



# **Pupil Premium Strategy 2020-23**

Lipson Vale Primary School

## 1. School Overview

<b>School</b>	Lipson Vale Primary School	<b>Duration of Plan</b>	2020-23	<b>Strategy published</b>	October 2020
<b>No. on Roll</b>	413 as of 1/10/20	<b>PP Grant 2020-21</b>	£168,430 *based on financial year not academic year	<b>Strategy reviewed</b>	October 2021
<b>No. Disadvantaged* (%)</b>	32%	<b>PP Grant 2021-22~</b>	Predicted £181,260 (based on Oct20 census figures. However, January 21 census figures are what impacts funding)* based on financial year not academic year	<b>Headteacher</b>	Peter Lewis-Cole
<b>No. Dis. with SEND* (%)</b>	0.2%	<b>PP Grant 2022-23~</b>	Predicted £181,260 )* based on financial year not academic year	<b>PP Lead</b>	Christine Marsh & Darren Moore
<b>No. of PP+* (%)</b>	0.9%	<b>Total PP Grant*</b>	£530,950	<b>PP Governor</b>	

~estimated based on current figures

<b>Additional Information</b>	
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\*numbers below 5 have been suppressed

## 4. School Priorities 2020/23

### Summary

Priority	Success Criteria by the end of this plan	Total Cost			
		Year 1	Year 2	Year 3	Total
<p><b>1. Provide targeted, specific support for Pupil Premium children (and FSM) to enable them to make accelerated progress in reading, writing and maths and to increase attainment of this group of children.</b></p> <p><b>2018/19 Data (Current Y4)</b>  <b>KS1</b>  <b>KS1 Reading 92% exs vs 78% National</b>  <b>KS1 Writing 73% exs vs 73% National</b>  <b>KS1 Maths 55% exs vs 79% National</b></p> <p><b>KS2</b>  <b>KS2 Reading 57% exs vs 78% National (-2.58 vs 0.32)</b>  <b>KS2 Writing 52% exs vs 83% National (-3.9 vs 0.27)</b>  <b>KS2 Maths 65% exs vs 84% National. (-2.66 vs 0.37)</b></p>	<p>Identification of barriers is effective to enable support to be given to pupils swiftly.</p> <p>Facilitating parents to support their children at home.</p> <p>Adult resources are deployed effectively to support pupils as vulnerabilities emerge.</p> <p>Adult deployment is targeted to enable flexibility, and is evaluated based on pupil need.</p> <p>Demonstrable acceleration in progress for PP/ FSM pupils in reading, writing and maths.</p> <p>Accelerated progress is evidenced in increasing attainment throughout the year in reading writing and maths.</p> <p>The attainment gap between PPG/ FSM pupils and non-disadvantaged closes.</p> <p>Accelerated progress is evidenced in book evaluations and in lesson feedback.</p>	<b>£78,249</b>	<b>£77,000</b>	<b>£77,000</b>	<b>£232,249</b>
<p><b>2. To improve attendance and punctuality (in for PP children.</b></p>	<p>Attendance and punctuality of PP children improves to become in line with national.</p> <p>Proportion of children who are consistently late reduces.</p> <p>Parent partnership is effective in supporting parents in ensuring that children arrive at school on time and ready to learn.</p> <p>Accelerated progress for PP and FSM children.</p>	<b>£19,829</b>	<b>£20,000</b>	<b>£20,000</b>	<b>£58,829</b>
<p><b>3. To improve the social and emotional wellbeing for PP children.</b></p>	<p>SEMH needs of pupils are supported to ensure they are 'ready to learn'.</p>	<b>£83,435</b>	<b>£78,000</b>	<b>£78,000</b>	<b>£239,435</b>

	<p>Children with SEMH needs are identified quickly and support is put in place such as Thrive and counselling. Relationships between parents and teachers are improved.</p> <p>Children with SEMH needs are able to access a broad range of resources to support them in a variety of ways.</p>				
	<b>Total</b>	<b>£180,933</b>	<b>£175,000</b>	<b>£175,000</b>	<b>£530,513</b>

## Priority 1

Issue with evidence of need (qualitative and quantitative)	Barriers to Success including internal and external factors	Success Criteria by the end of this plan	Rationale evidence base for this approach	Links to other plans including strategic planning
<p>PP and FSM children are not making the same progress as non-disadvantaged/National.</p> <p>PP and FSM are behind national in progress in RWM.</p> <p>Barriers to making good progress are not identified quickly in RWM.</p> <p><b><u>KS2 Headline Data-</u></b></p> <p><b>KS2 Reading 57% exs vs 78% National (-2.58 vs 0.32)</b></p> <p><b>KS2 Writing 52% exs vs 83% National (-3.9 vs 0.27)</b></p> <p><b>KS2 Maths 65% exs vs 84% National. (-2.66 vs 0.37)</b></p> <p><b><u>KS1 Headline Data-</u></b></p> <p><b>KS1 Reading 92% exs vs 78% National</b></p> <p><b>KS1 Writing 73% exs vs 73% National</b></p> <p><b>KS1 Maths 55% exs vs 79% National</b></p>	<p>Many pupils in this group have low self-esteem relating to writing and foundation skills are not retained over time.</p> <p>Adult support staff are not confident/ have not received training in how to best support children with specific gaps in their learning.</p> <p>Teachers need further opportunities and time to engage in research relating to barriers and evaluate the impact of actions in the performance of pupils within a lesson.</p> <p>Adults are not deployed effectively in order to provide specific support to PP and FSM children to support their learning.</p> <p>Inconsistencies in approaches across the school has 'watered down' the effectiveness of some whole school approaches/systems.</p>	<p>TA's are confident enough to deliver specific interventions in Reading, Writing and Maths to support children in making accelerated progress.</p> <p>Teachers implement effective classroom based support which is evidence based to support children in making accelerated progress.</p> <p>A consistent approach to writing is embedded across the school which enables all pupils, in particular PP and FSM children to make good or better progress.</p> <p>Adults are trained to support children with low self esteem and where possible, children are supported through bespoke initiatives such as Thrive.</p>	<p>EEF- Effective use of feedback</p> <p>Babcock- Pre teaching and assigning competence.</p> <p>EEF- The Pupil Premium</p> <p>RWI- Implementation</p> <p>Making Best Use of Teaching Assistants Guidance Report – March 2015 Jonathan Sharples Rob Webster Peter Blatchford</p>	<p>Whole school writing approach- currently 'Talk for Writing' (literacy action plan).</p> <p>Teaching and Learning strategic action plan.</p>

Implementation Process* including specific actions and timescales	Lead post holder	Monitoring who, when, how?	Resources / Costs	Evaluation
<p>Teachers to identify which PP children need additional academic support and to plan for TA's to be deployed across year group teams to support those PP children.</p>	SLT	<p>SLT PP meetings (Termly) 2 weekly review of interventions</p>	Staff meeting time-departmental	
<p>TA's to plan high quality interventions in Reading, Writing and Maths and deliver them daily to PP children (as required). Interventions to be timetabled (where appropriate) and specific targets to be set with entrance and exit evidence to show impact.</p> <p>KS1 HLTA to deliver daily RWI 1-1 support to targeted PP children and become a 'reading champion'.</p> <p>KS2 HLTA to carry out specific, bespoke interventions for years 5/6 and deliver them daily to PP children (as required). Interventions to be timetabled (where appropriate) and specific targets to be set with entrance and exit evidence to show impact.</p> <p>Writing conferencing TA to work alongside UKS2 and conference PP children in the writing at least 1 x session per week.</p> <p><b>Training</b></p> <p>Provide training for TA's on interventions.</p> <ol style="list-style-type: none"> <li>1) What is an intervention? (Broken down into subject leads)</li> <li>2) How to deliver a quality intervention</li> <li>3) How to adapt, change or end an intervention. 3 x afternoon sessions (TA Forum)</li> </ol>	SLT PP lead	<p>SLT Class Teachers</p> <p>Monitoring (impact) shows that in addition to quality first teaching, teaching assistants are frequently delivering high</p>	<p><b>£6997</b></p> <p>TA's to use 30 x min mornings to prepare for interventions to be delivered. (x 3 sessions)</p> <p>TA Intervention <b>£53,709</b></p> <p>KS1 and KS2 HLTAs off set salary. <b>£10,543</b></p> <p>Writing conferencing salary <b>£7000</b></p> <p><b>3 x subject leads release £210 x 3</b> To deliver what interventions may look like in each subject delivered <b>£660</b></p>	

		quality interventions that has a SIGNIFICANT impact on the attainment and subsequent progress of PP identified children. This in turn will have an overall impact of all pupils at LVPS.	2 x day release for PP lead to prepare and deliver parts 2 and 3. <b>£440</b>  3 x days throughout year to coach and discuss with Tas <b>£660</b>	
Incremental coaching for RWI across the school in teams to support in the early practise of delivering RWI. TA's to pair up and work alongside each other to coach in the delivery of RWI speed sounds/guided reading approaches.	RWI Lead  Department leads  SLT	Half termly review  RWI coaching sessions	<b>£4664</b>  TA's to work alongside teams to coach in the delivery of RWI 2 x sessions per week	
*ensure balance between quality first teaching for all, target support and other strategies		<b>Total</b>	<b>£78,249</b>	

## Priority 2

Issue with evidence of need (qualitative and quantitative)	Barriers to Success including internal and external factors	Success Criteria by the end of this plan	Rationale evidence base for this approach	Links to other plans including strategic planning
Attendance for PP children is below national average.  Persistent lateness impacts on learning with interruptions of inputs of lessons.  Children arrive at school without breakfast.	Children are absent from school missing vital learning and sequences of lessons.  Children are late to lessons often missing out on key learning inputs.  Some children arrive to school hungry having not had an appropriate/any breakfast which	Attendance for PP and FSM children is brought up to be in line with national.  Persistent lateness is reduced and children arrive to school on time and ready to learn,  Children are given breakfast at home (in the first instance). Where this is not possible,	EEF-Improving Social and Emotional Learning in Primary Schools (Links to attendance)  EEF- Parental engagement  Improving school attendance- Eric Blyth	School improvement plan  School Vision (3 year)  EWO strategic plan.

<p><b>Headline Data (Based on 2019/2020 Attendance data)</b></p> <p><b>Covid affected</b></p> <p>Non disadvantaged- 87.6%</p> <p>Current attendance data 20/21</p> <p>Disadvantaged- 67.93%</p> <p>2018/19 60% of PP persistently absent</p> <p>19/20 PP 46% of PP persistently absent.</p>	<p>impacts on their ability to remain focused during lessons.</p> <p>Children's self-esteem is impacted as they are on a 'back foot' due no extended absence or regular lateness.</p>	<p>children without breakfast are provided with some to ensure that they are ready for learning.</p> <p>Children's self esteem and 'can do' attitude is improved due to on time arrival and attendance of school.</p>		
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<b>Implementation Process*</b> including specific actions and timescales	<b>Lead post holder</b>	<b>Monitoring</b> who, when, how?	<b>Resources / Costs</b>	<b>Evaluation</b>
<p>Parent support advisor to work 3 x days per week working alongside families to improve the relationships between parent and school.</p> <p>PSA to regularly meet with vulnerable families and offer support and advice where necessary. PSA to attend house visits, TAC meetings and work alongside the EWO to monitor and report on those children who are regularly absent.</p>	<p>PSA</p>	<p>SLT</p> <p>PSA</p> <p>SENCO- weekly review of persistent absence.</p>	<p><b>£18,492</b></p>	
<p>PSA to be provided with resources to offer vulnerable families such as replacement school uniform (where necessary), purchase emergency items where appropriate.</p>	<p>PSA</p>	<p>SLT</p> <p>PP Lead</p>	<p><b>£337</b></p>	



<p>SLT to acquire the use of Bobtails mini bus and use on a daily basis to collect children from vulnerable families each morning and bring to school. A written 'contract' between school and parents based on the new arrangement to be discussed and signed. This to be reviewed on a 2 week basis to ensure that parents seek alternative arrangements for bringing their child/children to school on time.</p> <p>SLT to identify persistent absentees and late arrivals and open discussions with parents about providing an initial collection service.</p>	<p>SLT PLC</p>	<p>2 weekly basis review.</p> <p>Open dialogue with Bobtails</p>	<p><b>£1000 (petrol and maintenance costs per year)</b></p>	
<p>*ensure balance between quality first teaching for all, target support and other strategies</p>			<p><b>Total</b></p>	<p><b>£18,829</b></p>

### Priority 3

<p><b>Issue</b> with evidence of need (qualitative and quantitative)</p>	<p><b>Barriers to Success</b> including internal and external factors</p>	<p><b>Success Criteria</b> by the end of this plan</p>	<p><b>Rationale</b> evidence base for this approach</p>	<p><b>Links to other plans</b> including strategic planning</p>
<p>Children with specific SEMH needs struggle to engage with learning due to underlying barriers.</p> <p>Behavioural needs impact on learning- with children regularly removed/leaving class.</p> <p>Some children who are PP have additional SEN needs.</p> <p>Children's self esteem maybe impacted by other factors which are not addressed.</p> <p>Intervention sessions are not consistently provided .</p>	<p>Some children are regularly out of class due to the inability to self-regulate.</p> <p>Some children have experienced ACE which has impacted significantly on their ability to learn.</p> <p>Parental engagement is poor with little support available at home.</p> <p>Sessions are not always delivered to children such as forest school due to unplanned barriers.</p>	<p>All staff are aware of identified barriers to learning for children in their class.</p> <p>All staff know which children are disadvantaged in their class.</p> <p>Pinpointed and specific support is given to children as necessary such as providing breakfast/forest school/thrive.</p> <p>Parents know who to speak to in order to access support for themselves or their children.</p> <p>Improvements in communication between staff and parents.</p>	<p>EEF-Improving Social and Emotional Learning in Primary Schools (Links to attendance)</p> <p>EEF- Parental engagement</p> <p>Trauma Information Approached (DDP (Dyadic Developmental Practise))</p>	

		Effective Intervention sessions such as forest school are planned for and delivered regularly.		
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<b>Implementation Process*</b> including specific actions and timescales	<b>Lead post holder</b>	<b>Monitoring</b> who, when, how?	<b>Resources / Costs</b>	<b>Evaluation</b>
Access to a range of resources to support children with their social and emotional wellbeing such as thrive, excellence cluster.  Thrive lead to regularly training and opportunities to analyse data and impact.	SENCO  Thrive Lead	PP Lead  PP meetings	<b>£10,686</b> (Thrive to be embedded and lead across the school.  <b>£16,485</b> Excellence cluster for access to a range of resources.	
Forest school to be provided to PP children throughout the year. Lead FS practitioner to work alongside the PP children and ensure that they receive sessions frequently.	Forest school lead	Senco  PP Lead	<b>£4,026</b> to lead forest school throughout the year.	
SENDco release to support and lead SENDco team and work alongside families, attend meetings and write appropriate reports for provisions of PP children	SENDco	SLT  SENDco  PP Lead	<b>£12,041</b>	
SEND base team to provide children with support both academically as well as emotionally and socially so that they are able to access learning.	SENDco	SLT  SENDco  PP Lead	<b>£28,862</b>	
Subsidised access to music, extracurricular activities such as residential, after school clubs. A Sports TA to be allocated to attend after school sports clubs with PP children such as Ten Tors, football and netball tournaments.	PP Lead	PP Lead  SLT	<b>£6906</b>	

PP children to be invited into booster classes throughout the spring term to support their learning and address misconceptions to raise their self esteem prior to undertaking their sats.	SLT Y6 Team	SLT	<b>£4,429</b>	
*ensure balance between quality first teaching for all, target support and other strategies		<b>Total</b>	<b>£83,435</b>	

Responsibility to make sure that teachers are aware

Yearly lease