

Pupil premium strategy statement 2020-2021

Layfield Primary School

1. Summary information					
Academic Year	2020-2021	Total PP budget	£61,490	Date of most recent PP Review	July 2020
Total number of pupils	192 (excluding Nursery)	Number of pupils eligible for PP	52	Date for next internal review of this strategy	Dec 2020

Analysis of PP/Disadvantaged children	Attainment in 2018/19			
	Layfield		National	
Cohort number:	PP % (Number)	Non PP % (Number)	PP %	Non PP %
EYFS GLD	29% (2)	91% (21)	-	-
Phonics Year 1	67% (4)	95% (21)	71%	84%
Phonics Year 2 Re-sit	100% (8)	89% (17)	85%	93%
End of KS1				
Reading % at above or expected	75% (6)	79% (15)	62%	78%
Writing % at above or expected	63% (5)	68% (13)	55%	73%
Maths % at above or expected	50% (4)	79% (15)	62%	79%
End of KS2				
Reading % at above or expected	14% (1)	70% (14)	62%	78%
Writing % at above or expected	43% (3)	85% (17)	68%	83%
Maths % at above or expected	14% (1)	85% (17)	67%	84%

2. Barriers to future attainment (for pupils in 2020/21 eligible for PP)	
Academic barriers	
Children who are eligible for PP funding, typically start school having had limited exposure to a broad range of age-appropriate language and experiences typical for their age. This in turn affects their ability and attainment across all areas of the EY curriculum, but particularly in areas of communication, numeracy and social skills. By the end of EY, the gap is still evident and outcomes for PP are typically below those of non-PP and below those of the LA.	
Children who are eligible for PP funding achieve good phonics outcomes and gaps close throughout KS1 and exceed national outcomes in reading and writing, but not in maths. The main barrier here is basic fluency and an ability to manipulate number. This is evidenced by lower performance on arithmetic test papers than on reasoning.	
Changes in school, particularly for Service Children, mean that disruption to education results in gaps in learning, preventing sustained learning and progress. Mobility in school has been above average for many years and this has a detrimental impact on progress. This is particularly the case for children starting school during KS2 as it means that they have less time to catch up before the end of Y6.	
Many pupils come from homes where a reading culture and a love of reading is not a priority. They are rarely read to at home. This impacts on their reading ability and access to the full curriculum. They do not develop a rich vocabulary and find it more challenging to learn spellings, punctuation and grammar.	
Emotional and social difficulties, and particularly poor resilience and low confidence, mean that pupils struggle to access learning and maintain good concentration in class. Poor behaviour and attitudes for learning prevent many from making sustained progress. Additional support beyond the curriculum is required in order to prepare children for learning.	
Additional barriers	
Lower than average attendance and higher than average persistent absence. School attendance for pupils eligible for PP in Reception to Y5 for 2019-20 from 1.9.19 – 13.3.20 (prior to lockdown due to COVID-19) was 94.7% (non-pupil premium was 98.1%) (LA overall average 96.4%) and persistence absence for these pupils was 4.8% (non-pupil premium was 4.8%) (LA overall average 7.1%).	
Pupils who have additional vulnerability due to SEND needs. There are a greater proportion of children who are eligible for PP with SEN needs than not eligible for PP with SEN needs – 26% of pupils eligible for PP funding in R-Y5 also have SEN needs opposed to 11% of pupils not eligible for PP funding who also have SEN needs.	
Pupils may experience a variety of complex home circumstances, including those whose families are supported by a range of outside agencies, those with poor emotional health or well-being.	
Parents may lack confidence around engagement with their readiness for learning and low family aspiration.	
Parents/carers may not support learning at home and lack understanding of the curriculum demands and Age Related Expectations. Pupils may not have access to a suitable space to complete homework or access to resources and materials to support them.	
A narrower range of life experiences and parental ability to pay for extra-curricular activities e.g. clubs or residential visits.	
3. Intended outcomes (specific outcomes and how they will be measured)	Success criteria
A.	Rate of progress throughout Early Years continues to improve so that a greater proportion of children achieve GLD compared to national averages.
B.	Disadvantaged pupils achieve GLD in line with LA outcomes - at least 58%.
	Attainment in Maths in KS1 at expected and in all core subjects in KS2 at expected and higher standard improve, closing the gap between disadvantaged and non-disadvantaged pupils.
	Y2 – disadvantaged pupils attaining the expected standard is at least 62% in maths Y6 – disadvantaged pupils attaining the expected standard is at least 62% in reading – disadvantaged pupils attaining the expected standard is at least 68% in writing – disadvantaged pupils attaining the expected standard is at least 67% in maths – disadvantaged pupils attaining greater depth is at least 17% in reading – disadvantaged pupils attaining greater depth is at least 11% in writing

		– disadvantaged pupils attaining greater depth is at least 16% in maths
C.	Disadvantaged children are able to participate fully in all areas of the curriculum and school life to improve progress in reading, writing and maths by the end of KS2.	Progress scores for reading, writing and maths at KS2 are at least 0. Positive mental health is promoted and supported. Early intervention practices are in place to support children. More disadvantaged pupils engage with extracurricular activities and residential visits.
D.	Greater engagement with parents and families to support learning in order to improve outcomes and readiness for the next stages in learning.	Attendance of disadvantaged pupils improves and is less than that of the Local Authority – 7.1%. More homework is completed and returned by disadvantaged pupils.

4. Planned expenditure

Academic year	2020-2021
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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	How will you ensure it is implemented well? (Actions)	What is the evidence and rationale for this?	Staff lead	How and when will you review?
A	Rate of progress throughout Early Years continues to improve so that a greater proportion of children achieve GLD compared to national averages.	<p>Early Years Development Plan actions reflect PP priorities</p> <p>Leaders will ensure that training for all staff will enhance quality first teaching.</p> <p>Target early intervention for those children who lack age related skills necessary for Nursery in order to accelerate progress and to diminish difference.</p> <p>Increased parental support through curriculum workshops / stay and play / stay and read groups.</p>	<p>EEF report states that 'On average, Early Years' interventions have an impact of five additional months progress, and appear to be particularly beneficial for children from low income families.'</p> <p>School has identified that some children need early intervention and support.</p> <p>Early Years teachers and teaching assistants need to be competent using Early Years Profile and Development Matters to track pupil's progress and identify next steps.</p>	<p>Early Years Phase Leader</p> <p>Senior Leadership Team</p>	<p>Early Years Self Evaluation - ongoing</p> <p>Termly pupil progress meetings to discuss progress</p> <p>Termly moderation within school, Trust Schools and local schools</p> <p>Termly work / planning scrutiny</p> <p>Progress/Barriers to learning shared with parents/carers - termly</p>
Total budgeted cost					£85.00

Evaluation
Autumn 2020

There are 4 children currently on FSM. They are all girls and 1 is on the SEN register. All pupils are making progress and three are working in line with age related expectations. Actions are in place to support the child who is working below expectations. The work of pupils has been included in literacy and maths scrutinies. Teachers have spoken to all of the parents at the Autumn Term Consultation Meetings.

In 2019 the % of disadvantaged pupils attaining GLD was 58%. Reception targets for the end of the year indicate that 75% of current disadvantaged pupils will achieve GLD in 2021.

Staff have received CPD in maths this term and have introduced new methods of teaching.

B	<p>Attainment in Maths in KS1 at expected and in all core subjects in KS2 at expected and higher standard improve, closing the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Additional training for staff in teaching maths – TA structured interventions and quality First Teaching of the subject.</p> <p>1:1 support is given to underachieving, disadvantaged pupils in maths, 2 times a week.</p> <p>Children are able to access a wider variety of reading materials both fiction and non-fiction across all year groups, for use in school and at home.</p> <p>Focus on VIPERS for question stems.</p> <p>Ensure children are exposed to quality first teaching.</p> <p>Purchase additional non-fiction reading books, linked to topics to engage reluctant readers.</p> <p>Supplement and enhance the school's reading scheme with a range of reading materials that are phonetically decodable and cover a range of genre and interests.</p> <p>Engage in the LA Raising Achievement in Writing Group.</p> <p>Purchase I-pads to support intervention activities and access to online learning materials.</p>	<p>The EEF recommends maths interventions that are structured.</p> <p>EEF report states that 'On average reading comprehension approaches have an impact of five additional months progress, over the course of a school year.'</p> <p>Additional opportunities to access and discuss a range of engaging texts will provide children with a broad range of both fiction and non-fiction material.</p> <p>VIPERS Reading provides children with skills to comprehend texts.</p>	<p>Maths Leader</p> <p>English Leader</p>	<p>Assessment and data analysis - termly</p> <p>Self evaluation activities – ongoing</p> <p>Termly pupil progress meetings to discuss progress</p> <p>Termly moderation within school, Trust Schools and local schools</p> <p>Termly work / planning scrutiny</p> <p>Progress/Barriers to learning shared with parents/carers - termly</p>
Total budgeted cost					£48,334.00

Evaluation

Autumn 2020

Staff have received training in the teaching of maths. This has been through the Archimedes Hub and delivered in staff meetings by the maths lead and Y5 teacher. Staff are developing their practice as a result and using new methods of teaching. TA's and teachers have also been trained to deliver Catch-Up Maths. This has been directed at disadvantaged pupils and is having a positive impact on progress. We have also purchased 1:1 tuition for disadvantaged pupils in Years 5 and 6 with Third Space maths.

Reading books have been purchased based on what pupils say they would be interested in – themes and authors.

The English Lead has attended the LA RAW group.

I pads have been purchased and are being used across school. Additional laptops have also been acquired from Conyers and are being used in classrooms to support access to interventions such as LEXIA.

Disadvantaged pupils in KS1 attained					
C	<p>Disadvantaged children are able to participate fully in all areas of the curriculum and school life to improve progress in reading, writing and maths by the end of KS2.</p>	<p>Use Seesaw to make marking and feedback more accessible for pupils.</p> <p>Reduce charges provided for FSM children against extracurricular activities and residential visits.</p> <p>Provision of a tie and sweatshirt to all FSM children.</p> <p>Access to therapeutic services to support children with emotional and mental health needs.</p> <p>Signpost to local agencies who can further support parents.</p> <p>Continue to work with health professionals, including CAMHS.</p> <p>Concerns/observations will be recorded onto CPOMs, senior staff will be notified and act accordingly.</p> <p>Provide a vibrant and experiential curriculum, including visits and visitors to enhance learning further.</p> <p>Provide opportunities for all children to explore The Natural World (from National Trust: 50 things to do before 11 ¾) through our Forest Schools Programme – Paid for through Sport Premium Funding.</p> <p>Arrange e-safety speaker to raise awareness of e-safety and staying online safe for parents.</p> <p>Subsidise Peri-music lessons.</p>	<p>The EEF states that 'approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning' (series of sequential steps), also tend to have a positive impact'.</p> <p>No pupil is disadvantaged by financial situation from attending a residential visit or extracurricular club.</p> <p>Provision of uniform means that all children feel part of the 'team' and are not disadvantaged by lack of finance for school uniform.</p> <p>Public Health England 'Promoting Children and Young People's Emotional Health and Wellbeing' report states 'It is widely recognised that a child's emotional health and well-being influences their cognitive development and learning as well as their physical and social health and their mental well-being in adulthood.</p> <p>Children and Young People's Mental Health Coalition report that 'At any one time, 1 in 10 children have a diagnosable mental health problem, and it is well established that most adolescent and adult mental illness can be traced back to childhood.'</p> <p>School recognise their role in supporting children to be resilient and mentally healthy.</p> <p>School recognises their duty to promote the well-being of all children.</p> <p>Some of our children have witnessed domestic violence, suffer from severe anxiety or depression, experienced close family bereavement, are self-harming, experienced a difficult parental separation, encountered a traumatic start in their early life.</p>	<p>English Leader</p> <p>Senior Leadership Team</p> <p>Administrator</p> <p>Designated Lead</p> <p>Forest Schools Teacher</p> <p>IT Leader</p>	<p>Assessment and data analysis - termly</p> <p>Self evaluation activities – ongoing</p> <p>Termly pupil progress meetings to discuss progress</p> <p>Termly moderation within school, Trust Schools and local schools</p> <p>Termly work / planning scrutiny</p> <p>Monitoring attendance of clubs and visits – termly.</p> <p>All children are in school uniform – termly.</p> <p>Monitoring children referred to therapeutic services.</p> <p>Behaviour tracking and monitoring.</p> <p>Pupil voice and questionnaires.</p> <p>Monitoring of referrals to Early Help and other services.</p> <p>Parent voice about e-safety.</p>

			<p>The National trust's Natural Childhood report states that 'Physical and mental health problems are the most obvious consequences of a lack of engagement with nature. The problem is more pronounced in low-income urban areas; where computer games, tablets and TV dominate 'play' activities.</p> <p>Children speak of playing on-line video games well-above age restriction for long periods of time, often late at night.</p>		
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Total budgeted cost £2,839.22

Evaluation

Autumn 2020

Y6 pupils have been offered a 50% reduction on the cost of a residential visit in the summer.

Very few families have taken advantage of the offer of free uniform. We have sent a further reminder.

Winter Meal vouchers will be offered and parents have been reminded to apply for support should they need it so that they can access the offer.

67% of children being supported by Early Help or other services are disadvantaged. This is 15% of disadvantaged pupils (3% of non-disadvantaged pupils are open to Early Help or other services),

We have continued to offer Outdoor Education sessions throughout the summer term in order to maintain the range of experiences available to the children.

ii. Targeted support					
Action	Intended outcome	How will you ensure it is implemented well? (Actions)	What is the evidence and rationale for this?	Staff lead	How and when will you review?
D	Greater engagement with parents and families to support learning in order to improve outcomes and readiness for the next stages in learning.	<p>Dialogue with parents and children will evidence an increased understanding of the importance of regular attendance.</p> <p>Holidays in term time will not be authorised, except under exceptional circumstances.</p> <p>Regularly promote the importance of good attendance to parents through dialogue, website and displays.</p> <p>Arrange meetings with parents where</p>	<p>The EEF states that 'approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning' (series of sequential steps), also tend to have a positive impact'</p> <p>Regular attendance promotes effective and continuous learning.</p> <p>Regular attendance promotes positive friendships and well-being.</p> <p>Failing to attend school on a regular basis is a</p>	<p>Senior Leadership Team</p> <p>Attendance Officer</p> <p>School Administrator</p>	<p>Parent feedback.</p> <p>Attendance Monitoring and Supervision</p> <p>Monitor attendance at parents meetings</p> <p>Monitor home learning</p> <p>Monitor use of Seesaw, TTRockstars etc online.</p>

		<p>attendance is an issue.</p> <p>Maintain a First Day Contact Strategy to ascertain why children are absent from school.</p> <p>Request medical appointment letters to validate absence.</p> <p>Signpost to Health Visitor/GP if child has several medical absences.</p> <p>Involve the education Welfare Officer to ensure best possible attendance outcomes.</p> <p>Weekly attendance figures are given for each class during weekly assemblies and on newsletters.</p> <p>Celebrate success by rewarding the class with the highest attendance and reward individuals with 100% attendance.</p> <p>Provide resource packs and CGP guides for all FSM and Service Children so that children can engage with home learning.</p> <p>Parents are encouraged to attend 'Welcome to Year X' meetings explaining yearly expectations and desired outcomes and provided with copy of the presentation.</p> <p>Provide termly newsletters to inform parents/carers of the objectives of the term ahead.</p> <p>Challenge parents when home learning is not completed.</p>	<p>Safeguarding matter.</p> <p>Good habits of attendance will assist to develop self- discipline and responsibility in preparation for future employment.</p> <p>Children respond to completion and rewards.</p> <p>Parents/carers have legal responsibility for their child's attendance at school.</p> <p>Many pupils do not have access to resources to allow them to complete homework.</p> <p>Positive habits towards independent learning and homework stand children in good stead for the next stage in their education.</p> <p>The EEF states that 'There is a long history of research into parental engagement. The association between parental engagement and a child's academic success is well established.</p> <p>Report goes on to say 'On average parental engagement programs evaluated to date have led to a positive impact of approximately five additional months progress over the course of the year'.</p>		
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		Subsidise Spelling Shed, Times Table Rockstars, Ten Town, Phonics and Numbots to aid home learning.			
				Total budgeted cost	£9,609.62
Evaluation					
Autumn 2020					
The attendance of disadvantaged pupils this term has improved and is better than in previous years.					
95.3% Disadvantaged pupils (including Service Children, FSM and Ever 6) (94.4% in June 2020)					
98.4% Non-disadvantaged pupils (97.5% in June 2020)					
CGP packs and stationery packs have been distributed and supported home learning.					
				Overall total	£60,867.62
5. Additional detail					
<ul style="list-style-type: none"> • Layfield Primary School's pupil progress meetings are held each term. Each year group presents information back to SLT, on how they are addressing the school's improvement priorities, specifically focusing on raising attainment and narrowing gaps, in line with the School's Improvement Priorities. • Each year group has disadvantaged children written into the performance management targets of teachers and teaching assistants - identified to narrow gaps. • Tracking data is reviewed and plans updated termly. • Data, successes and barriers to learning for each year group are shared with the whole school on a termly basis. 					