



Lawford C of E Primary School Pupil Premium Strategy 2020-21

'High quality learning and caring together in an encouraging Christian Environment.'

School	Lawford C of E VA Primary School		
Academic Year	2020-21	Pupil Premium Budget	6 x £1 345 (£8070) + 1 x £2 345 +CLA (£1 800)* = £12 215
Number of Children on Roll	205	Total Pupils Eligible for Pupil Premium (Including CLA)	8

2018 – 19 Summary (outcomes data not updated due to Covid 19)

Academic Year		20119-20		Pupil Premium Budget		5 x £1 320 (£6 600) + 1 x £2 300 +CLA (£1 800)* = £10 700	
Number of Children on Roll		206		Total Pupils Eligible for Pupil Premium (Including CLA)		7	
KS2 Data				Pupils Eligible for Pupil Premium (x3)		National Averages (All)	School Averages (All)
Averaged Scaled Score		Reading		100.7		104	106
		Writing (GPS)		103.3		105	106
		Maths		104		106	106
Average Progress		Reading		-0.37		0	0.5
		Writing (Teacher Assessment)		-2.		0	-1.7
		Maths		TBC		0	0.2
EYFS GLD = 87%	PP (1) = 100%	Phonics Year 1 = 90%	PP (1) = 100%	Cumulative Phonics Year 2 = 100%		PP (0) = N/A	
Year 2 Reading 90%	PP (0) = N/A	Year 2 Writing = 87%	PP (0) = N/A	Year 2 Maths = 87%		PP (0) = N/A	



- Presently LA of CLA only give school £1800 of the £2300 allocated - the rest is held centrally by the LA

ACADEMIC BARRIERS	
A	<p>Children make less progress than their non PPG peers over their primary school academic journey due to a range of factors including:</p> <ul style="list-style-type: none">• Families less able to support their academic outcomes in their home learning environment – e.g. unable to understand tasks and have fewer strategies to explain how to complete a home learning task.• Fewer enrichment activities in the home environment that support the school's curriculum.• Teachers need to identify gaps rapidly and provide specific intervention – formal/ 'pop up shops' to meet the need.• Teachers have detailed understanding of progress measures and Prior attainment so that they consistently plan to meet needs of all learners and particularly those of the PPG children.
B	<ul style="list-style-type: none">• Poor oracy and comprehension on arrival in school.• Less access to wide range of books than their peers.• Less able to articulate their emotions and consequently regulate their behaviour to become effective learners.
C	Less developed meta cognition than their peers.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D	<ul style="list-style-type: none">• Less cultural capital than their peers.• Emotional literacy and regulating their own behaviour• Children arrive at school too tired/anxious to be able to start learning.• Hungry when they arrive at school.• Tendency to not value school and have high aspirations.

Planned expenditure					
Targeted Teaching – EEF Tier 1					
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 ?
<p>Consistency in planning, teaching and assessing and focussed feedback</p> <p>Purchase of 'Closing the reading Gap' for all teachers and PD sessions based on its principles.</p> <p>LSA to support range of interventions across KS2 and additional LSA in KS1 (each not linked to SEND children)</p> <p>Teacher/ tutor led group interventions(nation</p>	<p>Teachers will rapidly identify the next steps for children and ensure children's feedback moves learning forward</p> <p>Focussed support for reluctance in reading and developing high quality reading strategies. Improved engagement with reading an use of vocabulary</p> <p>Online tuition may need to be done after school if home environment not suitable. Therefore, this may need to be group work /1:1 in school especially for very young children. Intention gaps closed based on specific needs. Outcome improved to be equal to non-PP peers.</p>	<p>EEF 'assesses impact of feed back at + 8 months. Highly effective for low cost.</p> <p>iiNET Toolkit principles:</p> <ul style="list-style-type: none"> - High Quality teaching and learning should be prioritised over intervention. - Pupil Premium should be used to ensure disadvantaged children access excellent teaching and learning every day. 'Metacognitive approaches are adopted so that learners can understand the value and purpose of failure and have strategies to adapt when things go wrong.' <p>'The highest priority for Pupil Premium spending should be ensuring high-quality teaching in every lesson.'</p>	<p>Staff training on feedback and monitoring of books and pupil voice.</p>	<p>AF and SLT</p> <p>£2500 teacher hours</p> <p>£4000 LSA hours for interventions</p> <p>Online tuition: £1000</p> <p>Books: £160</p>	<p>Termly review of in/out summative assessment data.</p> <p>Online assess per block of tuition likely termly</p> <p>Assess group data based on termly assessments/ impact on specific areas of focus.</p>

al tutoring programme) Online 1:1 tuition using national tutoring programme					
Targeted intervention Tier 2 :					
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 ?
1:1 Tuition/LAC	To provide specific focussed teaching to identified gaps Increase progress so that LAC child's progress moves in line with non-PP children.	EEF + 5	School will need to work closely with family and linked social worker. Online likely to be best option and will access with national tutoring programme so more than one subject can be tutored.	SENDCo £1500	Termly
Budgeted cost					9160
Wider Strategies – EEF tier 3					
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 ?

Enrichment	Ensure PPG children are able to attend clubs/music lessons/school journeys	Ensure children have the same opportunities as their peers in school. Important for self-esteem. Improved cultural capital and	Identify need. Review uptake of clubs by key group. – offer places first. Identify why are/are not attending.	AF, SLT and PE leader £500	Termly
Enrichment – 3-5 years Investigate on line applications that give opportunities for VR experiences that will help diminish the difference and enable them to engage more effectively with the experiences offered but your curriculum	Opportunity to experience sites of interest	Typically, these children do not visit as many places /sites of interest in UK or the world as their peers. They find making links with their reading and consequently to infer from information and build links across the curriculum is diminished.	Monitor planning and use of the resources to ensure they are used in a way that pre-teaches builds experiences with peers.	HT/DHT Contribution to platform £1000	
Access to breakfast club	Children will be ready to learn by having a calm start to the school day and have eaten breakfast so they can focus on their learning.	EEF research showed that impact of breakfast clubs was typically +2 months see study n 2016 evaluated in 2019. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/	Children who are dysregulated/hungry will be invited to attend at no cost form 0800 daily.	HT/SLT £500	
				Budgeted cost	£2000
Additional Detail:					

EEF Tier 1 will be covered through the SIP and especially the focus on the Essex Reading project and teacher PD regarding teaching of reading and use of online tools to enhance learning and engage reluctant learners. The continuation of PD for staff as we continue to embed White Rose Maths and establishing links with NCTEM mastery Hubs. The Reading Project aims to improve the fluency of reading in all or children and their inferential skills and is training teachers in a range of new strategies to encourage reading. The courses are free - the central budget will pay for related costs. The white Rose training and equipment has also been funded through the school's central budget rather than using any of the pupil premium money. This training is intended to improve the fluency for all but also the pupil premium children.

The remaining £900 - £500 will be spent on CLA in liaison with Local authority.

The use of the National tutoring programme will increase the amount of tutoring available to our PP children. The contingency may be spent on providing tablet/notebooks for children in the home if lack to technology in the home is the barrier to the children accessing online tuition and they are unable to complete in school. School has two LSAs registered with the programme and made contact with 3 teachers also registered who have expertise in the full range of phases in primary school between them.

Review of expenditure (Jul 21)				
Targeted academic support – EEF Tier 2				
Action	Intended outcome	Estimated impact: Were the SC met?	Lessons learned (Incl. likelihood of continuation))	Cost
Consistency in planning, teaching and assessing and focussed feedback	Teachers will rapidly identify the next steps for children and ensure children's feedback moves learning forward	Teachers made progress in this area – however the lockdowns meant that this was less consistent across the whole year – online feedback less interactive.	This will continue and be picked up through use of Walkthrus	
Purchase of 'Closing the Reading Gap' for all teachers and PD sessions based on its principles.	Focussed support for reluctance in reading and developing high quality reading strategies. Improved engagement with reading an use of vocabulary	Use of reading strategies evident and in most classes this was the area of most consistently good progress over the year.	Reading strategies effective and further CPD for staff next year once reading project restarts – Mid Essex Teaching Hub	£146.50
LSA to support range of interventions across KS2 and additional LSA in KS1 (each not linked to SEND children)	Online tuition may need to be done after school if home environment not suitable. Therefore, this may need to be group work /1:1 in school especially for very young children. Intention gaps closed based on specific needs. Outcome improved to be equal to non PP peers.	Teacher led tuition took place all year and online during lock down. This was successful and supported particularly the older children in maintaining skills despite the lockdowns. Good adaptation to meet needs of children including their emotional wellbeing to engage them with their learning.	Will definitely continue this strategy. Expensive but effective.	£4000
Teacher/ tutor led group interventions(national tutoring programme)				£2500
Online 1:1 tuition using national tutoring programme				

Targeted intervention:				
Action	Intended outcome	Estimated impact: Were the SC met?	Lessons learned (Incl. likelihood of continuation))	Cost
1:1 Tuition/LAC	To provide specific focussed teaching to identified gaps Increase progress so that LAC child's progress moves in line with non-PP children.	This was refused as 1:1 online but accepted as small group tuition. Had positive impact understanding key maths and reading skills.	Yes to tuition in general but not required for LAC for next year.	£600
Wider strategies – EEF Tier 3				
Enrichment	Ensure PPG children are able to attend clubs/music lessons/school journeys	Music lessons were accessed by some children as were trips (previously residential) there were no other clubs this year.		£3107
Enrichment – 3-5 years Investigate on line applications that give opportunities for VR experiences that will help diminish the difference and enable them to engage more effectively with the experiences offered but your curriculum	Opportunity to experience sites of interest Lgfl filmed experiences – subsidy to platform	The LGfl Platform provided high quality teaching resources during lockdown – access autho interviews tours of Roman London as well as the Busy Things LP with a range of online learning games that reinforce learning and engaged the children. The J2 Blast element was especially effective in engaging in spelling practice.		£1000

Access to breakfast club	Children will be ready to learn by having a calm start to the school day and have eaten breakfast so they can focus on their learning.			£819
Other approaches:				
Total expenditure				12172.50

ⁱ Teaching and learning toolkit (Jul 18) and EEF guide Jul 19 https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

ⁱⁱ NET Toolkit <https://www.ucl.ac.uk/teaching-learning/inclusive-teaching-toolkit>