

Lipson Vale Primary School receives a Pupil Premium Grant for each child that is entitled to free school meals (FSM) or has been entitled over the last six years (Ever 6 FSM). The level of premium remained at £1320 per pupil in 2018-19 and remains the same for 2019-20. In addition to this a service premium is available for children whose parents are currently serving in the armed forces. This premium was set at £300 for 2016-17 and has not changed. Furthermore, an additional premium for LAC (Looked After Children) was available during 2019-20, previously known as Pupil Premium Plus, which is based on a need's basis, to be drawn down from the LA. The amount available is £2300 per pupil, which schools apply to the LA to access.

The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time

The strategy for where to target the spending of Pupil Premium is based on evidence from the Sutton Trust and the Educational Endowment Fund Toolkit, which reflects the latest research findings showing impact and value for money of a range of interventions and services used by schools nationally. Recent surveys highlight the fact that there is a strong correlation between low family income and poor educational outcomes. We believe that all children, irrespective of their personal circumstances, can and should succeed, and that this can be achieved through having high expectations, by being relentless in pursuing educational goals, and by ensuring that pupils are supported in both their academic work but also in their emotional development. The Pupil Premium helps us to achieve these goals and ensures that no child at Lipson Vale is disadvantaged.

Provision

The types of provision the Governors have considered include:

- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
- Providing small group work with an experienced teacher or HLTA (Higher Lever Teaching Assistant) focussed on overcoming gaps in learning
- 1:1 support

- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Supporting the development of all pupils' emotional intelligences and their readiness to learn
- The purchasing of specialised resources for individuals and groups of pupils as recommended by specific agencies

Governors are committed to:

- Ensuring that the children who qualify for the additional premium are identified and their progress closely monitored
- Ensuring access to skilled staff to help develop academic, emotional and social skills
- Ensuring access to and maintenance of the school's Parent Support Advisor to give advice and guidance

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. Initially this will be in Literacy and Numeracy. This may also involve emotional and social support and intervention.

Pupil premium resources may also be used to target able children on FSM to achieve GDS (Greater Depth) at the end of KS1 or GDS at the end of KS2

The Pupil Premium Grant (PPG) Allocation for 2018-19 was £186,665

The Governors targeted the PPG to.

- a) Support pupils with additional targeted phonics, reading and writing.
- b) To purchase additional resources to ensure that key objectives were met.
- c) Purchase IT equipment for use across the school.
- d) Provide HLTA support
- e) To provide support for children of service families (in addition to the above, a lead on HMS Heroes group and liaison with service families, membership of HMS Heroes and resources for the support of emotional and social intelligence)
- f) Subsidise school trips and residential

The impact of the PPG for 2018-19 was:

- a) Targeted pupils have made progress in phonics, reading and writing (see data analysis for disadvantaged pupils below).
- b) Families benefiting from advice and support from PSA
- c) IT resources have improved access to the curriculum.
- d) Children arriving at school having had no breakfast are guaranteed a breakfast/ preparation time each morning which in turn supports the reduction of lateness/ absenteeism, and improved attendance.
- e) 1:1 support has enabled off track pupils to close the gap and attain in line with expectations.
- f) Improved levels of confidence and self esteem because of support received through THRIVE, learning mentor support and access to a trained counsellor.

The following data has been taken from the School Data Dashboard, Analyse School Performance.

The DFE have termed Pupil Premium Grant entitled children as 'disadvantaged' for the purposes of data analysis. The intention of the PPG is to close the gap between the progress and attainment of pupils in receipt of the grant compared to those who do not, who historically achieve better. As a

school we use the grant to support a variety of initiatives aimed at improving disadvantaged pupils' outcomes, be this emotional intelligences and self esteem or academic achievement.

Disadvantaged v Non-Disadvantaged

RWM Comb	Reading				Writing				Maths			
	Dis Ad 21 pupils	Non DisAd 36 Pupils	Dis Ad	Non DisAd	Dis Ad	Non DisAd	Dis Ad	Non DisAd	Dis Ad	Non DisAd	Dis Ad	Non DisAd
	EXS+	EXS+	Scaled Score	SS	EXS+	EXS+	SS	SS	EXS+	EXS+	SS	SS
2019	57%	78%	-2.6	+2.3	52%	86%	-3.9	-0.5	71%	83%	-2.7	+1.4
2018	54%	61%	-1.8	-0.5	54%	55%	-1.5	-1.5	65%	68%	-0.5	-0.9
2017	32%	67%	-3.0	-0.2	56%	88%	-0.2	1.6	72%	88%	0.8	1.4

Progress at the end of KS2 in 2019 is disappointing, from an achievement perspective, but is very cohort driven. From a progress perspective, outcomes show that PP children, as a group, make less progress than their NPP counterparts. This is true of all subjects over the last three years. However, the raw data does not accurately reflect the narrative that sits behind, the context of each cohort. As a school we are increasingly seeing children with acute mental health issues; low resilience, poor emotional wellbeing, low self-esteem. This can be due to a wide variety of background issues. In addition to this some of our pupils have had significant additional issues (child protection/ challenging home lives/ exclusion/ neglect/ domestic violence etc) which have compounded their low self-esteem / resilience. The pastoral support offered by the school often enables the pupil to continue being at school, engaging with school activities but doesn't always facilitate accelerated progress academically. Some children do not make expected progress due to their complex lives. However, they continue to come to school and are supported with their emotional wellbeing. This is not always translated into attainment. Mobility also has an impact as children move schools, often off track, with complex needs, which can, in turn, affect cohort stability, behaviour and resilience. Yr6 last year is an example of this.

EYFS

GLD	Girls	Boys	FSM	NFSM
70% v NA 72%	80%	61%	71%	70%

Yr 1 Phonics Tests

Reached standard	Girls	Boys	PP children	NPP children
73% v NA 82%	75%	74%	71%	76%

Yr 2 data

Yr2	Expected	Greater Depth	Girls	Boys	Pupil	Non-Pupil
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	Standard				Premium	Premium
Reading	83%v75%NA	26% v 25%NA	83%	82%	90%	81%
Writing	71%v 69%NA	12%v 15% NA	70%	71%	70%	71%
Maths	74%v 76%NA	24%v 22%NA	63%	86%	60%	77%

Progress and attainment of pupils accessing the PP grant is inline with NPP children in KS1. This is true at the Expected Standard level as well as at Greater Depth. Support is targeted, specific and enables acceleration. Low self-esteem/ low resilience etc is less of an issue at this stage because pupils seem to be more engaged and less distracted. Mobility is still a problem for the school with as much as 20% of the pupils changing from entry at Foundation. These children are often off track and need accelerating.

Pupil Premium 2018-19 Year Actual Allocation Received was £187,442. Spend as follows:

Pupil Premium used for 2018-19	Amount allocated to the intervention	Summary of intervention or action	Anticipated Impact of provision (DP- Disadvantaged Pupils) NA- National Average
Teacher conferencing in Yr5 & 6	£7000	Writing conferencing on a 1:1 basis	Specialist writing support has previously enabled targeted pupils, but specifically Pupil Premium Grant pupils, to make accelerated progress and close previous gaps in their learning. We anticipate that this will happen again next year.
Higher Level Teaching Assistant x2	£10,543	HLTA working with a small group on a focussed intervention the core subjects of Maths and English	At both Yr6 and Yr2 targeted support has resulted in DP making accelerated progress, at least in line with NA, but also inline or above Non-Disadvantaged pupils.
TA's used to deliver intervention programmes 8.30-9.00 a.m. every morning	£11,662	TA time to run small group and 1:1 sessions to improve skills and understanding in core subject areas	Core skills are developed and improved with targeted daily support. This is in the form of pre-learning, catch up or consolidation activities. Progress data for DP has, in the past, been positive and shows that in the vast majority of cases, in each year group and in each core subject, progress is above age-related expectations. We are anticipating a similar outcome in the future.
SEND base provision	£29,862	A Team of specialist TA's support children across the	A restructured SEND team aim to work across the school

		school with a range of needs.	supporting individuals and small groups at both an academic level as well as an emotional resilience level.
TA intervention	£53,709	TA intervention, usually in class, to provide targeted support to children that are off track. May be individual or small group.	Core skills are developed and improved with targeted daily support. This is in the form of pre-learning, catch up or consolidation activities. Progress data for DP has, in the past, been positive and shows that in the vast majority of cases, in each year group and in each core subject, progress is above age-related expectations.
Parent Support Adviser	£18,492	Supporting parents with strategies for managing vulnerable pupils and home situations.	This hugely successful role supports parents and pupils in accessing services, offering advice and help to ensure that the children are in school learning and developing.
PSA Resources	£337		
Provision of Forest School	£4,026	To work with pupils out of the classroom	The development of emotional welfare/ intelligences is something the school takes very seriously. This helps ensure that vulnerable pupils have opportunities to work away from the classroom environment. Forest School should continue to develop the emotional intelligence of pupils.
Outdoor Education TA + resources	£4,026	To provide support so that vulnerable pupils gain access to a variety of out of school/ and in school activities.	This targeted support helps ensure that vulnerable pupils can access events like JTT and will have use of school resources so that they can safely participate. This has a big impact on the emotional welfare of some pupils.
Booster classes	£4,429	Spring Term to support pupils pre SATs	Targeted intervention to help vulnerable pupils do their best in the end of key stage tests.

Excellence Cluster	£16,485	Learning Mentor, Counsellor, MAST for vulnerable children to support and improve confidence	Targeted support aimed at addressing emotional welfare needs. A learning mentor and school counsellor are able to work with specific children to work through issues that are barriers to their learning.
THRIVE	£10,686	Implementation and training of THRIVE across the school.	Targeted, vulnerable children are supported in addressing issues relating to emotional intelligences and readiness for learning. This has resulted in children engaging in their learning and an increased capacity for resilience.
SENDCo release	£12,041	Enables the school SENDCo to support DP and their families throughout the year.	Parents and pupils benefit from this support, helping to establish a closer relationship built on trust and cooperation.
Residential/ club subsidy	£2000	To build self-esteem, resilience, knowledge and social skills	Targeted support is available to help vulnerable pupils attend clubs and residential. This has a huge impact on their self-esteem and self-confidence.
Music lesson subsidy	£880	Subsidy for DP to enable them to access all music provision across the school	Pupils benefitting from this support have increased levels of confidence as a result.
ICT Support	£764	Clicker 7 software- (Chromebooks, Mathletics & Spellodrome)	ICT support has given children with poor literacy skills increased access to the English curriculum, increasing confidence and resilience.
Service Children	£500	Resources See below for full itemised spend	Provides service family children to access specific club to meet a variety of needs.
Total spent	£187,442		

Service Children Spend

Please note: the service premium allocation is already included in the above figures. It is separated out here to enable parents to see how the school spends the allocation and how we provide for children from service families.

Service Children	£300 x 12= £3,600 Facilitating all	Club run by two TA's	Provides service family children to access specific club to meet a variety of needs. This is run every alternative Thursday over the school year, for 1hr after school,
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	the activities, resourcing activities, transportation, staffing etc.		<p>totalling 19 sessions.</p> <p>Activities include the following: making Valentines buns/ biscuits, attendance by serving parent in uniform/ role model, Mother's Day cards, Easter Egg hunt, Help the Heroes challenge, rocket launching, design and make school standard, Armed Forces Day, Father's Day, British Legion comps.</p> <p>In addition, over the course of the year, parents will be invited to take part in some club activities: Forest school, cooking, gardening, book swaps, art work, picnics, film watching, sewing etc</p> <p>MKC representatives to attend school council meetings.</p>
			Attendance at all main city-wide events- Remembrance Day events, Lord Mayor's visit, Citadel visit, relevant military events, Plymouth Film Festival etc
		Intervention/ support	Some children will access additional intervention/ or specialist provision to ensure that they make the best progress possible.

The Pupil Premium Grant (PPG) Allocation for 2019-20 is £168,900

The Governors have targeted the PPG to:

- a) Provide support for pupils to ensure that age related expectations are met in reading, writing and maths at the end of KS1.
- b) Provide support so every child is a reader by six.
- c) Provide support to extend more able children in reading, writing and mathematics.
- d) Provide 1:1 support for writing and maths Booster/ Conferencing.
- e) Ensure quick access for all children to develop emotional and social intelligence via learning mentors, counsellors, PSA etc.
- f) To purchase additional resources to ensure that key objectives are met.
- g) 1:1 support via HLTA (higher level teaching assistant) targeted intervention.
- h) Support pupils develop emotional resilience and increase their capacity to learn using THRIVE as a tool.
- i) Provide children with opportunities to engage in Forest School activities and develop their emotional wellbeing and improve readiness to learn.

Pupil Premium 2019-20 Year Planned Spend

Pupil Premium used for 2019-20	Amount allocated to the intervention	Summary of intervention or action	Anticipated Impact of provision (DP- Disadvantaged Pupils) NA- National Average
Teacher conferencing in Yr5 & 6	£2,240	Writing conferencing on a 1:1 basis	Specialist writing support has previously enabled targeted pupils, but specifically Pupil Premium Grant pupils, to make accelerated progress and close previous gaps in their learning. We anticipate that this will happen again next year.
Higher Level Teaching Assistant x2	£9,762	HLTA working with a small group on a focussed intervention the core subjects of Maths and English	At both Yr6 and Yr2 targeted support has resulted in DP making accelerated progress, at least in line with NA, but also inline or above Non-Disadvantaged pupils.
TA's used to deliver intervention programmes 8.30-9.00 a.m. every morning	£11,443	TA time to run small group and 1:1 sessions to improve skills and understanding in core subject areas	Core skills are developed and improved with targeted daily support. This is in the form of pre-learning, catch up or consolidation activities. Progress data for DP has, in the past, been positive and shows that in the vast majority of cases, in each year group and in each core subject, progress is above age-related expectations. We are anticipating a similar outcome in the future.
SEND base provision	£39,549	A Team of specialist TA's support children across the school with a range of needs.	A restructured SEND team aim to work across the school supporting individuals and small groups at both an academic level as well as an emotional resilience level.
TA intervention	£58,891	TA intervention, usually in class, to provide targeted support to children that are off track. May be individual or small group.	Core skills are developed and improved with targeted daily support. This is in the form of pre-learning, catch up or consolidation activities. Progress data for DP has, in the past, been positive and shows that in the vast majority of cases, in each year group and in each core subject, progress is

			above age-related expectations.
Parent Support Adviser	£7,781 £365	Supporting parents with strategies for managing vulnerable pupils and home situations. PSA resources- uniform/ school shoes etc	This hugely successful role supports parents and pupils in accessing services, offering advice and help to ensure that the children are in school learning and developing.
School based counsellor	£1093	Supporting pupils with specific emotional/ wellbeing needs	The development of emotional welfare/ intelligences.
Provision of Forest School	£5,107	To work with pupils out of the classroom	The development of emotional welfare/ intelligences is something the school takes very seriously. This helps ensure that vulnerable pupils have opportunities to work away from the classroom environment. Forest School should continue to develop the emotional intelligence of pupils.
Outdoor Education TA + resources	£5,112	To provide support so that vulnerable pupils gain access to a variety of out of school/ and in school activities.	This targeted support helps ensure that vulnerable pupils can access events like JTT and will have use of school resources so that they can safely participate. This has a big impact on the emotional welfare of some pupils.
Booster classes	£800	Spring Term to support pupils pre SATs	Targeted intervention to help vulnerable pupils do their best in the end of key stage tests.
Excellence Cluster	£5,236	Learning Mentor, Counsellor, MAST for vulnerable children to support and improve confidence	Targeted support aimed at addressing emotional welfare needs. A learning mentor and school counsellor are able to work with specific children to work through issues that are barriers to their learning.
THRIVE	£3,929	Implementation and training of THRIVE across the school.	Targeted, vulnerable children are supported in addressing issues relating to emotional intelligences and readiness for learning. This has resulted in children engaging in their learning and an increased capacity for resilience.

SENDCo release	£11,124	Enables the school SENDCo to support DP and their families throughout the year.	Parents and pupils benefit from this support, helping to establish a closer relationship built on trust and cooperation.
Residential/ club subsidy	£1,920	To build self esteem, resilience, knowledge and social skills	Targeted support is available to help vulnerable pupils attend clubs and residential. This has a huge impact on their self esteem and self confidence.
Music lesson subsidy	£648	Subsidy for DP to enable them to access all music provision across the school	Pupils benefitting from this support have increased levels of confidence as a result.
Service Children	£3,900	Resources See below for itemised spend	Provides service family children to access specific club to meet a variety of needs.
Total spent	£168,900		

Service Children Spend

Please note: the service premium allocation is already included in the above figures. It is separated out here to enable parents to see how the school spends the allocation and how we provide for children from service families.

Service Children	£300 x 13= £3,900 Facilitating all the activities, resourcing activities, transportation, staffing etc.	Club run by two TA's	Provides service family children to access specific club to meet a variety of needs. This is run every alternative Thursday over the school year, for 1hr after school, totalling 19 sessions. Activities include the following: making Valentines buns/ biscuits, attendance by serving parent in uniform/ role model, Mother's Day cards, Easter Egg hunt, Help the Heroes challenge, rocket launching, design and make school standard, Armed Forces Day, Father's Day, British Legion comps. In addition, over the course of the year, parents will be invited to take part in some club activities: Forest school, cooking, gardening, book swaps, art work, picnics, film watching, sewing etc MKC representatives to attend school council meetings.
			Attendance at all main city-wide events- Remembrance Day events, Lord Mayor's visit, Citadel visit, relevant military events, Plymouth Film Festival etc

		Intervention/ support	Some children will access additional intervention/ or specialist provision to ensure that they make the best progress possible.