

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lipson Vale Primary School, Plymouth, Devon. PL47 HW
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2023
Date this statement was published	01.10.2021
Date on which it will be reviewed	01.09.2023
Statement authorised by	Peter Lewis-Cole
Pupil premium lead	Mr Darren Moore
Governor / Trustee lead	Faye Nimmo (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,260
Recovery premium funding allocation this academic year	£20,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£181,260

Part A: Pupil premium strategy plan

Statement of intent

Priority 1; Improve outcomes and raise attainment for all PP children

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.

- 2018/19 Data (Current Y4)
- **KS1**
- KS1 Reading 92% exs vs 78% National
- KS1 Writing 73% exs vs 73% National
- KS1 Maths 55% exs vs 79% National
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- **KS2**
- KS2 Reading 57% exs vs 78% National (-2.58 vs 0.32)
- KS2 Writing 52% exs vs 83% National (-3.9 vs 0.27)
- KS2 Maths 65% exs vs 84% National (-2.66 vs 0.27)

Success Criteria:

Identification of barriers is effective to enable support to be given to pupils swiftly.

Facilitating parents to support their children at home.

Adult resources are deployed effectively to support pupils as vulnerabilities emerge.

Adult deployment is targeted to enable flexibility, and is evaluated based on pupil need.

Demonstrable acceleration in progress for PP/ FSM pupils in reading, writing and maths.

Accelerated progress is evidenced in increasing attainment throughout the year in reading writing and maths.

The attainment gap between PPG/ FSM pupils and non-disadvantaged closes.

Accelerated progress is evidenced in book evaluations and in lesson feedback.

Priority 2; To improve attendance and punctuality for PP children.

Success Criteria:

Attendance and punctuality of PP children improves to become in line with national.

Proportion of children who are consistently late reduces.

Parent partnership is effective in supporting parents in ensuring that children arrive at school on time and ready to learn.

Accelerated progress for PP and FSM children.

Priority 3: To improve the social and emotional wellbeing for PP children.

Success Criteria:

SEMH needs of pupils are supported to ensure they are 'ready to learn'.

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.

Children with SEMH needs are able to access a broad range of resources to support them in a variety of ways.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Adult support staff are not confident/ have not received training in how to best support children with specific gaps in their learning.
2	Many pupils in this group have low self-esteem relating to reading and writing and foundation skills are not retained over time.
3	Children are absent from school missing vital learning and sequences of lessons. Persistent lateness impacts on learning with interruptions of inputs of lessons.
4	Some children arrive to school hungry having not had an appropriate/any breakfast which impacts on their ability to remain focused during lessons.
5	Some children have experienced ACE which has impacted significantly on their ability to learn.
6	Parental engagement is poor with little support available at home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<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>TA's are confident enough to deliver specific interventions in Reading, Writing and Maths 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>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.</p>	<p>Children make accelerated progress in the acquisition of early reading skills.</p> <p>Percentage of PP children who pass the Y1 phonics screening check is in line or above national. PP children are in line with end of KS1 reading data.</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>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>SLT to identify persistent absentees and late arrivals and open discussions with parents about providing an initial collection service.</p>	<p>Attendance for PP and FSM children is brought up to be in line with national.</p> <p>Persistent lateness is reduced and children arrive to school on time and ready to learn,</p>
<p>Access to a range of resources to support children with their social and emotional wellbeing such as thrive, excellence cluster.</p> <p>Thrive lead to regularly training and opportunities to analyse data and impact.</p>	<p>Pinpointed and specific support is given to children as necessary such as providing breakfast/forest school/thrive</p> <p>Effective Intervention sessions such as forest school are planned for and delivered regularly.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD into effective feedback for teachers.	EEF Effective Feedback The Feedback Pendulum	1
Incremental RWI coaching for TA's and teachers.	EEF Making the most of teaching assistants. EEF closing the attainment gap.	1 2
Some TA salaries are off set to provide additional support for vulnerable groups.	EEF making the most of teaching assistants.	2 5 1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	EEF Making the most of teaching assistants. EEF closing the attainment gap. RWI maths % PP against ARE below national and accelerated progress needs to happen.	1 2 5
TA's to plan high quality interventions in Reading, Writing and Maths and deliver them daily to PP children (as required).	The Pupil Premium- Mark Rowlands EEF Making the most of teaching assistants. EEF closing the attainment gap.	1 2

<p>Interventions to be timetabled (where appropriate) and specific targets to be set with entrance and exit evidence to show impact.</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>EEF Making the most of teaching assistants. EEF closing the attainment gap.</p> <p>RWI maths % PP against ARE below national and accelerated progress needs to happen.</p>	<p>1 2</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>EEF Making the most of teaching assistants. EEF closing the attainment gap.</p> <p>RWI maths % PP against ARE below national and accelerated progress needs to happen.</p>	<p>1 2</p>
<p>KS1 HLTA to deliver daily RWI 1-1 support to targeted PP children and become a 'reading champion'.</p>	<p>RWI statistical data 2020-2021</p> <p>EEF Making the most of teaching assistants. EEF closing the attainment gap.</p>	<p>1 2 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 83,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a range of resources to support children with their social and emotional wellbeing such as thrive, excellence cluster.	3 rd space learning (SEL) review.	2 3 5 6
Thrive lead to regularly training and opportunities to analyse data and impact.	The impact of thrive approach. The Pupil Premium- Mark Rowlands	2 3 5 6
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.	3 rd space learning review (outdoor adventure learning).	2 3 5 6
Subsidised access to music, extracurricular activities such as residentials, 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.		2 3 5 6

Total budgeted cost: £ 181,260

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?