

# Pupil premium strategy statement (primary)

• Summary information					
<b>School</b>	St Lawrence CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£21 415	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	86	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	April 2021

• Current attainment: March 2020 (most up to date data pre Covid 19 lockdown)		
	<i>Pupils eligible for PP March 2020 data, no Summer data due to Covid 19 Lockdown 23.3.20</i>	<i>All pupils: national average 2019, no data for 2020- covid 19</i>
<b>% achieving ARE in reading, writing and maths</b>	-	
<b>% achieving ARE in reading</b>	40	73 %
<b>% achieving ARE in writing</b>	33	78 %
<b>% achieving ARE in maths</b>	60	79%
<b>progress in reading</b>	53	
<b>progress in writing</b>	53	
<b>progress in maths</b>	40	

• **Barriers to future attainment (for pupils eligible for PP, including high ability)**

**In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	<p>A small number of our pupil premium pupils are also registered as having a Special Educational Need and/or Disability (SEND) which is potentially a long-term barrier to their learning. These special educational needs include: difficulties with communication and interaction (including limited vocabulary acquisition) which will potentially impact on their learning journey; cognitive and learning difficulties (including dyslexia or dyslexia-like traits, working memory and processing difficulties); and social and emotional needs (including anxiety and low self-esteem) for which they will probably require support throughout their school career. Some of these pupils also have poor organisational skills, which is often an intrinsic part of their special educational need; provision should be made for this. In some cases, this lack of organisation may be compounded by other issues at home.</p>
<b>B.</b>	<p>Where there are no special educational needs per se, some pupils may nevertheless exhibit poor attention/concentration skills coupled with poor resilience. Sometimes these apparently poor attention skills may be linked to (relatively) limited vocabulary range and a subsequent difficulty in accessing the curriculum.</p> <p>Occasionally, social and emotional needs may be due to an inconsistent and unsettled home-life which may, in turn, impact on behaviour. Occasionally these needs continue for some time after the original unsettled aspect of the home-life has been resolved.</p> <p>The Covid 19 lockdown impact on pupil mental health and wellbeing may be significant and additional support will be required at whole school and class level as well as individual level.</p>
<b>C.</b>	<p>More able pupils who are entitled to PPG funding do not always perform as highly as other more able pupils. Barriers include: limited language and oracy skills (for reasoning and vocabulary range). We also feel that we need to guard against low aspirations for some pupils.</p>

**External barriers** *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	<p>In some cases, inconsistent attendance may be a barrier and produce gaps in their learning, as well as impacting on their confidence, self-esteem and their sense of themselves as part of a team.</p> <p>Many pupils whose parents are in the forces may have experienced attending a variety of schools which may affect the consistency of learning.</p>
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4.	<b>Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><b>At least expected progress (academic) for children eligible for PP including those with SEN and the most able:</b>  We aim for all pupils, including those eligible for PP and/or those on the SEN register, to make expected progress and achieve according to their potential. All pupils have individual academic targets.  Impact of covid19 lockdown: the school will make use of the guidance and support offered by national government to target those pupils who require additional support and teaching.  Children with SEN have an individual provision map; targets are reviewed at least half-termly and modified as appropriate. Targets are SMART; interventions are appropriate and have a positive impact, measured through ongoing assessment. Those with academic needs will be offered enhanced group support within the classroom.  Academic assessments are termly with ongoing teacher assessment and provide an objective measure of progress. Scrutiny of books and ongoing assessment as part of planning also show the incremental steps of progress, which may not necessarily be reflected in the broader assessment scores.</p> <p><b>Targets may be linked to area of need, as well as academic needs, and we expect progress/adoption of strategies within the area of need.</b>  We support children with communication and interaction needs: they may be involved in interventions to improve turn-taking and other social skills and to improve inference skills, or within vocabulary groups or given pre- and post-tutoring of vocabulary to increase vocabulary range, including subject-specific terms.  We aim to promote the emotional wellbeing of all our children. Children with SEMH needs may be offered support through in school interventions by ELSA or to access external services through the LA. Development of skills linked to area of need may also impact on academic progress.</p>	<p>SEND high priority on the School Development Plan.  Successful achievement of targets, at least expected progress towards end of year ARE and GD.  Aspirational outcomes for the most able pupils.</p> <p>Pupils who require additional catch up will access support in school in line with national guidance.</p> <p>Improved participation in class activities.  Improved readiness for learning  Small steps of progress noted</p> <p>Regular assessments show expected progress</p>

4.	<b>Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
B.	<p><b>High levels of emotional wellbeing, confidence and aspirations ( including a raised awareness of the impact of the Covid 19 lockdown):</b>  Those children who may be exhibiting poor confidence, low self-esteem and low aspirations or anxiety (but who may not meet the criteria of a special educational need) will be offered opportunities to improve confidence and reduce anxiety; this will positively impact on their learning. Challenging pupils intellectually, it should raise aspirations.  Whole school approach to support pupils; Recovery curriculum supporting mental health and wellbeing. Increased time for PSHE and ELSA support. Individual and group support where required, led by ELSA and trained TAs.  Discussion groups led by TAs will improve confidence as well as communication skills along with interventions such as ELSA and Lego Build to Express.  Talk time in PSHE improves confidence as well as building discussion skills and the language of reasoning and extending vocabulary.  Cool Kids is another programme which, as well as delivering its primary aim of improving co-ordination, also helps build confidence and social skills. The leaders of these programmes will be continually monitoring and assessing impact.  Good relationships between pupils and staff supports emotional wellbeing; the small setting enables all staff to know all pupils extremely well.  Regular TA support in class offers ongoing support for confidence building.</p>	<p>Pupils will appear more confident and less anxious, impacting on progress.</p> <p>Pupils eligible for PPG identified as high ability making accelerated progress so that they achieve as well as their more able peers. We observe children taking more responsibility for their own learning and having higher expectations of themselves.</p> <p>Cool Kids and ELSA measure levels at beginning of programme and then again at the end. Scores are out of 5. We would hope for end score of 4 or 5.</p>
C.	<p><b>Good language skills and good attention skills:</b>  While we naturally aim to support children with special educational needs in Communication and Interaction, we also aim to develop language skills for those children who do not have a Communication and Interaction need per se but whose language skills are poor (limited vocabulary and poor reasoning language relative to peers).</p> <p>Those children who would benefit from specific language acquisition have TA support to enable vocabulary to be explored and explained; vocabulary acquisition can be assessed formally or informally. “Language for reasoning” interventions , developing oracy support for discussion with ‘discussion rules’ enable the TA to monitor and assess on an ongoing basis.</p> <p>Memory games are used to improve auditory memory, led by trained TA’s. Sometimes, linked to communication difficulties and other learning difficulties, children may have poor attention skills and/or resilience. Language interventions may dovetail well with programmes aimed at improving attention and auditory memory.</p>	<p>Improved participation in class activities; improved ability to explain reasons.</p> <p>Pupils eligible for PPG identified as high ability making accelerated progress so that they achieve as well as their more able peers.</p> <p>Improved resilience and more confidence when faced with challenging tasks.</p>

<b>4.</b>	<b>Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Teachers and support staff to provide additional time to read with pupils individually, where required, and in groups	
<b>D.</b>	<p><b>Good consistent attendance and support at home for the child:</b>  For families where attendance is an issue, and where the lockdown has impacted on pupil mental health and wellbeing, affecting in relation to school attendance, Attendance is closely monitored. Where there are emotional and social difficulties within an unsettled household, we have a dialogue with parents to ensure understanding on both sides and try to put appropriate support in place to alleviate any home difficulties.</p>	<p>Increased attendance.</p> <p>Parents better able to support pupils at home.</p> <p>Increased confidence.</p>

• Planned expenditure					
Academic year	2020-21				
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?
To improve attainment and ensure expected progress for all pupils, with a particular focus on pupils eligible for PP	<p>Quality First Teaching: inclusive approach</p> <p>Develop SEN support skills.</p> <p>Monitor pupil progress through termly pupil progress meetings; SMART targets are set and interventions/differentiated support are considered and put in place. Trained TAs deployed to make best use of training.</p> <p>Training for TA's to ensure support is effective- inclusion/SEN/reading</p>	<p>To ensure all children benefit from quality teaching delivered by the teacher</p> <p>Helps identify children in need of additional support; helps identify the appropriate support. Maintains focus on potentially vulnerable children.</p>	<p>Regular observations and scrutiny of data; regular training</p> <p>Peer support and overseen by assistant headteachers and headteacher. Review of data to ensure targets are met, and that this transfers into their general learning.</p>	Headteacher, SEN lead and SENCo	<b>Governor termly reviews</b>
To improve attainment and ensure expected progress for all pupils, with a focus on pupils eligible for PP, some of whom also have special educational need	<p>Quality First Teaching</p> <p>In addition to pupil progress meetings, all pupils on the SEN register have an individual provision map (IPM); SMART targets are reviewed half-termly and modified as appropriate. Class teacher organises appropriate interventions. Targets may be linked to their area of need and/or academic needs.</p> <p>TA interventions across the school.</p> <p>Purchase further dyslexia screening materials and support materials for pupils with PPG and SEND</p> <p>Respond to SEND Whole school Review ( Feb 20)</p>	<p>Identifies pupils and area of need, as well as academic needs. Ensures the setting of SMART targets and appropriate interventions. Parents and pupils are consulted about IPMs; pupils take a central role in their own learning. Targets linked to area of need may improve life skills but also impact on academic learning.</p>	<p>Regular observations and scrutiny of data: regular training</p> <p>SENCo oversees this process. Progress towards targets is reviewed regularly including during pupil progress meetings.</p> <p>Teachers assess impact of interventions. Assess at pupil progress meetings.</p>	Headteacher, SEN lead and SENCo	Pupil progress meetings half termly
<b>Total budgeted cost</b>			<p>SENCo support ( AM + RT SENDco) £1200</p> <p><i>Sub-total for Quality of Teaching for all</i> £1200</p>		



<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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?</b>
<p>To improve attainment and ensure expected progress for all pupils, including those eligible for PP (including the more able) and/or with SEN</p>	<p>Once identified through ongoing monitoring and assessment as well as pupil progress meetings (as stated above), in addition to whole class Quality First Teaching, it may be appropriate to introduce focus groups led by TA or by the teacher to enhance learning. It may also be appropriate to differentiate learning objectives; or introduce more personalised programmes in the form of specific interventions; or use particular strategies.</p> <p>Interventions may include:            Forest School experiences            Enhanced challenge and support            Precision teaching of spelling language for reasoning, higher order questions            Phonics            Read Write Inc            Toe by Toe            1:1 reading            Additional group guided reading            Additional group spelling tests            BBC dance mat            Fresh start            Plus 1/ Power of 2            Precision teaching of times tables/number bonds            Pre- and post-tutoring of vocab            Lego Build to Express</p>	<p>Identification through our monitoring and assessment process.</p> <p>Ensure most able pupils access an aspirational level of challenge.</p> <p>Appropriate interventions promote inclusion, so that all pupils are enabled to fully access the curriculum. Depending on the pupil, it may be necessary to work at a slower pace for particular learning, for confidence and allowing for processing, or language difficulties; working in a smaller group enables this to happen. Particular strategies may be advised through outside agencies, such as LSAT.</p> <p>Some focus groups will target specific areas of difficulty within a subject, if there is a gap in learning due to absence or an isolated difficulty. Other interventions may aim to build basic knowledge eg number bonds – these may take place over a long period to enable the child to absorb and place in long-term memory. Other interventions may aim to develop “layered” skills such as inference skills or vocabulary building. These may be ongoing or repeated, if the pupil needs explicit teaching.</p> <p>Following assessment and graduated response, it may be necessary to call upon the expertise of the LSAT team to conduct targeted assessments of various cognitive and academic skills.</p>	<p>Learning objectives are specific; these will be attained if the support is effective.            Tried and tested strategies are used; training is provided where appropriate.</p> <p>Pupil progress meetings ensure focus is on impact of interventions.</p> <p>SENCo refers pupil to LSAT in discussion with teachers.            SENCo highlights key information in report; all staff involved have a copy as well as parents. Teachers will enable implementation of</p>	<p>Class teachers            With support from the SENCo, where required.</p> <p>SENCo</p>	<p>Regular ongoing review with all teachers and TAs involved in interventions.</p> <p>Half termly</p> <p>Half termly</p>



<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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?</b>
	<p>ELSA support activities Time to talk and Socially Speaking programmes PSHE and recovery curriculum support</p> <p>Referral to the Learning Support Advisory Team/Behaviour Support Advisory Team (LSAT/BSAT)</p>	<p>The LSAT will then make recommendations to help us support the pupil's learning.</p> <p>Occasionally, when a child's needs present a significant barrier to learning, that the teaching staff have been unable to overcome, we request the assistance of an Inclusion Mentor from the BSAT team. The Inclusion Mentor supports the child for a set period, and offers advice to the teacher and TAs involved.</p>	<p>proposed strategies where appropriate.</p> <p>Impact in the classroom is monitored; regular dialogue with Inclusion Mentor</p>	SENCo	Half termly

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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?</b>
Improved emotional wellbeing, confidence and aspirations for all children in school, with a particular focus on those with SEMH needs, as well as children with no special educational need per se but also with issues of anxiety and low self-esteem and those who exhibit anxiety relating to covid 19 experiences.	<p>Maintain the good relationships between staff, pupils and families to enable confidence building and dialogue. Increased PSHE in class Regular Forest Schools opportunities with leader and TAs School has invested in a whole school wellbeing programme through Telford and Wrekin: Future in Mind Calmbrain used throughout the classes.</p> <p>Time to Talk, vocabulary groups, Socially Speaking: these interventions may have a dual aim of improving confidence and self-esteem, as well as promoting language skills and encouraging children to express their feelings appropriately. Participation in the Cool Kids programme may be suitable. (TA led). Access to trained ELSA</p>	<p>To work through anxiety and build self-esteem. To help children express their feelings in appropriate ways. To build confidence to promote full participation in class activities.</p> <p>To build confidence and social skills, as well as language skills, to promote readiness for learning and to enable full access to curriculum. Cool Kids, in addition to its primary aim of improving co-ordination and body awareness, also helps with confidence and settling into class, which in turn leads to better concentration.</p> <p>Raise aspirations</p>	<p>Regular dialogue between class teachers and support staff along with Learning Mentors as necessary. Monitor children in classroom.</p> <p>Regular feedback from those leading the groups; monitor emotional behaviours to assess progress. Monitor participation in class discussions.</p>	<p>Class teachers and SEN lead</p> <p>Class teachers</p>	<p>Half termly</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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?</b>
Good language skills and good attention skills	<p>Implement appropriate interventions: Time to Talk, vocabulary groups (including pre- and post-tutoring, Socially speaking additional extended guided reading: these interventions promote social skills and language skills.</p> <p>Auditory Memory/Attention Skills workshop</p>	<p>These sessions aim to improve specific language skills, such as inference skills, and the understanding of higher-order questions, build vocabulary and vocabulary acquisition strategies (so that vocabulary range matches ability, at least), confidence in expressing ideas as well as interaction skills.</p> <p>This is part of enabling pupils to access the whole curriculum, participate fully in classroom activities and reach their potential. This aims to build listening and attention skills as well as strategies for remembering multi-step instructions or key information. This may also improve resilience.</p>	<p>Group leaders feed back to teachers; teachers monitor impact in the classroom.</p> <p>Assessment at end of the programme.</p> <p>As programme progresses, a record may be kept of progress and/or difficulties</p> <p>Assess speaking and listening skills regularly.</p> <p>Monitor participation in class discussions. Assess inference skills in guided reading and reading assessments.</p>	Class teachers supported by SEN lead and SENDco	Ongoing in class review Termly Governor meetings
<b>Total budgeted cost</b>			TA support KS1		£6700
			TA support KS2		£8000
			<i>Sub-total for Targeted Support</i>		<i>£14,700</i>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Overall wellbeing of all children	<p>Great positive relationships across this small school- everyone knows everyone really well in a small community: staff are alert to any changes in the pupils and families.</p> <p>Recovery curriculum in place to increase focus on PSHE ( support from Cambridgeshire PSHE programme)</p> <p>Staff training: impact of trauma and attachment disorder, strategies and support from EP.</p> <p>Referral to appropriate outside agencies where appropriate: SALT EP OT CAMHS (costings per referral) Forest school area developed and improved</p> <p>Free music lessons, residential experiences</p>	<p>When a child's difficulty is impacting on academic achievement, life skills and wellbeing, it may be important to call upon specialist advice and/or diagnosis</p> <p>Individual music lessons to develop a skill, enhanced self-esteem.</p>	<p>Regular SEN meetings to ensure all children's needs are being met.</p> <p>Number of pupils who perform and continue with tuition with enjoyment.</p>	SENCo PPG Lead (AM)	Termly
<b>Total budgeted cost</b>			Residential trips		£1000
			Appropriate clubs		£100
			Booster groups Y6		£300
			LSAT support		£1,500
			Music tuition		£500
			<i>Sub-total for Other approaches</i>		<i>£3,400</i>

*Total Budgeted Cost 2020-21*

*£19,300*

• Review of expenditure				
Previous Academic Year 2019-20		£19,640		
i. Quality of teaching for all				
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
To improve attainment and ensure expected progress for all pupils, with a particular focus on pupils eligible for PP	Quality First Teaching: inclusive approach  Develop SEN support skills.  Monitor pupil progress through termly pupil progress meetings; TAs deployed to make best use of training.	March data 2020 (Lockdown 23.3.20)  % progress Reading 53% Writing 53% Mathematics 40%  % expected attainment Reading 40% Writing 33% Mathematics 60%	Greater focus on more able has increased overall performance and supported the on track and able PP pupils	SENCo support where required. Support staff time HLTA booster group support – not required covid 19   £12,400
To improve attainment and ensure expected progress for all pupils, with a focus on pupils eligible for PP, some of whom also have special educational need	Quality First Teaching  In addition to pupil progress meetings, all pupils on the SEN register have an individual provision map (IPM); SMART targets are reviewed half-termly and modified as appropriate.	All pupils made expected progress but still below ARE	Maintain additional training plan for School Support SEN provision and wellbeing training- all staff to impact on SEN pupils and PP. Support for staff given by SENDco as required- useful for 1:1 support alongside whole class provision.	£2,900
			<i>Sub-total for Quality of teaching for all</i>	<i>£ 15300.</i>
ii. Targeted support				
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
To improve attainment and ensure expected progress for all pupils, including those eligible for PP (including the more	in addition to whole class Quality First Teaching, -focus groups led by TA or by the teacher to enhance learning. -differentiate learning objectives;	March data 2020 (Lockdown 23.3.20)  % progress Reading 53% Writing 53% Mathematics 40%  % expected attainment Reading 40%	Maintain additional training plan for School Support SEN provision and wellbeing training- all staff to impact on SEN pupils and PP. Support for staff given by SENDco as required- useful for 1:1 support alongside whole class provision. Forest School- highly effective for engagement and developing collaboration skills	£2900 ( as above)

<p>able) and/or with SEN</p>	<p>-introduce more personalised programmes in the form of specific interventions.</p> <p>Interventions used:          Forest School experiences          Enhanced challenge and Phonics          Read Write Inc          1:1 reading          Additional group guided reading          Additional group spelling tests          Precision teaching of times tables/number bonds          Pre- and post-tutoring of vocab          Lego Build to Express</p>	<p>Writing 33%          Mathematics 60%</p>	<p>Phonics support with older pupils supporting reading and spelling effectively.          Lego Build to Express- effective discussion opportunities for specific pupils.</p>	
<p>Improved emotional wellbeing, confidence and aspirations for all children in school, with a particular focus on those with SEMH needs, as well as children with no special educational need per se but also with issues of anxiety and low self-esteem.</p>	<p>- good relationships between staff, pupils and families to enable confidence building and dialogue.          -Regular Forest Schools opportunities with leader and TAs          -Future in Mind training: whole school wellbeing programme through Telford and Wrekin: Future in Mind          -Time to Talk opportunities, this intervention has a dual aim of improving confidence and self-esteem, as well as promoting language skills and encouraging children to express their feelings appropriately.          - Participation in the Cool Kids programme may be suitable. (TA led).          -Access to trained ELSA</p>	<p>.Time to Talk opportunities enabled all pupils to share concerns.          Open discussions with parents and several pupils accessed ELSA successfully</p>	<p>Future in Mind- maintain the link with this- brings new aspects to school staff eg sleep training          ELSA training and support</p>	<p>£300 future in Mind          £900 ELSA time</p>
			<p><i>Sub-total for Targeted support</i></p>	<p><i>£1200</i></p>

<b>iii Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Good language skills and good attention skills	- Time to Talk, -focus on technical vocabulary (including pre- and post-tutoring, extended guided reading: these interventions promote social skills and language skills.  Auditory Memory/Attention Skills workshop	Successful support for pupils. Pre and post teaching	Maintain Talk Time- support for pupil mental health-developing oracy.	LSAT £1500  Residential did not take place: -£1500
			<i>Sub-total for Other approaches</i>	<i>£1500</i>

*Total Spend 2019-20*

*£18,000*

**• Additional detail**

Note: Covid 19 lockdown impact on delivering 1:1 support for PPG pupils.