

Pupil premium strategy statement

School overview

| Measure | Activity |
|--|---------------------------------|
| Metric | Data |
| School name | Lawford CE Primary School |
| Pupils in school | 224 |
| Proportion of disadvantaged pupils | 5% |
| Pupil/recovery premium allocation this academic year | £17 140 |
| Academic year or years covered by statement | 2021-22 |
| Published date | 15 th September 2021 |
| Review date | 1 st September 2022 |
| Statement authorised by | AJE Fairbairn |
| Pupil premium/disadvantaged lead | M Cemil |
| Governor lead | J Neethling |

Disadvantaged pupil progress scores for (last publishable academic year) 2018-19

| Measure | Score |
|---------|-------|
| Reading | -0.32 |
| Writing | -2.31 |
| Maths | -0.15 |

Disadvantaged pupil performance overview for (last publishable academic year) 2018-19

| Measure | Score |
|--|-------|
| Meeting expected standard at KS2 18/19 | 57% |
| Achieving high standard at KS2 18/19 | 14% |

Teaching priorities for current academic year

| Aim | Target | Target date |
|---------------------|---|-------------|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | Jul 21. |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | Jul 21 |

| Aim | Target | Target date |
|-------------------------|---|--------------------|
| Progress in Mathematics | Achieve national average progress scores in KS2 Writing (0) | Jul 21 |
| Phonics | Achieve above national average in Phonics | Jul 21 |
| Attendance | Improve attendance disadvantaged pupils to 96% from current 92.5% | Jul 21 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Strategy aims for disadvantaged pupils (Tier1)

| Measure | Activity |
|---|--|
| Priority 1 | Consistency in teaching strategies in all classrooms to ensure consistency of expectations and high quality practice through skilled sequencing, modelling and questioning. Teachers to receive training in 'Teaching Walkthrus' by Tom Sherrington et al. and relevant texts and modelling (Tier1). Consistency of approach in managing behaviour through training of Trauma Perceptive Practice requiring support staff overtime payment for training. https://www.walkthrus.co.uk/ (£1200 incl overtime) |
| Priority 2 | Teachers to receive additional training in writing using talk for writing approach (in house). External White Rose maths courses to be attended by those new to school and not yet familiar with the WRM approach (£600) |
| Priority 3 | Teachers to attend 'reading and vocabulary training' though delivered through the teaching hub at Lyons Hall. £2200 |
| Barriers to learning these priorities address | Children need increased consistency of approach because of the typical lack of consistency in their homes for managing behaviour and having set routines. Teachers need to be highly trained and skilled to support the most disadvantaged – ensuring teaching quality is consistently high is essential to their progress. |
| Projected spending | £4000 |
| Actual Spending | £2819.39 (overtime to be added). |

Targeted academic support for current academic year (Tier 2)

| Measure | Activity |
|---|---|
| Priority 1 | Targeted intervention for phonics for those children including tuition. Small group tuition to support WRM (£2500) |
| Priority 2 | Trained support staff will use Talk Boost to improve language skills in YR and Year 1 (£200) |
| Priority 3 | Increased staffing to avoid risk of exclusion and use of PT timetable including – focussed teaching with trusted key adults £4000. |
| Barriers to learning these priorities address | Typically, the children have little support with phonics and wider communication skills at home and small group tuition and intervention will counteract this barrier |
| Projected spending | £6700 |
| Actual Spending | 7176.80 |

Wider strategies for current academic year – EEF Tier 3

| Measure | Activity |
|---|--|
| Priority 1 | Improve self-regulation at start of the day - Breakfast club (£990) and support with older children to get to school independently (£100) e.g. cycle helmets access to cycle safety training. |
| Priority 2 | Ensure access to wider cultural opportunities through attendance on residential trips (£1000) and online resources, which give detailed filmed and curated knowledge of cultural sites and authors – e.g. LGfL subscription (£1000). Provision of music lessons (£650) |
| Priority 3 | Increase attendance at clubs to support over all wellbeing and self-efficacy. Priority for attendance and subsidy where appropriate (£500). Mental Health Hub access and support. Counselling as needed (£2200) |
| Barriers to learning these priorities address | Lateness, poor attendance, typically the children are not taken on trips in local area or to sites of cultural interest. Less prior knowledge or curriculum areas. Less attendance in wellbeing activities including sports and clubs |
| Projected spending | £6440 |
| Actual spending | £5409.74 |
| Total spending | £15405.93 – overtime to be added on. |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Ensuring enough time is allocated to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders/support staff and payment of overtime to allow support staff to be trained outside their contracted hours. |
| Targeted support | Ensuring enough high quality tutors are available to support the children | Use a mix of tutors through NTP and current school staff to be employed to tutor outside school hours |
| | Where tuition is booked for outside the school day to work with families who will struggle make multiple times for collection. | Consider access to afterschool club for siblings at no cost/subsidised rate/encourage their attendance at other clubs. Tuition in school day but with a rotating time so that no single curriculum area is missed in its entirety. |
| | Ensure support staff are released to deliver interventions | Focussed timetable drawn up and linked to provision maps to allow for consistent delivery and effective monitoring |
| Wider strategies | Engaging the families facing most challenges | Working closely with the LA especially Education Access and Attendance teams to improve attendance of those, which are PA. Use of TAF to signpost support. |
| | | Supporting families to be organised to attend breakfast club and children's participation at afterschool clubs. |

Resources:

EEF - Guide to Pupil Premium

Marc Rowlands – Addressing Educational Disadvantage in Schools and Colleges – The Essex Way

Review: last year's aims and outcomes

| Aim | Outcome |
|-------------------------|--|
| Progress in Reading | <p>The progress in reading through the Herts reading project was successful with the Year 5/6 children making rapid progress. For some this was still insufficient to get them to the expected standard but their score over the year improved. The purchase of Nessy and its use to support those with reading and phonological issues has supported those in other year groups. The programme has a new app designed for the younger children (year 1 and lower year 2) - it was hoped to be available last year but didn't go live until the summer term. The purchase of this for our younger PPG children will form part of next year's plan.</p> <p>Having parents to read with the children has made a great difference to those who are not often read with at home. The use of whole class books and shared and reciprocal reading has improved enjoyment for most. The training through the 'Essex reading project' highlighted many strategies which the staff are applying more consistently.</p> |
| Progress in Writing | <p>This is the area in which the children remain least successful. The improvement in reading will help to build their vocabulary. The Talk for Writing training has improved consistency. The use of Walk thru training has assisted in recall and overall consistency across the curriculum and focussing the staff on the use of questions to enhance learning and quizzing for recall. The spellings have been improving though sustained writing is not yet at a consistently good level.</p> |
| Progress in Mathematics | <p>The use of the White Rose materials and mastery has meant that Maths is an area of most success for out PPG children. Progress has been better and in most cases, the children reached or were close to reaching the expected standard.</p> |
| Phonics | <p>The PP children who had additional tuition were able to benefit from attending before school tuition because their siblings were attending Breakfast club. Those in year 2</p> |

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|------------|--|
| | <p>who had the tuition both passed their screening check one by Christmas and the other by the end of the year. The year one children who attended tuition passed their screening check. One PPG child did not pass and has been referred for a variety of assessments related to cognition and learning. Additional support of this child will be a focus in the next year's plan.</p> |
| Attendance | <p>The overall PP attendance rate was 93.8%, which is an improvement since last year and within 2% of the school's overall attendance. The lateness of one child was a key area of focus and this improved with the use of breakfast club by the family. The data include 3 children who were persistently absent all of whom have now left the school. All were offered the use of breakfast club but did not use it.</p> |