching across both keystages to ensure good progress in reading, writing and mathematics
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
E.	PP children make up 45% of persistent absenteeism
F.	Challenging home and community settings provide challenging circumstances and many have adverse childhood experiences
G.	Parental involvement

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Pupils enter school with limited oral language skills, which impacts progress in reading and writing	Pupils will finish EYFS with an increased vocabulary and attainment in reading and writing in line with non PPG
<b>B.</b>	Significant gap between PP and NPP in reading, writing and maths	PP pupils will finish year 1 with attainment in line with their non PPG peers
<b>C.</b>	Accelerated progress to enable PP pupils to achieve at the higher level across both keystages	There will be an increase in the number of PPG pupils achieving the higher level attainment
<b>D.</b>	Development of quality first teaching across both keystages to ensure good progress in reading, writing and mathematics	PP pupils will have closed the gap with non PPG and will make attainment in line or better than non PPG
<b>E.</b>	PP children make up 45% of persistent absenteeism	The number of PP children with persistent absenteeism will have reduced
<b>F.</b>	Challenging home and community settings provide challenging circumstances and many have adverse childhood experiences	PP children from challenging circumstances will have been identified and bespoke support plans will have been implemented
<b>G.</b>	Parental involvement	There will be an increase in parental involvement of PPG parents

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
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
Year 5 and 6 to be taught in straight age classes every morning.	All pupils who are eligible for Pupil Premium to make progress in reading, writing and maths at least in line with other (nonPP) pupils in Upper Key Stage Two.	Year 5 attainment: Reading: in line progress with non PPG Writing +19% compared to non PPG Maths: +6% compared to non PPG Year 5 progress: Reading: +7% compared to non PPG Writing: +20% compared to non PPG Maths: in line progress with non PPG	Teaching in straight age classes with reduced number of pupils has had a positive impact and is an approach we will continue to develop next year.	31,495
Regular moderation of reading, writing and maths assessments.		Moderation has been carried out	Continue with this approach	
Regular and effective feedback to move children's learning on		Staff have all been trained in giving regular and effective feedback. Book scrutiny shows that feedback has a positive impact on the progress made within a lesson for all pupils, including PPG pupils	Continue with this approach. Ensure all new staff are trained in effective feedback. Continue to monitor quality of feedback through book scrutiny, learning walks and pupil conferencing	
Daily guided reading sessions, planned with differentiation to meet the needs of the pupils.		All staff have had training and all follow the system of pre, guided and post read carousel. Monitoring has shown that this has had a positive impact on reading for all pupils, including PPG pupils	Continue with this approach. English co-ordinator will ensure new staff are trained and will monitor quality of reading across the school.	

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</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>
Use of specific interventions schemes to support quality of teaching- e.g. Maths No Problem, Talk 4 Writing, pre, guided, post reading	All pupils who are eligible for Pupil Premium to make progress in reading, writing and maths at least in line with other (nonPP) pupils in Upper Key Stage Two.	Communication between class teachers and TAs has been effective. The following interventions have been effective and PP pupils have shown progress: SALT Phonics Maths and English programmes	The use of specific interventions with highly trained TAs has had a positive impact on the progress and attainment of PPG pupils and is an approach we will continue and further develop	
Pupils to be closely tracked and supported to 'keep up'		Pupils have been tracked across the school and progress and attainment has been monitored	Continue to develop the implementation of an electronic system for tracking (iTrack) to ensure confident tracking and monitoring of PP pupils	

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</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>
Development of pastoral team.	Develop the role of the pastoral team to ensure pupils are ready and able to access the curriculum	The family learning mentor has worked with vulnerable families of which 61% were in receipt of PPG. The Learning mentor was shown to be highly effective in developing SEMH in all pupils of all year groups, but particularly the PPG pupils who were in the majority of 1:1 or small group session. This was clearly tracked and monitored by Boxhall profile or ELSA tracking. Evidence of this was also in reduced exclusions, reductions on CPOMs with regard to low level disruption	The pastoral team has been effective in its first year and will continue to be developed. FLM would benefit from additional training in the form of a counselling course.	27 410
Staff will complete SDQ form for children who are not making progress in line with their peers. Pastoral team will review strategies put in place and then assign child to appropriate interventions e.g. self-esteem, anger management, nurture, social group etc.		Staff have been using forms to identify needs of pupils, including those in receipt of PPG. This has allowed for a review of strategies and assigning of pupils to intervention groups	This will be continued in the next strategy to ensure that all interventions are clearly tracked, monitored and SMART. It will allow us to continue to develop provision maps and maintain accurate records.	

<p>Use of Elsa website to plan bespoke programs of work for children with social needs- to be baselined and impact assessed.</p>		<p>The family learning mentor has worked with vulnerable families of which 61% were in receipt of PPG. The Learning mentor was shown to be highly effective in developing SEMH in all pupils of all year groups, but particularly the PPG pupils who were in the majority of 1:1 or small group session. This was clearly tracked and monitored by Boxhall profile or ELSA tracking. Evidence of this was also in reduced exclusions, reductions on CPOMs with regard to low level disruption</p>	<p>The pastoral team has been effective in its first year and will continue to be developed. FLM would benefit from additional training in the form of a counselling course.</p>	
<p>FLM to run parental classes to support parents</p>		<p>FLM run parent activities have been attended by some parents.</p>	<p>To continue to develop parent engagement through workshops and activities. To ensure that parents of pupils in receipt of PPG are supported and encouraged to engage. Develop strategies to ensure that all families entitled to PPG access it.</p>	
<p>Work with targeted children to improve their attendance through direct work with FLM.</p>	<p>Increased attendance rates for pupils eligible for Pupil Premium</p>	<p>Whole school attendance is 96.4% and PPG attendance is 94%. 12% of the school cohort has an attendance of less than 90% and of that cohort, 45% of those pupils are PPG. The FLM has supported PPG families to reduce absence and has shown progress in supporting PPG into school</p>	<p>Continue to work with and support PPG families in regard to attendance with the aim to bring PPG attendance in line with non PPG attendance</p>	<p>16 445</p>
<p>Specific attendance rewards e.g passports</p>		<p>Individual systems have been put in place for some PPG pupils and tracking shows that those pupils attendance has improved</p>	<p>To continue to develop strategies</p>	

## 6. Planned expenditure

Academic year

2019-2020

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?
Early years will ensure that pupils barriers are identified as early as possible and actions are put in place to address these e.g talk boost, SEND needs, parental engagement	Any barriers will have been identified and actions will have been put in place. These will have been measured for effectiveness e.g Talk boost data, children with SEND will be on the register and SEND plans in place, increased parental engagement	<p>Research has shown that early interventions can have positive impact on PPG pupils.</p> <p>Effective communication and language approaches can have a high impact for a low cost. With an impact 6 months.</p> <p>Increased parental engagement can have an impact of up to 4 months</p>	<p>SALT and Talk Boost approaches will have pre and post impact assessment</p> <p><i>L&amp;U- PPG 78% compared to non PPG at 83%- aim to close gap by at least 5%</i></p> <p><i>U- PPG 67% compared to non PPG 83%- aim to close gap by at least 10%</i></p> <p><i>S- PPG 78% compared to non PPG 83%- aim to close gap by at least 5%</i></p> <p>Registers will be kept for parents evening to monitor engagement</p> <p>FSW will have evidence from parental engagement activities</p> <p><i>Target 85% of PPG parents will attend events</i></p>	Early Years Lead- SG	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p> <p>Cost: 35 000 for 22% of TA hours</p> <p><i>Change: Jan 2020</i></p> <p><i>To effectively remove barriers to learning in EYFS- team to take part in the Step into Quality accreditation.</i></p> <p><i>Cost: £3000 for 6 members of staff</i></p>

<p>Develop staff skills in tracking and monitoring PPG pupils Develop an effective partnership between the Pupil Premium Leader, Middle Leaders and teachers</p>	<p>Accurate data will allow for timely interventions to take place. PPG data will have shown good progress</p>	<p>Pupil premium report highlighted the need for accurate assessment in order to allow for timely interventions. See EEF pupil premium report</p>	<p>Tracking through itrack Rigorous pupil progress meetings Monitoring of data PPG pupils will be discussed in pupil progress meetings, all teachers will have information on PPG pupils <i>All PPG pupils will have made progress</i></p>	<p>Assessment lead- RS</p>	<p>December 2019 April 2020 July 2020  Cost: £300 -22% of iTrack cost Cost:£10727.42-22% DHT  <i>Creation of PPG tracker and support plans</i></p>
<p>Ensuring there are high standards for all more able pupils. Teachers to set work which challenges pupils and any drops in performance will be addressed quickly and effectively SLT will monitor more able achievement across the school Train all middle leaders to enable them to empower their teams to support disadvantaged pupils in their subject area</p>	<p>More able pupils will be achieving at the higher standard. SLT will have monitored quality of teaching to ensure high standards across the school</p>	<p>See EEF pupil premium report Research shows that having high expectations for all has a positive impact</p>	<p>SLT to monitor quality of teaching Use of iTrack to monitor progress Monitoring of targeted interventions to prevent children falling behind SLT to work with staff to improve quality of teaching Through staff meetings raise the profile of PPG pupils. <i>Record in minutes</i> All middle leaders to attend training in their subject and to feedback to staff on strategies to improve teaching and learning with a focus on disadvantaged pupils.</p>	<p>SLT</p>	<p>December 2019 April 2020 July 2020  <i>Moderation of books shows high expectations for all</i></p>

Pupils in the split classes to have an additional teacher for maths, so they can be taught in a straight age class. The children in these groups will be more able.	Increased number of PPG pupils will achieve at the higher level	Maths No problem is a mastery scheme that can have a positive impact of up to 5 months. The most effective way to teach this scheme is in straight age classes.	Monitoring of iTrack data Monitoring quality of teaching <i>All teaching will show that staff are aware of PPG pupils and are planning for their needs</i>	Maths Specialist- AF	Review at each pupil progress meeting- held termly Cost: 2800 x 5 hours per week for Year 1 maths 2800 x 5 hours per week for Year 3 maths Total: 5600  <i>Staffing changes mean this role no longer exists.</i>
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**Total budgeted cost**    £51627 *new cost: 49027*

**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?
Continued development of the pastoral team to develop SEMH in all pupils in all year groups.	Number of PPG recorded on CPOMS for behavioural incidents will reduce. PPG pupils in receipt of support will have data that shows an improvement in their SEMH	EEF shows that social and emotional strategies can have an impact of up to 3 months. Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself.	Weekly team meetings within the pastoral team to ensure efficient information sharing. <i>Minutes will show this</i> Monitoring of CPOM incidents <i>Incidents involving PPG will have reduced by 10%</i> Use of SDQ forms to identify children who may need additional support Use of programmes such as Boxhall and ELSA. Pre and post assessment to monitor impact	Pastoral team- RS, ZP, NM, JB	December 2019 April 2020 July 2020  Cost: £12452.66 x2 FSW Cost: £2365 SENDCo  <i>Additional SENDCo support- £2600</i>

Class teachers will deliver key interventions, which will be tracked on iTrack	PPG gap will be closing and iTrack will show impact of interventions	Pupil premium report highlighted the need for accurate assessment in order to allow for timely interventions. See EEF pupil premium report	Tracking through iTrack Rigorous pupil progress meetings Monitoring of data Book scrutiny <i>Gap between PPG and non PPG will be reduced by at least 10%</i>	Assessment lead-RS	Review at each pupil progress meeting- held termly
Targeted interventions by trained teaching assistants will be used to close gaps in pupils learning and remove barriers to learning (eg SALT).	Tracking in iTrack will show improved progress via pre and post assessments	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver	Pupils will be tracked using iTrack Pre and post assessment will show progress <i>Gap between PPG and non PPG will be reduced by at least 10%</i> Monitoring of quality of interventions by SLT	Assessment lead- RS	End of each intervention cycle  Cost: see 22% of TAs
<b>Total budgeted cost</b>					<b>£14 817 new cost: 17417</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>

<p>Develop constructive engagement with parents to enhance children's learning and raise expectations</p> <p>Parents to well informed about the opportunity to apply for Free School Meals. Focus on Reception parents and transition from Y2-Y3.</p> <p>Create links with higher/ further education providers to increase aspirations of disadvantaged pupils</p>	<p>Increased parental participation and attendance ie greater number of PPG parents at parents evening</p> <p>Use of incentive will have encouraged all parents to apply for FSM. All children who are eligible to be in receipt of FSM</p>	<p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.</p>	<p>Reception induction packs will help ensure all families entitled to PP access it</p> <p>Year 3 transition to junior pack to ensure all parents have access to PP if they are entitled</p> <p>Coffee events to help families feel relaxed about school- opportunities for toddler reading sessions, etc</p> <p>Registers for parents evening</p> <p><i>Target 85% of PPG parents will attend events</i></p> <p>Take groups of pupils in receipt of PPG to workshops and enrichment opportunities to increase their aspirations</p>	<p>Pastoral team- RS, ZP, NM, JB</p>	<p>Monitoring of attendance at events</p> <p>Cost: £12452.66 x 2FSW</p> <p>Cost: £500 for induction packs</p> <p>Total: £12952.66</p>
<p>Rigorous monitoring around attendance in order to track PP pupils. Removal of any barriers and clear action plans kept.</p> <p>Reward systems to be put in place for most improved attendance</p>	<p>PP children will have attendance in line (96%) or higher than their non PPG peers.</p>	<p>Evidence is clear that pupils with good attendance make better and sustained progress compared to pupils with poorer attendance.</p>	<p>Weekly attendance reports to SLT</p> <p>Use of CPOMs to track pupils attendance and act quickly if a pupils attendance is in decline.</p> <p><i>PPG pupils to have an attendance target of 96% up from 94%</i></p> <p>Individuals whose attendance falls below 96% to be placed on a most improved attendance reward system</p>	<p>Attendance lead-JB</p>	<p>Monitoring of attendance through CPOMS, SIMs</p> <p>Attendance to be 96%+</p> <p>Cost: 12452.66 x2 FSW</p> <p>Cost: £500 for incentives</p>
<b>Total budgeted cost</b>					<b>£25905.32</b>
Total					<p><b>£92 349</b></p> <p>Remaining monies are covered in the additional detail</p>
<b>7. Additional detail</b>					

Monies will be kept back for supporting PPG families with the following costs:

- Residential trip to Borwick Hall
- Educational trips
- Uniform purchase
- **Breakfast for those pupils that need it**