



## Pupil Premium Strategy 2019 - 2020



Lyndhurst Junior School's Pupil Premium Strategy 2019-2020	
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<b>Chair of Governors</b>	Mr Hugh Whitaker

Pupil Premium Profile 2019-2020			
<b>Number of eligible pupils</b>	104	<b>Number on roll</b>	461
<b>Proportion of pupil population</b>	22.6%	<b>Date of most recent PP review</b>	June 2020
<b>Total pupil premium budget</b>	£130,680	<b>Date of next internal review</b>	July 2021

Executive summary	
<b>Overall aims / Desired outcomes</b>	
<ul style="list-style-type: none"><li>• To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in English and Maths.</li><li>• To improve the GDS outcomes for our disadvantaged pupils in all subjects.</li><li>• To improve outcomes for disadvantaged pupils with special educational needs and disabilities and social family factors.</li></ul>	

- To support disadvantaged pupils to access the full range of extra-curricular activities on offer e.g. trips, clubs, sports competitions, music lessons, prefects, play leaders.
- To support the SEMH needs of disadvantaged pupils to enable them to interact well with their peers, meet our behaviour expectations & develop positive attitudes to learning.

### **Main barriers faced by eligible pupils:**

This academic year included the partial school closure due to the COVID-19 Pandemic. This had a greater impact on the PP children who did not have access to the same level of technological devices when accessing home learning. The school carried out a survey of families asking them if they had no or limited access to devices before the Google Classroom was launched on 15<sup>th</sup> June. The responses that related to 221 children, 26 pupils were identified as having limited access to devices. Of these 12 (46%) were pupils in receipt of Pupil Premium.

In order to mitigate issues around internet access and devices, paper work packs were provided and delivered, KS1 books purchased and posted to those SEND pupils working below KS2 and all videos were placed on YouTube so families could access these via mobile phone.

The partial school closure also means the current Year 6 did not sit their SATs in May. All data included in this report relates to the last assessment pieces completed in school during March. The majority of the children did complete these assessments but as the country entered the COVID-19 lockdown period, some children were not present in school during those last few school days so were unable to complete all the papers.

### In-school barriers

- OFSTED February 2019 acknowledged that there was effective use of funding for disadvantaged pupils. However, the report found the 'most able disadvantaged pupils are not routinely given work that challenges them. As a result, some of these pupils do not attain as well as they could'.
- The historic delay in implementing new 2014 Primary National Curriculum and lack of implementation of interventions to accelerate progress is now being addressed.
- A historic lack of identification of PP children and understanding of importance of progress and impact of rich school opportunities.

### External barriers

- Attendance and Persistent Absence (PA) rates for specific PP children.

- Access to rich extra-curricular experiences restricted due to home finances and preferences.
- Although parents do have aspirations for their children the IMD 2017 shows that one area where the school's deprivation falls below average is Education, Skills & Training, indicating the barrier of ability to best support their children (see SEF Basic characteristics & Overall Curriculum Statement).

**What is working well:**

- The flexible use of TTGs to address common areas of weakness within a year group.
- The use of PIXL resources to analyse children's assessments at regular points in the year along with targeted resources that teachers can use in classes.
- Where provision and interventions are carefully matched to pupil – their starting points, next steps, preferred approaches/learning styles, parental support, etc.
- A balanced approach to use of Quality First Teaching and high quality support and interventions delivered by teaching and support staff.
- Support that skilfully encourages a pupil's independence and increasingly less reliance on adult support over time.
- Regular reviews of interventions and their impact so that approaches can be adapted to meet a pupil's needs at any given time.
- An approach that takes into account the whole child, and most especially their emotional health and wellbeing, so that they are able to fully access learning opportunities.
- Clear communication with parents so that they are able to support their child at home and share their successes with them.
- Specialist teachers working closely with other staff in order to upskill and build capacity and expertise further.

	2018			2019			2020 (Provisional data)		
	LJS (All)	Nat av	LJS (Disadv)	LJS (All)	Nat av	LJS (Disadv)	LJS (All)	Nat av	LJS (Disadv)
RWM combined	63%	64%	47%	55%	65%	57%	66%	70%	47%
Reading scaled score	104	105	100	103	104	101	102.7	* This data is not available due to SATs not taking	99.4
Maths scaled score	103	104	101	103	105	102	103.9		102.1
Reading Progress from KS1 to KS2	-2.6	N/A	-4.3	-3.4	N/A	-4.0	-4.4		-5.1

Maths Progress from KS1 to KS2	-2.8	N/A	-2.3	-4.1	N/A	-3.1	-3.1	place/COVID-19.	-2.7
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## Action plan

Approach	Outcomes and success criteria	Owner	Milestones	Impact & evidence	Review date	Total cost
Intervention programmes to accelerate progress using PiXL resources (responding to diagnostic analysis).	Pupils receiving intervention programmes make better than expected progress from their starting points.	INCO / PP Lead Head of School Year Group Leaders	Half-termly Pupil Progress Meetings to review impact of intervention programmes and review provision.	See attached document relating to attainment. Except in Year 3, the data is showing some signs of improvement. As staff confidence and familiarity with the resources has improved it was beginning to have a greater impact.	Half-termly	£10,000
Two Emotional Literacy Support Assistants and access to MABs Home/School support worker to support social, emotional and mental health development in order to maximise learning readiness and engagement.	Positive feedback received from pupils, parents & staff.	INCO Head of school	Feedback gathered termly from staff and pupils and annually from parents.	There has been a lot of requests for ELSA provision this year. Many parents are requesting support for their children as well as feedback from the ELSA. There was a delay in gaining ELSA support for Year 3 due to both working in Year 6. Next year there will be an ELSA in both halves of the school to enable quicker support for	Termly	£34,800

				<p>Year 3s on entry. As we enter a post Lockdown period, it is important that their expertise is shared with teachers. This will free them up to support those most in need.</p> <p>Next step: to formalise referral to ELSA system and make measuring and reporting impact part of the ELSA's duty.</p>		
<p>Development of the Lunch Club provision through the recruitment and training of a specialist member of staff using Nurture Group principles.</p>	<p>Positive feedback received from pupils, parents &amp; staff.</p>	<p>INCO Head of school</p>	<p>Feedback gathered termly from staff and pupils and annually from parents.</p>	<p>Lunch Club ran through out the year. It was relocated to a more central location to improve the quality of support provided. Take up by children remained high (averaging 30+ pupils per day). The school did recruit a member of staff in a Welfare role but they have not been able to support with this provision, remaining mainly focussed on attendance and supporting the Reception Office.</p> <p>Impact: There is subjective evidence that Lunch Club reduces conflict in the playground and helps a few manage their behaviour</p>	<p>Termly</p>	<p>£4650</p>

				during unstructured times. Next Step: Going forward, Lunch Club will no longer be able to run due to COVID-19 restrictions. Year Teams are putting in place Year based alternatives to help these children. Long Term: it is envisaged this will become a new school practice, freeing up INCo to focus on children with EHCP.		
Financial support to enable educational visits	Take up of disadvantaged pupils on trips is equal to or better than non-disadvantaged pupils.	Head of School School Business Manager	Initial take up monitored within a week of trip notification	This funding has been utilised by one child this year to access a school residential. There remains a need for Year Leaders to be aware that this may be an appropriate tool to support those children in the most need.	On-going	£3,000
Intervention programmes to accelerate progress for GDS pupils e.g. QFT from CTs with best subject knowledge in year groups released from classroom	<ul style="list-style-type: none"> <li>•Pupils receiving intervention programmes make better than expected progress from their starting points.</li> <li>•GDS outcomes match national averages at KS2.</li> </ul>	Head of School Yr 6 CTs, who specialise in En or Maths	Half-termly Pupil Progress Meetings to discuss impact of intervention programmes and review provision.	Targeted intervention groups were run across all years. In Year 3-5 these were not focussed on pupils with Pupil Premium but rather those who were 'cuspy'. In Year 6 the primary focus again was on 'cuspy' children but where additional places were available these were	Half-termly	£30,400

				<p>offered to pupils in receipt of Pupil premium.          Next Step: To make sure additional intervention is focussed on pupils in receipt of Pupil Premium. Ensure class teachers and Year Leaders monitor the progress of these pupils.</p>		
<p>Opportunities for extension and enrichment e.g. to attend before / after school clubs, workshops, community events</p>	<ul style="list-style-type: none"> <li>• Increased take up of extension and enrichment activities by disadvantaged pupils.</li> <li>• Positive feedback from pupils and parents.</li> </ul>	<p>SLT including Year Leaders          After-school Clubs leader</p>	<p>Monitor &amp; review attendance of events termly to ensure disadvantaged pupils are priority</p>	<p>Some after school clubs have been offered this year. But records have not been kept as to which pupils attended.          Next step: To ensure pupils with Pupil Premium get priority when allocating places.</p>	<p>Termly</p>	<p>£3830</p>
<p>Targeted small group or 1 to 1 in class support for English (Reading Bug Club) or Maths</p>	<ul style="list-style-type: none"> <li>• Percentages of pupils achieving the expected standard increase on 2018 and are in line with or above national averages.</li> <li>• Attainment gap in Reading between PP &amp; non PP narrows to within 10%.</li> </ul>	<p>INCO          Learning Support staff          Classteachers</p>	<p>Half-termly Pupil Progress Meetings to review impact of intervention programmes and review provision.</p>	<p>See attached document relating to attainment data. The attainment for PP children on track to achieve ARE in reading across the school is within 10% of that achieved by the whole cohort in every year group. They are still under performing at GDS level.</p>	<p>Half-termly</p>	<p>£40,000</p>

<p>Training for teachers and learning support staff in particular programmes &amp; to develop particular skills to support accelerated achievement for pupils</p>	<ul style="list-style-type: none"> <li>• Staff report improved levels of confidence &amp; knowledge.</li> <li>• Greater percentage of pupils achieve the expected standard.</li> <li>• Progress for pupils is more rapid due to well-matched approaches.</li> </ul>	<p>INCO English &amp; Maths Leaders</p>	<p>Termly appraisal meetings review staff confidence, knowledge &amp; skills.</p>	<p>This year the school has become a PIXL school. Additional training has been provided for teachers. Although only two terms of PIXL assessment have been carried out, the data provided has been useful in allowing us to spot weaknesses earlier and lead to more teacher accountability. This practice needs to be embedded. Next step: Teachers to make greater use of therapy work and to use the transition materials right from the start of the academic year. To train LSAs to help teachers deliver therapy work.</p>	<p>Termly</p>	<p>£4,000</p>
<p>Pupil premium expenditure:</p>						<p>£130,680</p>