



Pupil Premium Report 2020-21

The aim of our Pupil Premium strategy is to reduce the attainment gap between disadvantaged and non-disadvantaged pupils at LLPS. It is also the aim of LLPS to use the strategy to raise the in-school attainment of both disadvantaged pupils and all pupil groups. We acknowledge that a significant number of our pupils may not qualify for the Pupil Premium payment but may also be disadvantaged for a number of significant factors. These factors may include: poverty, poor attendance, additional educational needs which include social, emotional and mental health, social care concerns, and/or a number of other factors which disadvantage children and young people and impact on their ability to succeed in school and life.

The DfE has acknowledged that the Pupil Premium strategy has historically had a limited impact in schools. It is now widely accepted that this issue is far more complex than at first envisaged. Therefore, schools must adopt a much wider approach to “close the gap” and allow those who are disadvantaged to make progress and achieve at the highest levels.

Covid 19 has had a significant impact on learning outcomes for all pupils but in particular for those from disadvantaged backgrounds. The EEF has acknowledged that the gap which has been narrowed, albeit marginally, is now significantly wider especially in the case of disadvantaged pupils.

Pupil Premium Grant

Amount of Pupil Premium Funding at LLPS			
Financial Year	Number of pupils eligible for Pupil Premium	Pupil Premium grant per pupil	Total
2016-17	261 (2 x PP++)	£1320 (£1,900)	£344,520 + 3,800
2017 - 18	268 (1 x PP++)	£1320 (£1,900)	£353,760 + 1,900
2018-19	228 (2xPP++)	£1320 (£1,900)	£300,960 + 3,800
2019-20	218(3 x PP++)	£1320 (£1,900)	£287,760 + 4,600
2020-21	201 (1 x PP++)	£1320 (£2,345)	£266,310 + 2,345

Who decides how it is spent?

The Headteacher and members of the school leadership team decide how the pupil premium budget is to be spent. This information is shared and agreed by the school governing body governing. The headteacher and members of SLT share all relevant information on effective strategies and impact on learning with school staff, and community members on a termly basis..

What are the barriers to learning for disadvantaged pupils at LLPS?

The barriers that many disadvantaged pupils face are varied and complex and may be different for every child. However, research has shown that many children facing poverty share a range of common barriers which may include:

- Low levels of vocabulary and language acquisition – which impacts of pupil’s ability to access phonic programmes for reading readiness and impacts on their ability to communicate their thoughts and feelings and develop meaningful relationships
- Low baseline on entry to Foundation which means that many disadvantaged pupils are not “school ready” for the rigours of the Foundation Stage Curriculum and therefore are risk of not achieving a Good Level of Development (GLD) at the end of Foundation
- Many parents/carers from disadvantaged families are not able to support their children at home due to low parent literacy levels – some parents have not had access to formal education and therefore struggle to help their children with home learning
- Many disadvantaged families do not have access to adequate IT resources and so struggle to access home learning programmes
- Many disadvantaged families do not engage in additional school provision such as breakfast or after school clubs due to complex family issues and additional pressures relating to poverty that restrict pupils from flourishing
- Poor attendance levels – some disadvantaged pupils are more likely to be late or not attend school due to poor housing, and over-crowding leading to increased risk of illness
- Some disadvantaged pupils live in temporary accommodation which means they live with the daily threat of eviction which impacts greatly on mental health and well-being and the ability to focus and engage with school learning
- Some disadvantaged pupils may experience low levels of confidence and self-esteem which can in turn impact on their ability to engage with all that the school has to offer

How we spent the 2019/20 PP grant and impact?

Many disadvantaged pupils are at greater risk of falling below expected levels of attainment in comparison to their peers for many of the reasons stated above. LLPS has looked at key research and initiatives in order to use the pupil premium grant to ensure the best possible outcomes for disadvantaged pupils. Research has shown that Quality First teaching and investing in research based programmes lead to maximum outcomes for disadvantaged pupils. The school has therefore invested the majority of the fund in whole school training and resources to maximize learning outcomes.

Priorities for 2019/20 were:

- Continue to improve punctuality and attendance
- Embed whole school language acquisition programme (ELKLAN) and identify pupils who have significant gaps or delay in their learning in their language skills
- Improve reading across all groups including disadvantaged
- Improve phonics teaching and outcomes across all groups including disadvantaged
- Continue to monitor progress and attainment of disadvantaged learners
- Extend out of school activities and increase the engagement of disadvantaged
- Provide free Breakfast Club for disadvantaged
- Help families in difficulties with the support of the school based Pastoral Team
- Help all learners including disadvantaged to feel a sense of success in their achievements
- Provide an exciting and stimulating curriculum to engage all learners including disadvantaged

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you measure impact?	Staff lead	Costing
<p>CPD to focus on the pedagogy of teaching and learning</p> <p>Continue to increase the proportion of outstanding teaching and learning practice</p> <p>Ensure rapid progress continues throughout KS2 to ensure end of KS targets are met</p>	<p>Increased proportion of outstanding T & L practice leading to improved outcomes for disadvantaged and all pupils</p> <p>Lessons are challenging and enable rapid progress for disadvantaged and all learners</p>	<ul style="list-style-type: none"> • QFT is pivotal in improving learning and outcomes for disadvantaged and all learners (DFE and EEF guidance) • Focus on “Rosenshine’s Principles in Action” to embed elements of good practice in teacher’s everyday classroom practice • Outcomes for disadvantaged pupils at the end of key stage 1 (2019) have shown significant improvement. This improvement now needs to be mirrored at the end of key stage 2 to ensure that pupils are prepared for secondary transfer. 	<ul style="list-style-type: none"> • Revised T&L policy which will ensure a common understanding of outstanding practice by all staff • Peer observations, phase observations to develop skills and understanding of outstanding teaching and learning • Triangulate all evidence to build picture of development and progress • Teachers to work together to plan to ensure equitability of learning across the year group • Phase leaders to ensure equitability of teaching and learning • Focused feedback enables children to move on in their 	<p>SLT – Richard Thompson</p> <p>Curriculum Committee</p> <p>All teachers</p> <p>SLT – Richard Thompson, Jenny Langstaffe</p> <p>Curriculum Committee</p>	

			<ul style="list-style-type: none"> learning Evidence of targeted questioning deepens children's knowledge Lessons are challenging and enable rapid progress for all learners 		
Ensure assessment is rigorous and accurate	Assessment is accurate and leads to effective lesson planning to ensure that disadvantaged and all pupils have gaps in their learning reduced.	<ul style="list-style-type: none"> Internal and external data (2019) show that gap between disadvantaged and non-disadvantaged is narrowing and/or exceeding national expectations Early identification of children falling behind will ensure that class based intervention is timely and effective in supporting disadvantaged pupils with gaps in their learning. 	<ul style="list-style-type: none"> Half termly assessments track children and monitor progress Weekly assessment meetings with assessment lead to challenge underperformance Termly target tracker training to enhance internal assessment data Discussions around how to enable more children to make more than expected progress to take place weekly Regular moderation by middle leaders in RWM cross school 	SLT – Jenny Langstaffe, Richard Thompson Curriculum leads: Rachel, Sophie, Lorraine, Sarah (RWM) Curriculum Committee	
Key Curriculum Focus – Reading					
Improve reading outcomes for all pupils	Outcomes will be better for disadvantaged and all	<ul style="list-style-type: none"> DSR/Destination reader are research 	<ul style="list-style-type: none"> Develop home reading opportunities 	Reading Lead – Lorraine Imbrah	

across the school	children term on term Standards in reading will be more in line with NE in KS2	based initiatives that have proven to accelerate reading progress leading to better learning outcomes for disadvantaged and all pupils	<ul style="list-style-type: none"> • Destination Reader to be introduced in Y2-6 • Comprehension and inference skills to be taught explicitly through DR • Daily Supported Reading to continue in Y1 and in Rec in Summer 2 • Ongoing weekly training of TAS to ensure high quality provision and outcomes • Ongoing – data to show overall improvement July 2020 compared with 2019 – check 3 year trend (KS2 results) 		
Improve phonics learning and outcomes by all pupils	Children will begin to make more than expected progress Phonics to continue to be in line with NE	<ul style="list-style-type: none"> • Year 1 Phonics testing has shown a steady increase in outcomes for disadvantaged pupils (2019). 	<ul style="list-style-type: none"> • Read, Write Inc to be embedded across the school from Nursery to Year 6 • Invest in RWI resources for classroom based and home school learning 	DHT Meg Turner	
<i>Speech, Language and Communication</i>					
Improve speech, language and communication	Disadvantaged and all pupils will improve their SLCN skills	<ul style="list-style-type: none"> • Elklan and Word Aware initiatives are research based initiatives that 	<ul style="list-style-type: none"> • CPD and monitoring will continue to focus on the implementation of 	SENDCO Natalie Wilding	

outcomes for all pupils	Pupils will be able to access the curriculum more readily Pupils will be better prepared for transition to key stage 3 Pupils will be able to communicate their social and emotional needs leading to better health and emotional well being	<ul style="list-style-type: none"> • have been proven to accelerate learning outcomes and support pupils with SLCN needs • DfE acknowledges the key role of language acquisition in improving the life choices of disadvantaged and all pupils 	<p>ELKLAN and Word Aware strategies</p> <ul style="list-style-type: none"> • The school will achieve ELKLAN school status accreditation • SLT/SMT will continue to monitor impact of key strategies in monitoring cycles 	Key teachers: Debbie Golding Anna Davies	
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Wider support and interventions

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Costing
Disadvantaged children will be targeted for additional in class interventions	<ul style="list-style-type: none"> • Disadvantaged children to make progress in line with NE or better 	<p>LA Review (Jan 19) target to ensure range of class teacher based initiatives are embedded to maximize outcomes for disadvantaged and all pupils</p> <p>Early intervention and QFT has maximum impact on pupil progress and outcomes</p> <p>EEF recommends 1:1, small group targeted support are best interventions to close the gap</p>	<ul style="list-style-type: none"> • Curriculum leaders closely track and monitor disadvantaged pupil progress • Disadvantaged pupils will be a focus group in Pupil Progress meetings • Class teachers and pupil progress leaders will monitor the impact of all class based interventions 	SLT/Middle leaders/curriculum leaders	
Disadvantaged more able children to be	<ul style="list-style-type: none"> • Disadvantaged more able children 	School Ofsted Report July 2017 target to focus on	<ul style="list-style-type: none"> • Curriculum leaders closely track and 	SLT/Middle leaders/curriculum	

<p>targeted for class based interventions to ensure pupils that they reach exceeding levels at the end of key stages</p>	<p>to make expected or better progress and to meet attainment goals in line with other more able disadvantaged children</p>	<p>disadvantaged more able pupils to ensure maximum progress and outcomes for disadvantaged and all pupils</p>	<ul style="list-style-type: none"> monitor progress Disadvantaged pupils to be a focus group in data meetings All book looks, interventions, clubs etc. to be focused on Disadvantaged children particularly in Y1, 3 and Y6 School clubs to be offered to Disadvantaged children first 	<p>leaders</p>	
<p>Learning mentor team to monitor attendance of disadvantaged pupils and use effective strategies to improve attendance. Pastoral Lead to attend relevant training on improving attendance.</p>	<ul style="list-style-type: none"> Improved attendance and learning outcomes by disadvantaged pupils. 	<p>Improved attendance and punctuality ensures that vulnerable pupils are able to take full advantage of everything that the school has to offer</p>	<ul style="list-style-type: none"> Pastoral manager will continue to track and monitor the impact of school based strategies on reducing poor attendance by disadvantaged pupils Pastoral leader will continue to liaise with the EWO and target poor attendance Data will be shared with SLT and class teachers 	<p>Pastoral lead SLT School governors</p>	
<p>Learning mentor team to provide structured whole school and structured programmes to support the mental</p>	<ul style="list-style-type: none"> Improve resilience and well being of all pupils including disadvantaged who are at 	<p>Improved mental health and well being will ensure that disadvantaged pupils are able to draw on a range of taught strategies to allow them to</p>	<ul style="list-style-type: none"> Pastoral manager will liaise with school SENDCO to plan whole school/small group and 1:1 interventions 	<p>Pastoral Lead SENDCO Behaviour Lead</p>	

health and well being of all pupils	particular risk	manage their thoughts and feelings as well as curriculum challenges	<ul style="list-style-type: none"> Pastoral manager/behaviour manager and SENDCO will monitor impact and outcomes 		
Disadvantaged pupils will engage more fully in extended provision offered by the school	<ul style="list-style-type: none"> Improved attendance in school clubs and activities 	FFT research has found that pupils who are involved in additional school activities improve confidence and self esteem which leads to improved learning and outcomes	<ul style="list-style-type: none"> School team will continue to prioritise PP applications to increase the involvement of disadvantaged pupils in additional school activities Data will be shared with SLT 	Admin team PP leader	
Breakfast club to be provision to be enhanced and extended to ensure that pupils have a nourishing meal to prepare them for learning	<ul style="list-style-type: none"> Improved punctuality leading to better lesson engagement and learning outcomes for disadvantaged and other vulnerable pupils 	FFT research has found that pupils who are involved in additional school activities improve confidence and self esteem which leads to improved learning and outcomes	<ul style="list-style-type: none"> School team will continue to prioritise PP applications to increase the involvement of disadvantaged pupils in additional school activities Data will be shared with SLT 	Pastoral Leader and admin team	
				Total budgeted cost:	<i>including Teaching Assistants costs (287,760)</i>

Progress and Impact for 2019/20 TBC

(outcomes for 2019)

The above approaches have had a significant impact on the pupil outcomes. Significant progress has been made by disadvantaged pupils at LLPS in comparison to national levels at the end of Key stage 1 in reading, writing and maths at expected and greater depth levels. At the end of Key stage 2 disadvantaged pupils have made significant progress in comparison to national disadvantaged in the areas of greater depth writing and expected grammar, punctuation and spelling.

School outcomes in 2019 for disadvantaged pupils are significantly up on school outcomes for disadvantaged pupils in 2018 in all areas at the end of Key stage 1 & 2 except expected writing in Key Stage 2.

However, the gap between national and school disadvantaged outcomes at the end of Key stage 2 is still a key concern for leaders to consider in the 2019-20 School Development Plan and Pupil Premium Strategy. In additional outcomes for SEND and black and minority pupils at the end of Key stage 2 are also a key area of concern for school leaders and the school community to consider.

Planning for 2020/21 Grant

Priorities for 2019/20 were:

- QFT to focus on “close the gap” strategies to ensure that disadvantaged make accelerated progress in reading, writing and maths**
- Ensure that disadvantaged pupils are able to engage fully in remote learning opportunities**
- Continue to improve punctuality and attendance for all vulnerable groups**
- Embed whole school language acquisition programme (ELKLAN) and identify pupils who have significant gaps or delay in their learning in their language skills**
- Improve reading across all groups including disadvantaged**
- Improve phonics teaching and outcomes across all groups including disadvantaged**
- Improve maths teaching and outcomes across all groups including disadvantaged**
- Continue to monitor progress and attainment of disadvantaged learners**
- Extend out of school activities and increase the engagement of disadvantaged to improve learning outcomes**
- Provide free Breakfast Club for disadvantaged**

- *Help families in difficulties with the support of the school based Pastoral Team*
- *Help all learners including disadvantaged to feel a sense of success in their achievements*
- *Provide an exciting and stimulating curriculum to engage all learners including disadvantaged*