

Ludlow Primary School
Pupil Premium Strategy Statement 2019 – 20

What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. For the current academic year (2019-20) primary schools will receive a sum of £1320 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who are, or have been in care (LAC) are supported by a grant of £2300. Service Children receive £300.

Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to achieve their potential.

A. Summary Information					
School	Ludlow Primary School				
Academic Year	2019/20	Total PP budget spent DFE allocation	£110,880	Review Date	
Number of Pupils	399 (YR-6)	Number of PP Pupils	72	% of Pupils Eligible for PP	18%

B. Current Attainment KS2					
Number of PP children in cohort	29	Reading	Writing	SPAG	Maths
% of PP pupils achieving the expected standard	LPS	75%	75%	88.0%	89%
% of all pupils at expected	National	73%	78%	78%	79%
PP Average scaled score	LPS	100.7	N/A	102.9	103.2
Average scaled score of all pupils	National	105.5	N/A	106.3	105.0
PP DFE School Progress Measure	LPS	+0.14	-1.66		+1.84
DFE school Progress measure all pupils		+1.50	-0.82		+2.35

C. Summary of barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Poor language and Vocabulary skills and underdeveloped reading, writing and numeracy skills of some of our disadvantaged children leading to below national attainment.
B.	Social Vulnerability- some pupils lack support from home relating to poor literacy/ numeracy skills as well as issues regarding organisational skills and self- regulation of behaviour which can impact on all aspects of school life, including, progress, attainment, attendance and behaviour.
C.	Emotional and mental health issues are prevalent among some PP children.
D.	School attainment and progress data for 2019 indicates that PP children perform less well than non-PP children in, writing although this attainment and progress gap has narrowed since 2016-17 in KS2
E.	29%, of our pupil premium children are also on our school SEN register and require additional support in order to access the curriculum
External barriers to future attainment	
A.	Accessibility to extra-curricular experiences can be more restricted owing to finances.
B.	Mental Health issues are prevalent among our PP children and their families which can impact on all aspects of school life, including progress and attainment. Some families would benefit from additional support and nurture as a whole unit as opposed to working in isolation with the child.
C.	Attendance rates for some pupils eligible for PP are below the target for all children 96% this reduces their school hours and causes them to fall behind on average.
D.	Several of the school's PP children live in an area where poverty is high which limits the experiences on offer to some families. Additionally, it is a prominent area for anti-social behaviour which is reflected in the behavioural needs of some of the PP children

A. Outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves 96% in line with 'other' pupils.
Accessibility to extra-curricular experiences is not restricted because of finances	Pupils will be able to attend a wide range of extra -curricular experiences resulting in an improved engagement in school and an impact seen in their work and discussion
Improve the range of experiences available to PP beyond the classroom- including educational visits / visitors/extra-curricular activities	100% of PP pupils will have been part of trips or activities / experiences this year which enhance learning across the school. 100% of PP children say they enjoy learning.

All PP pupils will achieve the expected standard for the phonics check at the end of Year 1. This will then impact on reading and writing attainment.	All PP children meet standards All Y2 recheck meet expected standard
PP pupils with SEN develop strategies and independent learning behaviours to make accelerated progress	100% of PP /SEND pupils make expected progress in reading, writing and maths
Improved speech and language skills for PP children in EYFS and KS1 to support pupils in their development of reading and writing	PP children meet the expected standard in reading and writing at EYFS and Ks1
Improved progress for KS2 PP children (including PP working at Greater depth) in reading writing and maths, in order to raise attainment to at least in line with national and diminish the difference between PP pupils nationally across all year groups	Pupil in KS2, including the more able, eligible for PP will make the same rate of progress as other pupils with the same starting points and achieve at least national expectations.
To offer appropriate pastoral support for those pupils/ families with social, emotional and mental health needs so that they can enjoy fuller access to all aspects of the curriculum	Accelerated progress and attainment for PP children to achieve NE expectations for progress and attainment

B. Planned expenditure					
Academic Year		2019-20			
The use of Pupil Premium Funding to improve classroom pedagogy, provide targeted support , whole school strategies					
1. Quality of teaching for all					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well	Staff Lead	When will you review implementation?
Phonics. All PP pupils will achieve the expected standard for the phonics check at the end of Year 1. This will then impact on reading and writing attainment.	Introduction of RWI phonics scheme Phonics CPD for all teachers and TA's to ensure a consistent approach across the school. Purchase of additional teaching resources and reading books in	EEF research states that phonics approaches have been consistently found to support children master the basis of reading. A consistent approach to teaching phonics across the whole school will support pupil progress in reading and writing.	Phonics classes in small groups monitored through monitoring timetable 6 weekly progress review Phonics lead teacher in place to monitor teaching.	LH MH	6 weekly Y1 Phonics check and re check Y2 £5,200

Improved knowledge and application of phonics in KS2 children leading to increased progress and attainment in reading and writing	EYFS/ KS1 to support the delivery of the phonics scheme. RWI Small group intervention for children in KS2 who did not meet the expected standard at Ks1	PP children do not always get regular phonics or reading practice at home, additional focus in school is needed to embed key phonics skills To ensure pupils who did not meet the expected standard at the end of year 2 further improve their application of phonics.			
PP children in KS1 will make accelerated progress in all areas of the curriculum	Implementation of Talk for Writing in EYFS and KS1. Further development of this approach in Ks2. Continued professional development of all staff in maths (NCTEM maths lead support) New assessment system enabling the more accurate assessment of learning across the curriculum	To ensure lack of life experiences or exposure to language is not a barrier to achievement for disadvantaged children. School attainment and progress data indicates that PP children are doing less well than their peers in certain areas. These children will be a focus over the next academic year	Half termly assessment cycle 6 cycles per year. Pupil progress meetings Termly Monitoring timetable in place for RWM	SLT Subject leads RWM	Assessment cycle dates 2019-20 £3,500
Continue to Improve outcomes of reading at KS2	Accelerated Reader (AR) is a whole group reading management and monitoring programme that aims to foster the habit of independent reading among primary age pupils. Target children identified for 1:1 support	Accelerated reader produces particularly positive results (EEF). <i>“The internet – based programme increased the reading age of pupils by just three months in just 22 weeks. The effect on low-income pupils was even greater with their reading age improving by five additional months in the same time.”</i>	Pupil progress meeting cycle Accelerated reader progress/attainment reports English subject led monitoring	Reading lead	Six weekly assessment data £2,437
Total Budget Cost					£11,137

2. Targeted Support					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well	Staff Lead	When will you review implementation
To raise attainment of PP children to be in line with and make accelerated progress in Reading, writing and maths	<p>Quality First Teaching is the prime focus</p> <p>Part funded TA provision in each class all day to support PP children with targeted support in reading, writing and maths.</p> <p>On-going CPD for Teaching Assistants.</p> <p>Evidenced based intervention programmes purchased</p>	<p>School attainment and progress data indicates that PP pupils are doing less well than their peers in certain areas.</p> <p>EEF research on use of TA's to add value to teacher responsibility.</p> <p>EEF research on small group provision</p> <p>Targeted support from a TA with a clear focus proved to be effective.</p>	<p>TA CPD training sessions</p> <p>Pupil Progress meetings, book trawls, pupil discussions and classroom observations</p> <p>SLT/ Phase leader monitoring</p> <p>Governor scrutiny</p>	SLT Subject leaders	<p>PPM cycle</p> <p>£27,500</p>
Breakfast club	A daily Breakfast Club for PP children on each site	<p>It ensures pupils are fed and ready to learn</p> <p>Improves attendance and punctuality</p> <p>Supports the well-being of the child</p>	<ul style="list-style-type: none"> • Trained TA's X4 • Places for 40 children 		£10,700
To ensure all children have access to IT provision to enable them to complete homework	<p>Lunchtime Homework Club</p> <p>High quality adult support</p>	<p>Some PP children live in areas where poverty is high and IT equipment is not readily available</p> <p>Parents are not always able to support home learning effectively.</p>	<p>Daily lunchtime club</p> <p>Trained TA</p> <p>Monitoring of homework by class teachers</p>	SLT Class teachers	£2,379
To improve attainment of Higher attaining PP children in maths	Y4,5,6 Maths Extension groups targeting HA PP children weekly	Delivered by skills maths teacher	Monitor pupil progress and attainment through PPM cycle	SLT	£8,190

	Y6 additional - Target support for PP children working around expected	Direct feedback in small group work from a qualified teacher is proved to be effective (EEF)			
To support vulnerable families and children	Joint Strengthening families project working with families identified under the Strengthening Families agenda, who would benefit from parenting support, training and other key factors that impact on their children's progress	<p>The programme allows the schools and strengthening families to respond to the needs of families.</p> <p>Improved parental involvement is consistently associated with pupil's success at school.</p> <p>Building good relationships between school and families and providing a coordinated whole family approach, will assist to address the underlying issues associated that impact on a child reaching their full potential</p> <p>Early Help Support is school based.</p>	<p>Ludlow family support partnership group allocation review meetings 6-8 weeks</p> <p>Half termly well-being support team meetings</p> <p>Strengthening Families – case studies, data and feedback from professionals and families</p>	<p>Strengthening Families partnership group</p> <p>Strengthening families project worker</p> <p>Headteacher Well Being team</p>	£7,500
The social and emotional needs of pupils eligible for PP funding are identified/ assessed and provision is in place to meet these needs.	<p>Two family support coordinators (non -class based) working with children either small group/ individuals and also parents to provide emotional, social intervention support.</p> <p>Lunch time drop- in sessions for children</p> <p>Parent support / guidance</p> <p>ELSAT training</p>	Evidence from the EEF shows that social and emotional learning can impact on pupil progress by as much as 4 months.	<p>Pupil progress reviewed through assessment cycles</p> <p>6 week review cycle for well-being interventions</p> <p>Impact of pastoral interventions measured through entry and exit criteria and pupil engagement in school.</p>	<p>Well Being Lead /Team</p> <p>HT/PP lead</p>	<p>Six weekly after interventions and through pupil progress meetings</p> <p>Staff costs: £25,817</p> <p>Training costs: £750</p>

	Well-being lead / Senco to coordinate provision.				
Attendance Improve attendance of PP children	Employment of EWO who works with Family support Co Ordinator to target all attendance concerns, map out barriers to attendance and develop action plans.	Personalised planning is proved to be effective (EFF) context suggests it is family issues that affect attendance and bespoke action plans which meet the needs of the family impact on attainment as well as attendance. Employing the EWO dedicated to working with school and families provides a constant support and focus on these families	<ul style="list-style-type: none"> Attendance data Regular attendance reviews (3 weekly) Pupil Progress meetings 	Family support TA EWO	Attendance reviews and Pupil progress meetings £4,400
Targeted support in school for children Identified with additional Speech and Language needs	3 days per week speech and language support TA working across the school and liaising with external agency support	EEF research on small group provision Targeted support from a TA with a clear focus proved to be effective.	<ul style="list-style-type: none"> Regular reviews of provision with Shropshire Speech and Language and parents of child. Individual programmes of support for target children On-going training for TA delivering the provision 	SENCO Speech and Language support TA Shropshire speech and Language Team	6 weekly £8,800
Total Budget Cost					£96,036
3.Other Approaches					
Counselling. To improve capacity of some vulnerable PP children to develop strategies they need to thrive.	1:1 counselling session for pupils who need specialist support	For a small minority of pupils who are facing significant challenges at home or in their personal lives offering specialist counselling provided them with strategies and support. This is usually done through an EHA/LAC or PSP review.	Feedback form counsellor Pupil progress meetings and checks with pupil EHA/LAC/PSP minutes	Well-being coordinator SENCO	Six weekly. £1,185

<p>Inclusion funding. To ensure all children are given the same opportunities to access residential/ school trips and extra- curricular activities and enrichment activities</p>	<p>Financial support for voluntary aided activities. Enrichment/ extra – curricular activities Y6 Outdoor Residential Year Group Trips/ visits Purchasing school uniform, equipment etc.</p>	<p>Research shows that pupils taking part in extra- curricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners Pupils are given opportunities to access activities which will engage and inspire them.</p>	<p>SBM ensures all pupils entitled to funding receive relevant subsidies. Pupil engagement Clubs registers</p>	<p>SBM All teaching staff</p>	<p>Termly review £2,500</p>
Total Budget Costs					£3,685