



School overview

Detail	Data
School name	Lipson Vale Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2020-2023
Date this statement was published	01.10.2020
Date on which it will be reviewed	01.09.2023
Statement authorised by	Peter Lewis-Cole
Pupil premium lead	Darren Moore (on secondment) Peter Lewis-Cole
Governor / Trustee lead	Faye Nimmo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,820
Recovery premium funding allocation this academic year	£18,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,820

Part A: Pupil premium strategy plan

Statement of intent

PRIORITY ONE: 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.

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 TWO: To improve attendance and punctuality for Pupil Premium 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 THREE: 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 led interventions are not tracked effectively to accurately measure impact on pupil attainment overtime.
2	Pupils are not retaining knowledge overtime and are not remembering key concepts on which new learning is built.
3	Overall attendance and lateness remains high for disadvantaged pupils meaning key learning is lost.
4	Disadvantaged pupils come to school not 'ready' to learn and need supported regulation to prepare them for the day.
5	Disadvantaged pupils do not acquire grammatical knowledge in line with their non-disadvantaged peers.
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
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.	TA's are confident enough to deliver specific interventions in Reading, Writing and Maths to support children in making accelerated progress. 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.
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.	Children make accelerated progress in the acquisition of early reading skills. 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.
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.	Parents know who to speak to in order to access support for themselves or their children. Improvements in communication between staff and parents.
SLT to identify persistent absentees and late arrivals and open discussions with parents about providing an initial collection service.	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.

<p>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.</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: £107,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to confidently apply Rosenshine's Principles of Instruction to the planning and delivery of learning.	Rosenshine's Principles of Instruction EEF Tiered Approach Tom Sherrington Walk Thrus	2
Ongoing coaching from subject leaders in the planning, monitoring and assessment of high quality interventions.	EEF Closing the attainment gap	1 2
Refine Pupil Progress Meetings (in year teams) to effectively prioritise adult interventions for disadvantaged pupils.		1 2
Offset teaching assistant salaries to prioritise the delivery of intervention for disadvantaged pupils.	EEF Effective use of teaching assistants	1 2
Provide additional staff in Year 1 to ensure RWInc 1:1 sessions can take place – uninterrupted.		2
Identified members of staff to be ELSA trained and deployed to provide support		3 4 5

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

Budgeted cost: £23,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the tracking of progress for all adult led interventions through ongoing coaching.	EEF A school's guide to implementation	1 2
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	The Pupil Premium- Mark Rowlands EEF Making the most of teaching assistants. EEF closing the attainment gap.	1 2 5
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.		1 2

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

Budgeted cost: £52,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
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		4
PSA to work closely with vulnerable families to support the emotional	EEF Working with parents to support pupils learning	3 6

wellbeing and improved attendance.		
Provide breakfast club provision for pupils who enter school not 'ready' to learn. Provide co-regulation.		3 4
Review and update the attendance policy and procedures to better communicate ongoing attendance patterns to families.		3 6

Total budgeted cost: £182,820

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.

There is no published data for the academic year of 2021-22.

Teachers knowledge of disadvantaged pupils has continued to strengthen and, as a result, targeted support is now more precisely in place for pupils who are off track. Pupil Progress Meetings have contributed significantly to this as it has been a platform to identify interventions for groups and individuals on a year group basis. This, in term, has enabled more effective deployment of staff to provide these. SLT, through routine monitoring, are now more informed about the needs of disadvantaged pupils and their academic needs. This knowledge has empowered SLT to monitor and coach staff more effectively about further support and prioritise coaching to year groups for planning and sequencing of learning.

Interventions that are in place have improved systems for planning and tracking. The priority for this next year is to ensure these are embedded and that ongoing communication between teacher and the adult delivering the intervention is maintained to ensure the needs of pupils continue to be met in full. Training on providing high quality intervention remains a priority for the coming year.

Training for TAs was well attended and addressed the identified gaps in knowledge in core subjects. Leaders need to continue to monitor the application of this knowledge when delivering intervention.

Engagement with the National Breakfast Scheme has given additional resources to school to provide pupils with a healthy start to the day. This continues to be a well-used resource across the school.

Further consideration needs to be undertaken on how to provide a 'walking bus' or similar to enable pupils who are continually late or absent access to provision to get them into school on time and every day.

To future proof access to social and emotional support which is impactful and cost-effective, the school will now look to train on ELSA and move away from Thrive. We believe, through carefully deployment of staff, that the same standards of support will be in place following this.