

Pupil Premium Strategy 2019-2020

1. Summary information

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| School | Lent Rise School | | | | |
| Academic Year | 2019-20 | Total PP budget | £83 040 | Date of most recent PP Review | Sept 2019 |
| Total number of pupils | 449 (as of 23.10.19) | Number of pupils eligible for PP | 54 (as of 28.11.19) | Date for next internal review of this strategy | Dec 2019 |

2. Current attainment and progress

Summer 2 2019 Data

| PP out of 49 children at or above | Reading | Writing | Maths |
|-----------------------------------|----------|----------|----------|
| • Progress | 21 / 43% | 22 / 45% | 28 / 57% |
| • Attainment | 21 / 43% | 17 / 35% | 23 / 47% |

| Comparison of PP and Non PP at or above | Reading | | | Writing | | | Maths | | |
|---|----------|-----------|------|----------|-----------|------|----------|-----------|------|
| | PP (49) | Non (401) | Gap | PP (49) | Non (401) | Gap | PP (49) | Non (401) | Gap |
| Progress | 21 / 43% | 231/59% | -16% | 22 / 45% | 220/56% | -11% | 28 / 57% | 230/59% | -2% |
| Attainment | 21 / 49% | 326/ 83% | -34% | 17 / 35% | 297/76% | -41% | 23 / 47% | 337/86% | -39% |

3. 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)*

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| A. | Poor oral language skills as a result of overuse of technology and lack of reading at home leading to poor attainment and progress. |
| B. | Arriving unprepared to start the school day and with emotional needs before they are ready to learn. |
| C. | Lower engagement in learning for some pupils resulting in poor attainment, progress and aspirations. |

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

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| D. | Low attendance rates and late arrival to school. |
| E. | Parental engagement. |
| F. | Many children post LAC and therefore may have emotional and attachment needs. |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Language developed and a passion for reading and outdoors instilled. This will be measured by lesson observations, pupil voice and use of data. | Attainment and progress levels to rise. Children's enjoyment of books to increase. |
| B. | Children are ready to start the day with breakfast inside them, resources to use and any emotional needs addressed prior to learning beginning. This will be measured by the amount of children requiring additional support and pupil voice. | PP children offered breakfast in additional breakfast club. Resources provided for them in lessons and teacher ensure they interact and check on PP chn in the morning. |
| C. | All pupils showing interest in learning. This will be measured by lesson observations, pupil voice, feedback from parents and class teachers as well as school data. | First quality teaching. Attainment and progress levels to rise. |
| D. | Overall attendance will improve to between 93-95% by the end of the year. | PP children who are absent for more than 2 days will be contacted about attendance. PP children who are later for more than 2 days will be contacted about lateness and warnings issued. |
| E. | Parents to attend parents' evenings and approach school when needed. This will be measured by attendance data, parent voice. | Stronger links to be established. Parent attendance figures to increase. |
| F. | Children to feel happy at school and receive support where needed. Children will be more focused, share any concerns and get help where needed. | Engagement to rise. Well-being to increase. |

| 5. Planned expenditure | | | | | |
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| Strategy to tackle barriers | Input | Staff lead | Impact | Review date | Total cost |
| A. Encouraging reading with a focus on the outdoors | Children to read with PP TA. Children to share message about technology during Christmas Play. Curriculum week to focus on outdoors. PSCOs in to talk about safety online. Partnership with BGS 'young readers' | TM All teachers Outdoor learning coordinator SLT | Dec 19 – This needs to be a bigger focus going forward throughout the rest of the year in terms of focusing more on interactions rather than reliance on technology. Reading continues to be a focus with the PP TA and reading ages have revealed that a substantial amount of children have made months progression since the first assessment at the start of term. Mar 20 – July 20 – | Dec 19 | |
| B. Preparing children for | Pupil Premium morning check to include: | Class teachers and TAs | Dec 19 – Children not at Orchard club have been offered the opportunity of breakfast if they | Dec 19 | |

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| learning | <ul style="list-style-type: none"> - Breakfast - Resources - Wellbeing <p>Staff to use CPOMS to monitor this and keep KC/SLT informed.</p> <p>Nurture group for Y1.</p> <p>Pre teaching new concepts.</p> <p>PE kits provided where needed.</p> | <p>RSma</p> <p>All teachers</p> <p>KC/RSmi</p> | <p>have not had any prior to school. This has helped improve concentration rates and provided support for those children who need it.</p> <p>Mar 20 –</p> <p>July 20 –</p> | | |
| C. Engaging and helping children to learn | <p>First quality teaching.</p> <p>Interventions/Gap busting to help support where needed.</p> <p>Marking children's work first.</p> <p>Trips and residential trips funded for all FSM pupils.</p> <p>Y6* pupil premium club.</p> <p>Maths whizz to help support concepts and fill gaps.</p> | <p>All teachers/ SLT</p> <p>All teachers/ KC</p> <p>All teachers</p> <p>SLT</p> <p>KC</p> <p>MH/All teachers</p> | <p>Dec 19 – Teachers have been observed by KS leaders to ensure first quality teaching and pupil premium children are being challenged and supported.</p> <p>Children have had lunch provided to them on school trips allowing them to actively engage.</p> <p>Attendance to Y6 PP club is good and when children have not been available, PP from Orchard club have been taken and supported with gap busting in their books.</p> <p>Maths whizz has enabled teachers to closely monitor the progress of pp students and allow teachers to plan accordingly for their needs.</p> <p>Mar 20 –</p> <p>July 20 –</p> | Dec 19 | |
| D. Getting children in to school | <p>Breakfast club to help support children in the mornings.</p> <p>Automated text message sent when child is not in.</p> <p>Certificates handed out to</p> | <p>KF</p> <p>BS</p> | <p>Dec 19 – attendance as of 9/12/19 stands at 95.6% for pupil premium children and 97% for non-pupil premium children.</p> <p>Many children attend Orchard club and this continues to provide support and help to parents and children.</p> | Dec 19 | |

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| | encourage attendance. | All teachers | Mar 20 – July 20 – | | |
| E. Developing a parent and school partnership | Offering parents first appointments for parents' evening. Curriculum Opening evening. Transition meetings. Christmas productions and school discos. | LB All teachers All teachers | Dec 19 – Parents attending parent's evening is 92.3%. This shows improvement on previous year's attendance and that partnerships between school and parents are continuing to be developed. Mar 20 – July 20 – | Dec 19 | |
| F. Helping children with their mental health | VERP training. Mental health training. | All teachers | Dec 19 – Staff have been able to use training to help support the needs of children. This is ongoing. Mar 20 – July 20 – | Dec 19 | |
| Total budgeted cost | | | | £83 040 | |

Breakdown of funding spend

