

Lyndhurst Junior School Pupil premium strategy statement

School overview

Metric	Data
School name	Lyndhurst Junior School
Pupils in school	459
Proportion of disadvantaged pupils	25.4%
Pupil premium allocation this academic year	£135,845
Academic year or years covered by statement	2020-2022
Publish date	Autumn 2020
Review date	July 21
Statement authorised by	
Pupil premium lead	Ali Beechurst
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-5
Writing	-2.2
Maths	-2.7

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	65%

Measure	Intended Outcome
Priority 1	Significantly reduce the attainment gap between disadvantaged pupils and their peers.
Priority 2	Significantly improve progress in Reading for disadvantaged pupils
Priority 3	Improve attendance rates of disadvantaged children (4% lower for PP) and significantly reduce the number of pupils who are PA (43 pupils)
Barriers to learning these priorities address	Prior poor attainment/progress is caught up Ensuring all staff target disadvantaged children for focussed teaching and intervention to ensure there are no gaps and pupils are confident readers Attendance will improve

Teaching priorities for current academic year

Aim	Target	Target date
Reaching ARE Reading	73%	June 2021
Reaching ARE Writing	78%	July 2021
Reaching ARE Mathematics	73%	June 2021
Multiplication Check	At least 75% of pupils to disadvantaged pupils to pass the MTC in Y4.	July 2021
Attendance	Improve attendance data so that attendance is significantly improved and in line with NA (PP attendance 19/20)	July
Measure	Activity	
Ensure all core lessons planning focuses on having apposite impact on progress	Develop the Lyndhurst Teaching for Impact strategy and use the Autumn Term INSET day to train staff – YLs to then monitor weekly	
Ensure all disadvantaged pupils receive quality first teaching	Appoint PP champion to raise awareness and use Year Leader monitoring and developmental drop ins to ensure all disadvantaged pupils learning needs are being met.	
Barriers to learning these priorities address	Lower prior attainment is addressed as gaps in learning are identified and subsequent planning/intervention ensures pupils catch up.	
Projected spending	£56,155	

Targeted academic support for current academic year

Measure	Activity
Reduce gaps in pupils knowledge, understanding and skill in Reading, Writing and Mathematics	Use of targeted teaching groups and focused support for pre teaching/catch-up sessions to ensure pupils are working at age related expectations.
Improve engagement with reading – reading stamina and fluency	Introduce and embed the Lyndhurst Reading Spine through daily “reading together” time.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up for pupils with gaps in learning.
Projected spending	£20,052

Wider strategies for current academic year

Measure	Activity
Improving attendance	Attendance strategy to reduce PA and improve attendance for all disadvantaged pupils

Providing well-being support so that children are ready to learn	Breakfast club and ELSA support as necessary
Barriers to learning these priorities address	Improving attendance and readiness to learn
Projected spending	£59,638

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring PP children's learning needs are being met across the whole school	Ensure all staff are aware of PP children and gaps in/barriers to learning Fortnightly Developmental Drop Ins to all classes to identify and share best practice
Targeted support	Ensuring marking is forensic and timely action is taken Tracking the impact of interventions	Weekly review of marking at Year Team meetings leading to next steps planning/interventions PiXL tracker for learning interventions & spreadsheet for SEND/inclusion intervention – half termly review SENCo & HoS
Wider strategies	Possible barriers to engagement Possible future partial school closure due to pandemic	Build and maintain trusting relationships with all parents by acting with integrity at all times Involvement of outside agencies to support as necessary (Early Help, MABS, EMAS) Ensure places offered for onsite learning and technology/resources for pupils learning at home