



Pupil Premium Strategy 2020-2021

1. Summary information

School	Lent Rise School				
Academic Year	2020-21	Total PP budget	£89 010	Date of most recent PP Review	September 2020
Total number of pupils	(448 as of 8.10.20) 87%	Number of pupils eligible for PP	(58 as of 8.10.20) 13%	Date for next internal review of this strategy	December 2020

2. Current attainment and progress

Spring 1 Data

Comparison of PP and Non PP at or above	Reading			Writing			Maths		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Progress	29 / 52.7%	293 / 73.2%	-20.5%	34 / 61.8%	284 / 77.8%	-16%	35 / 63.6%	304 / 77%	-13.4%
Attainment	19 / 34.5%	306 / 77.5%	-43%	12 / 21.8%	266 / 67.3%	-46%	22 / 40%	307 / 77.7%	-37.7%

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)

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)

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 and increased anxiety/behavioural issues due to covid.	
4. Desired outcomes		
	<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					
Strategy to tackle barriers	Input	Staff lead	Impact	Review date	Total cost
A. Encouraging reading for enjoyment	Children to read for pleasure. First quality teaching. Guided reading Partnership with BGS 'young readers'	All teachers SLT/all teachers SB/all teachers SB/KC	Dec 20 – Mar 21 – July 21 –	Dec 20	£ 20000
B. Preparing children for learning	Pupil Premium morning check to include: - Breakfast - Resources	All teachers and TAs	Dec 20 – Mar 21 – July 21 –	Dec 20	£15000

	<p>- Wellbeing</p> <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>Breakfast provided where needed. All classes to have breakfast bars and water.</p>	<p>All teachers and TAs</p> <p>RSma</p> <p>All teachers</p> <p>KC/RSmi</p> <p>KC/KF</p>			
C. Engaging and helping children to learn	<p>First quality teaching – focus on being proactive rather than reactive in terms of lessons and ensuring children grasp the objective.</p> <p>Interventions/Gap busting to help support where needed.</p> <p>Focus on pre-learning rather than expecting gaps.</p> <p>Marking children's work first.</p> <p>Trips and residential trips funded for all FSM pupils.</p>	<p>All teachers/ SLT</p> <p>All teachers/ KC</p> <p>All teachers</p> <p>All teachers</p> <p>SLT</p>	<p>Dec 20 –</p> <p>Mar 21 –</p> <p>July 21 –</p>	Dec 20	£20000

D. Getting children in to school	Breakfast club to help support children in the mornings/afternoon offered to all FSM for free. Automated text message sent when child is not in. Certificates handed out to encourage attendance.	KF/Head teacher BS All teachers	Dec 20 – Mar 21 – July 21 –	Dec 20	£15000
E. Developing a parent and school partnership	Developing the parent support role to increase engagement, pupil attendance, accessing services and support available	LB/HS/MW All teachers All teachers	Dec 20 – Mar 21 – July 21 –	Dec 20	£10000
F. Helping children with their mental health	Day to day check on wellbeing. Nurture group. Staff expertise with mental health training to support vulnerable children as well as children with attachment issues. Logging any issues using CPOMS to ensure safeguarding and wellbeing maintained and monitored.	All teachers/TAs All teachers/TAs All teachers/TAs	Dec 20 – Mar 21 – July 21 –	Dec 20	£9000
Total budgeted cost				£89000	

Breakdown of funding spend

