

Larks Hill Junior & Infant School

Pupil Premium Strategy Statement 2020 - 21

School overview

Metric	Data
School name	Larks Hill Junior & Infant School
Pupils in school	211
Proportion of disadvantaged pupils	12 (5.7%)
Pupil premium allocation this academic year	£17,800
Academic year or years covered by statement	2020 - 2021
Publish date	November 2020
Review date	July 2021
Statement authorised by	Ian Shuttleworth – Head teacher
Pupil premium lead	Sarah Annable
SPRB lead	Dave Wilkins

Disadvantaged pupil progress scores for the academic year of 2018-2019 ^{***}(No results due to COVID 2020)

Measure	Score
Reading	7.73
Writing	4.05
Maths	0.69

Disadvantaged pupil performance overview for the academic year of 2018-2019 ^{***}(No results due to COVID-19 in 2020)

Measure	Score
Meeting expected standard at KS2 (R, W, M, Combined)	75%, 50%, 50%, 50%
Achieving high standard at KS2 (R, W, M, Combined)	25%, 0%, 0%, 0%

Overall strategy aims for disadvantaged pupils

Measure	Activity
Improvement in overall attendance	The involvement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible.
Improvement in progress in reading, writing and maths	To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.
Access to age appropriate texts and a love of reading is fostered	Buy and embed the use of a reading initiative across all year groups to increase reading for pleasure.

Improvements in self-esteem and resilience	To improve school's PP offer to foster children's self-worth and sense of belonging – effective use of external agencies and iheart programme to support mental health & well-being where necessary
Barriers to learning these priorities address	Attitudes to school attendance and the prioritisation of being at school. Lower academic starting points for disadvantaged children. Access to a range of age-appropriate texts being potentially limited. Mental health & well-being impacting on engagement in school life.

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Teaching priorities for current academic year

Aim	Target	Target met date
Progress in Reading	Based on March 2020 data an increasing proportion of disadvantaged pupils attaining age-related expectation or above.	Summer 2021
Progress in Writing	As above	Summer 2021
Progress in Maths	As above	Summer 2021
Phonics	90% Working at expected level	Summer 2021
Attendance / PA	96% attendance and 8% PA	Summer 2021

Targeted academic support for current academic year

Measure	Activity	
Priority 1	To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.	
Priority 2	Embed the use of the reading initiative RWI and to increase reading for pleasure.	
Barriers to learning these priorities address	Access to a range of age appropriate texts being potentially limited. Lower academic starting points for disadvantaged children.	
Projected spending	Purchasing more books for 'Reading for Pleasure' for the school library	£4,000
	Purchasing Read Write Inc. training and resources	£2,000
	Interventions	£1,000
	TOTAL	£7,000

Wider strategies for current academic year

Measure	Activity	
Priority 1	The involvement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible.	
Priority 2	To improve self-esteem & resilience through: <ul style="list-style-type: none"> • Growth mind-set/PSHE Curriculum/Mindfulness • Provision of uniform • Provision of a selection of reading challenge books • Targeted provision of peripatetic music lessons, music books & instrument • Y5/6 access to iheart programme (delivered by UPS teacher) • Referral to external agencies (where necessary) • Educational visits (when resumed) • Structured Play (when resumed) • Targeted Breakfast Club offer – with a focus on improved school attendance, homework support and additional reading & maths sessions • Additional parental support – with a focus on home learning strategies 	
Barriers to learning these priorities address	Attitudes to school attendance and the prioritisation of being at school. Mental health & well-being impacting on engagement and happiness in school.	
Projected spending	Inclusion leader, Head teacher & Senior Admin – focused attendance work	£2,000
	Attendance rewards and initiatives	£1,000
	Priority 2 offer	£6,000
	TOTAL	£9,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of INSET days, staff meeting and trust CPD and additional cover required.
Targeted support	Ensuring enough time for school English and phonics lead to source, introduce and implement a reading initiative.	Use of INSET days and additional cover being provided by UPS teacher/HLTA.
Wider strategies	To ensure that the approaches to improving disadvantaged and other pupils' attendance involve all staff, that attendance is given a	Use of INSET days and staff meetings. Inclusion AHT to track attendance for disadvantaged pupils across school.

	<p>higher profile and that work takes place with parents to support pupils' attendance.</p> <p>To ensure that communication between Inclusion Lead, Administration Team and parents remains a focus when implementing Priority 2 offer.</p>	<p>PP action plan/offer remains a focus during fortnightly Inclusion Team Meetings</p>
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Review: last year's aims and outcomes

Aim	Outcome
<p>Improvement in overall attendance for disadvantaged children.</p>	<p>2019-2020 (up to lockdown) PP Attendance 95.6%, compared to 97.7% for all children = 2.1% negative gap (note: the attendance of 7/11 children = above national).</p> <p>2019-2020 (up to lockdown) PP Persistent Absence 8.3%, compared to 0.9% for all children = 7.4% negative gap (note: this was due to the absence of 1/11 children).</p>
<p>Improvement in progress in reading, writing and mathematics for disadvantaged children ***There was no assessment point in Summer 2020 due to COVID-19</p>	<p>Summer 2019 KS2 Outcomes: Reading: 75% = 3/4 children (one of which achieved higher-level), Writing: 50% = 2/4 children, Maths: 50% = 2/4 children, Combined: 50% (note: all four children had SEND and two had EHCPs).</p> <p>Summer 2018 KS2 Outcomes: Reading: 100% = 3/3 children, Writing 66% = 2/3 children, Maths 66% = 2/3 children, Combined: 66%</p>
<p>To improve the attendance of disadvantaged children at Breakfast Club (with a focus on homework support and additional reading & maths sessions) and at after-school clubs</p>	<p>4/11 children attended breakfast club 7/11 children attended after-school clubs (Note: promotion of this ended due to lockdown).</p>

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Attendance of disadvantaged pupils is lower than non-disadvantaged pupils, persistent absence is higher for disadvantaged compared to non-disadvantaged.
B.	Disadvantaged pupils not making as much progress as non-disadvantaged pupils.
C.	Percentage of disadvantaged pupils working at age related is lower than the percentage of non-disadvantaged.

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

D.	Addressing low attendance rates and the importance of school.
E.	Support and completion of home learning: reading, spellings, multiplication tables, homework etc.
F.	Self-esteem and resilience of disadvantaged pupils are lower than non-disadvantaged pupils.

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improvement in overall attendance including persistent absentees. Will be measured by: Tracking attendance weekly and half-termly for specific groups of vulnerable children. Following the Pontefract Academy Trust policy for fining for holidays and lates.</p>	<p>By summer 2021, attendance of disadvantaged pupils to increase from 95.6 % to 96% or above. By summer 2021 persistent absence of disadvantaged pupils to be lower than 8%.</p>
B.	<p>Improvement in progress in reading, writing and mathematics. Will be measured by: Tracking progress and attainment every half term. Any child not making sufficient progress will receive specific intervention/support.</p>	<p>By summer 2021, disadvantaged pupils will have closed the gap and a greater proportion of these pupils will attain at age-related expectations or above when compared to the 2019 data. (due to COVID no 2020 results)</p>
C.	<p>Improvements in self-esteem & resilience. Will be measured by: Pupils' engagement in lessons – teacher reports. Tracking progress, attendance and behavioural incidents every half term. Pupil voice will impact on the offer over the course of the year (responsive to individual need).</p>	<p>By summer 2021, pupils' attainment and attendance will have improved. By summer 2021, the number of recorded behavioural incidents will have decreased.</p>
D.	<p>Access to age-appropriate texts and develop their fluency skills as well as a positive attitude for reading. Will be measured by: Increase in academic outcomes in reading. Pupil voice will impact on the resources provided. Monitoring of reading for pleasure. A baseline and exit assessment will be conducted on all pupils undergoing fluency interventions.</p>	<p>By summer 2021, disadvantaged pupils will have access through our library to a range of age appropriate texts. By summer 2021 disadvantaged pupils will have access to the reading initiatives in school. By summer 2020 disadvantaged pupils will meet or exceed their personal targets regarding reading fluency.</p>

3. Planned expenditure

Academic year	2020-2021
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & cost	When will you re-view implementation?
Improvement in overall attendance including persistent absentees.	Link to half-termly Behaviour & Safety Report.	DfE 2016 published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.	<ul style="list-style-type: none"> -Weekly tracking. -Half-termly reports. -Staff training. -Inset days. -Regular communication with parents of identified pupils. -Identified families free breakfast club. -Certificates & prize draw for 100%. -Housepoints & certificates used as attendance rewards. - Half-termly 'Cinema' afternoons for highest attendance. 	M Holdsworth S Annable I Shuttleworth £3,000	September 2021

<p>Improvement in progress in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> -Feedback to disadvantaged pupils will be prioritised. -Early Phonics interventions. -Continued support for reading through rainbow words intervention. -To ensure that all children receive fair access to educational and residential visits financial assistance is available to families who meet the criteria (when resumed). - Recovery sessions taught by LSAs/class teachers to target gaps identified through QFT & assessments. - Early morning booster sessions (Y2/Y6). - Focus on reading comprehension throughout school. 	<p>EEF research indicates high impact for low cost +8 months.</p> <p>EEF research indicates moderate impact for moderate cost small group intervention +5 months.</p> <p>EEF research indicates moderate impact for moderate cost for outdoor adventurous learning +4 months.</p> <p>EEF research indicates high impact for very low cost + 6 months</p>	<ul style="list-style-type: none"> -Disadvantaged students receive feedback first. -Same day feedback and response. -Book scrutiny. -A&I meeting line of enquiry. -Interventions with baselines. -Inform parents that help is available for educational visits and residential (when resumed). -Class teachers to analyse assessments and use outcomes to inform planning. 	<p>H Howard S Annable I Shuttleworth & class teachers £1,000</p>	<p>September 2021</p>
Budgeted cost					£4,000

ii. Targeted support

Desired outcome	Chosen action/ap-proach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & cost	When will you re-view implementation?
<p>Improvement in self-esteem & resilience of disadvantaged pupils.</p>	<p>To improve self-esteem & resilience through the provision of :</p> <p>Growth mind-set/PSHE Curriculum/Metacognition & self-regulation strategies/Mindfulness</p> <p>Provision of uniform</p> <p>Provision of a selection of reading challenge books</p> <p>Targeted provision of peripatetic music lessons, music books & instrument</p> <p>Y5/6 access to iheart programme (delivered by UPS teacher)</p> <p>Referral to external agencies for social & emotional interventions (where necessary)</p> <p>Educational visits (when resumed)</p> <p>Structured Play (when resumed)</p> <p>Targeted Breakfast Club offer – with a focus on improved school attendance, homework support and additional reading & maths sessions</p> <p>Additional parental support & communication – with a focus on home learning strategies</p>	<p>EEF research indicates high impact for low cost +7 months.</p> <p>EEF research indicates moderate impact for moderate cost + 4 months.</p> <p>EEF research indicates moderate impact for moderate cost + 4 months.</p> <p>EEF research indicates moderate impact for moderate cost + 3 months.</p>	<ul style="list-style-type: none"> - Lesson drop-ins. - Monitoring of interventions. - Teacher reports - Inclusion Team Meetings - External agency reports - Pupil voice. 	<p>S Annable M Holdsworth Abi Millard £6,000</p>	<p>September 2021</p>

Budgeted cost					£6,000
iii. Other approaches					
Desired outcome	Chosen action/ap- proach	What is the evidence and ra- tionale for this choice?	How will you ensure it is implemented well?	Staff lead & cost	When will you re- view implementa- tion?
Access to age-appropriate texts and develop their fluency skills as well as a positive attitude for reading.	- Buy and embed the use of a reading initiative across all year groups to increase reading for pleasure. -Trust reading initiatives implemented and embedded in school.	EEF research indicates high cost with high impact +6 months.	-A&I termly meetings to assess impact. -Lesson observations. -Lesson drop-ins. -Learning walks. -Pupil voice. -Monitoring of fluency throughout school.	H Howard £6,000	September 2021
Budgeted cost					£6,000

Allocation of balance	Total budgeted cost	£16,000
The remaining balance will be retained for ongoing priorities that are identified for pupils as the year commences. These could include: <ul style="list-style-type: none"> • Newly introduced strategic approaches • Payment for breakfast club to increase attendance • Payment towards educational visits (when resumed) • Payments towards residential visits (when resumed) • Payments towards winter coats and shoes. 	Total PPG	£17,800
	Remaining balance	£1,800