



1. Summary information					
Academic Year	2020/21	Total PP budget	£57,815	Date	Sep 2020
Total number of pupils	212	Number of pupils eligible for PP	52	Review	July 2021

2 Current attainment (Based on 2020 Teacher Assessment)		
	Pupils eligible for PPG	National percentage
% Achieving Age Related Expectations or above in Reading, Writing and Maths	70%	65%
% Achieving Age Related Expectations or above in Reading	80%	73%
% Achieving Age Related Expectations or above in Writing	80%	78%
% Achieving Age Related Expectations or above in Maths	80%	79%
% Achieving Age Related Expectations or above in SPAG	-	-%
Progress Measures	-	-

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Concerns over the emotional well-being of a high percentage of our PP pupils and how to further engage their parents/carers 71% of our PP pupils
B.	High level of SEND including S and L which has an impact on progress of learning.
C.	Mobility of our PP pupils arriving from other settings often well below expected attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Support at home for vulnerable parents/carers and ensuring pupils are attending school regularly and that learning is supported at home. 71% of our PP pupils

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	All of our PP pupils will be thriving in school and becoming independent learners. Additional support will be in place for those pupils that are struggling with their mental health and SEND.	Improvements will be seen in these pupils and their ability to access the curriculum independently. Targeted interventions and support.



B.	Our PP pupils will be making good or better progress in reading. Speech and language interventions in place will be well matched to the needs of pupils. Lessons and texts will be exciting and engaging to try and make learning real for these pupils and help them to remember new knowledge. PP pupils will be closing the gap between them and non PP pupils at Greater Depth.	Improved progress data for PP reading. PP pupils meeting phonics screening.
C.	Pupils joining throughout the year / key stage are supported immediately and given a seamless transition. Discussions and clear handover with previous settings to ensure that these pupils and parents/ carers can be supported into the new setting	Evidence for individual pupils will show the greater emphasis on transition and targeted interventions. Improved progress data for these pupils during the year.
D.	The attendance of PP pupils will be in line with national expectations	Attendance figures will show that attendance is in line with national expectations. Parents will be engaging with external agencies and school supporting this.

5. Planned expenditure

Academic year	2020/2021
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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?
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<p>A B C D</p>	<p>Continued CPD for our teachers in school.</p> <p>Specific HMI reading training bought in for all staff Spring 2021.</p> <p>Ongoing training and updates for our Nurture lead and teaching assistants.</p> <p>Whole school focus on other subjects and the language and vocabulary required. Subject / year group vocab lists.</p>	<p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i></p> <p><i>EEF Guide to The Pupil Premium</i></p>	<p>Monitoring planning and observing lessons.</p> <p>Listening to children read across the school.</p> <p>Feedback from reading deep dive in Summer term.</p> <p>Feedback from parents /carers.</p> <p>Use the evidence obtained to change support and focus teachers planning to achieve outcome.</p> <p>Data findings and pupil progress meetings</p>	<p>DHT and Literacy Lead Subject leaders</p>	<p>Half termly 1:1 meetings with class teachers and Lit lead/ DHT.</p> <p>Regular SLT feedback and team discussions. On-going monitoring, feedback from pupils and staff.</p> <p>Data at end of terms.</p>
<p>Total budgeted cost</p>					<p><i>CPD £1000</i> <u>Total £1000</u></p>



ii) Targeted academic 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 B C D	<p>Specialist TA and teacher support in class for PP pupils.</p> <p>Extra reading 1:1 for PP pupils</p> <p>Targeted S and L interventions.</p> <p>CPD to all school on S and L and language acquisition,</p> <p>HA lead working HA PP pupils</p>	<p>School data shows that small group work and class TA/Teacher interventions has the biggest impact.</p> <p><i>EEF 2018</i></p> <p><i>Closing the gap lessons learned in the last six years</i></p> <p><i>Point 3 “targeted small group and one to one interventions have the potential for the largest immediate impact on attainment.”</i></p> <p><i>Point 6 “ good teaching for all pupils has a particular benefit for disadvantage children/</i></p>	<p>Monitoring planning and observing lessons.</p> <p>Listening to children read across the school.</p> <p>Feedback from parents /carers. Engagement at workshops.</p> <p>Use the evidence obtained to change support and focus teachers planning to achieve outcome.</p> <p>Data findings and pupil progress meetings</p>	DHT and Literacy Lead Key Stage leaders	<p>Half termly 1:1 meetings with class teachers and Lit lead/ DHT.</p> <p>Regular SLT feedback and team discussions. On-going monitoring, feedback from pupils and staff.</p>
A	<p>Investing in external mentoring programme for vulnerable pupils ‘Smashlife’</p> <p>Nurture group leader to champion our vulnerable PP pupils.</p> <p>Mental Health 1st aid training</p> <p>SENCo, refer and sign post. Offer support.</p> <p>School signed up to Future in mind CPD</p>	<p><i>Its 2003 report into the Excellence in Cities and Education Action Zones programmes states: “Learning mentors are making a significant effect on the attendance, behaviour, self-esteem and progress of the pupils they support. In 95 per cent of the survey schools, inspectors judged that the mentoring programme made a positive contribution to the mainstream provision of the school as a whole and had a beneficial effect on the behaviour of individual pupils and on their ability to learn and make progress.”</i></p>	<p>Absolutely key to effective mentoring intervention is to recognise that the needs of the student are paramount. It is the role of the mentor to “walk alongside” the learner, not in front or behind, but alongside. It is the role of the mentor to assist the learner to discover what is needed in order to overcome the hurdles that they are facing.</p> <p>Observations, feedback from pupils/parents and mentor, progress monitoring.</p>	DH, H Nurture lead	<p>Half termly PP pupil progress meetings</p> <p>SMT programme of monitoring and support.</p>



	Total Budgeted cost	<p>External Mentoring costs £2000 S and L Trained TA £11,000 0.3 TA for reading £7000 TA 1:1: £9900 Nurture Lead £25,778 Nurture Group running costs £1000 FIM £375</p> <p>Total £57, 053</p>
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iii)Wider Strategies					
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	Developing and implementing an induction programme for our pupils and families joining the school during the school year.	<i>The successful schools had well-established induction routines to manage the arrival of mobile pupils. Typically, such programmes would involve the parents and would endeavour to: — establish quickly a sense of partnership with parents — build foundations for the development of trust and secure relationship-building — understand the individual needs of the pupil — recognise the family needs</i> Managing pupil mobility to maximise Learning	Progress data will reflect equal to non PP data aided by increased self-esteem and achievement. Feedback from teaching staff and nurture staff.	SMT governors	Half termly 1:1 meetings with class teachers and DHT. SLT meetings end of each half term following data.



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<p>D</p>	<p>Parental engagement, actively involving parents in their child's learning. Parent partnership sessions – focus on reading this year.</p> <p>What training would parents like? Feedback from community. Parenting sessions, adult literacy, adult numeracy?</p> <p>Engagement with outside services for families needing this support.</p> <p>Starting cup competition on the website and newsletters in Summer term</p>	<p>Involvement of parents in supporting their children's academic learning. EEF foundation 2018 https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parentalengagement/ (EWO support in helping families understand the importance of ensuring that their children are in school, regularly)</p>	<p>Meetings with EWO and HR lead in school. Monitoring and regular conversations with class teachers and parents/carers.</p>	<p>SMT Governors</p>	<p>Governor review</p> <p>EWO termly meetings</p> <p>6 weekly early help meetings for those families needing it.</p> <p>Full Total £58, 053</p>
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6. Review of expenditure				
Previous Academic Year		2019/20		
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 Total 48,940
A	<p>PP children will be taking on further roles in school to boost confidence and self-esteem.</p> <p>Start Zones of regulation training with all staff and sharing with children</p>	<p>Pupil premium pupils joining the 'Team safe' In Autumn 2020.</p> <p>Unfortunately this then had to freeze due to school closing for most pupils in March 2020.</p> <p>Introductions with pupils, children starting to talk about their feelings in colours and looking for strategies to manage this.</p>	<p>Yes continue this in September 2020 when all children return. Children to have a voice in school in terms of their mental health and keeping safe.</p> <p>Continue with Zones of regulation</p>	
B	<p>CPD Whole school RWInc refresh of staff at all levels. Whole school lead training on 'vipers' comprehension teaching.</p>	<p>Staff reported improved confidence after both training sessions.</p> <p>Phonics screening cancelled and KS1 and 2 SATs</p> <p>Internal KS2 data shows reading data was above national for PP pupils.</p> <p>% Achieving Age Related Expectations or above in Reading: 80%</p>	<p>Regular refresh of RWInc needed very year for staff and a renewed enthusiasm.</p> <p>Support staff more confident in questioning when hearing readers folding the VIPERS training. Children able to talk about the V I P E R and S.</p>	



C	Continue with nurture support for pupils an extra reading with PP TA	Internal reading data above national for PP pupils.	Continue this focus on reading into 2021 Look into investing into a dyslexia programme for interventions as recommend on LSAT reports. Focus on the reading of theses pupils in 2020/21 across the school.	
The attendance of PP pupils will be above nation expectations	Attendance figures will show that attendance is above national expectations. Parents will be engaging with external agencies and school supporting this.	Attendance figures didn't show this at the end of 2020 due to the COVID outbreak. Lots of children taking time off with coughs and colds throughout the school and families and parents advised to get children tested and stay at home if they were unwell.	Continue this as a focus for 2021 plan. Cup of the week!	