



Lawford Mead Primary School Pupil Premium Strategy 2020 - 2021

Pupil Premium Funding

Pupil Premium is funding paid to the school by means of a specific grant in order to:

- Raise the attainment of disadvantaged pupils, of all abilities, to perform better and close the gap between them and their peers.
- Support children and young people with parents in the regular armed forces.

This includes pupils registered as currently eligible for free school meals (FSM) or those who have received free school meals in the past (Ever 6 or Pupil Premium), Looked After Pupils or those adopted from Local Authority Care, and for pupils whose parents are currently serving in the armed forces. The Pupil Premium is additional to main school funding and will be used by Lawford Mead Primary School to address any underlying inequalities and ‘narrow the gap’ in attainment and social, emotional and mental health/well-being issues identified for eligible pupils. The funding will be used to enhance provision that is already in place for all children.

Socio-economic circumstances can create barriers to learning for some children, however, these challenges can be overcome with strategic planning, high quality teaching and learning, targeted intervention programmes and access to a range of curriculum and enrichment experiences and opportunities.

Summary Information

Total number of pupils: 381	Number of pupils eligible for PPF: 163 43%	Number of pupils eligible for PPF and identified with SEND : 38	Total PPF: £223,270 (Jan census)
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Review and Accountability

The Head of School and Deputy Head of School will regularly (at least termly) review, monitor and evaluate the impact of the strategies and interventions put in place using the Pupil Premium Funding and report these to the Local Governing Committee and Board of Trustees. The Trustees will also appoint an individual Trustee/Governor to be responsible for monitoring the implementation, expenditure and effectiveness of this strategy. The impact of Pupil Premium Funding is measured in terms of the attainment and progress of eligible pupils, compared directly to their non-PP peers, as well as through the impact on their social and emotional development.

Current attainment (July 2019) – COVID-19 pandemic led to all KS1 and KS2 assessments to be cancelled in 2020, therefore this is the most recent data.

Year 6 KS2	Reading		Writing		Maths		RWM combined
	Attainment	Progress from KS1	Attainment	Progress from KS1	Attainment	Progress from KS1	
Disadvantaged	45%	-0.3	64%	+2.2	68%	+2.0	36%
Other pupils	65%	+1.0	89%	+4.1	95%	+3.0	65%

Year 2 KS1	Reading	Writing	Maths	RWM combined
	Attainment	Attainment	Attainment	
Disadvantaged	61%	61%	57%	54%
Other pupils	84%	88%	91%	81%

Year 1	Phonics
Disadvantaged	63%
Other pupils	92%

EYFS	GLD
Disadvantaged	57%
Other pupils	87%

Barriers to learning

- Speech and language difficulties, often below age related expectations on entry and throughout the school.
- Attainment is below age related expectations on entry to school.
- Social, emotional and mental health/well-being issues, often with significant emotional trauma/attachment, resulting in limited emotional resilience, low self-esteem and self-confidence. Some result in safeguarding concerns.
- Limited enrichment experiences and opportunities.
- Limited educational support from home, resulting in low aspirations, expectations and learning behaviours.
- Gaps in learning of key skills, especially in reading, writing and maths.

Desired outcomes / Planned Expenditure 2020/2021

Objective: To close the gap in attainment in Reading, Writing and Mathematics.

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2021)
Additional class teacher in Year 6 to enable classes to be taught for English and Maths in groups of no more than 20 every morning.	£30,761	All Year 6 pupils, especially those identified as disadvantaged and those not making expected progress/reaching age related expectations.	<p>At least 75% children to reach age related expectations in reading, writing and maths and 65% in RWM combined, including disadvantaged children.</p> <p>Progress scores to be above national.</p> <p>To boost pupils' self-esteem, perseverance, resilience, confidence and attitudes to learning.</p>	<p>Internal school data showed:</p> <p>Reading 81% (PP 73%) Writing 76% (PP 64%) Maths 81% (PP 68%) Combined 72% (PP 59%)</p> <p>No progress scores or official end of KS2 data available due to COVID. PP attainment and progress this year was adversely affected by partial school closure, as found nationally.</p> <p>https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</p>
Year 6 teacher employed additional hours one afternoon per week to carry out targeted interventions in reading, writing and maths.	Included in above cost	All pupils in Year 6 identified as disadvantaged and those not making expected progress/reaching age related expectations.	To close the gap in attainment in reading, writing and maths, to less than 10%.	<p>Internal school data showed:</p> <p>Reading gap 14% Writing gap 20% Maths gap 22%</p> <p>No progress scores or official end of KS2 data available due to COVID PP attainment and progress this year was adversely affected by partial school closure, as found nationally.</p> <p>https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</p>

Additional EY/KS1 teacher to carry out early Speech and Language / Phonics / Reading interventions 4 mornings.	£26,786	Pupils with Speech and Language Difficulties / working below ARE in Phonics, Reading and/or Writing in EYFS and KS1.	Reduce the disadvantage attainment gap in CLL, Reading and Writing in EYFS, Phonics, Spoken Language, Reading and Writing in Key Stage 1.	Internal data showed a significant gap between PP and Non-PP attainment in these areas. These gaps increased during the partial school closure period Jan – Mar but rapid progress was made throughout the Summer Term.
Additional staffing which includes:	£31,286*			
Additional LSA hours to support in Y2 and Y5 (SEMH)	Included in above cost*	All children in Y2 and Y5, particularly those who are disadvantaged	Children are supported with SEMH needs to enable them to make good progress	Children continued to benefit from SEMH interventions and support. Many pupils' needs increased on the return from partial school closure period.
Additional LSA hours to support in Reception	Included in above cost*	All children in Reception, particularly those who are disadvantaged	Children in Reception are supported to settle quickly into school and make good progress throughout the year. The disadvantage gap in % reaching GLD at the end of EYFS is reduced.	Internal data shows 52% attaining GLD, with 30% of PP children attaining GLD. The attainment and progress of EYFS children was significantly impacted by the partial school closure period Jan – March 2021 as they only had two terms in Reception at school.
Reception Apprentice employed to help provide additional support for disadvantaged pupils in Reception.	Included in above cost*	All children in Reception, particularly those who are disadvantaged	Children in Reception are supported to settle quickly into school and make good progress throughout the year. The disadvantage gap in % reaching GLD at the end of EYFS is reduced.	
Nursery Apprentice employed to help provide additional support for disadvantaged pupils in Nursery	Included in above cost*	All children in the Nursery, particularly those who are disadvantaged	Children in Nursery are supported to settle quickly and make good progress so that they are on track to achieve GLD by end of EYFS.	Staff recruitment difficulties meant that this role was not fulfilled for the majority of the year.
Employment of EAL and MFL specialist teacher	£19,150	All children, including those who are disadvantaged	EAL pupils, particularly those who are disadvantaged, benefit from specialist support. All KS2 pupils, particularly those who are disadvantaged, benefit from learning an additional	Internal data showed that by the end of Key Stage 2, 82% of EAL pupils attained ARE in Reading, Writing and Maths Combined. 75% of disadvantaged EAL pupils attained ARE in Reading, Writing and Maths Combined.

			language taught by specialist teacher.	
Part fund the SENCO/Inclusion Manager	£38,721	All pupils who have an identified SEND, particularly those who are disadvantaged (24% of disadvantaged children at LMPS have SEND).	Pupils with identified SEND make at least good progress. All children have access to appropriate and effective interventions to enable them to meet their potential.	Pupils with identified SEND continued to benefit from effective interventions and support, throughout the Autumn Term, during the partial school closure period where appropriate, and on their return to school.
3 year subscription to Lexia for 150 pupils Year 1 – Year 6	£8693	All pupils in Year 1. All pupils in Years 2 – 6 who are working below ARE in Reading.	All pupils, including disadvantaged, make accelerated progress in Phonics and Reading (using Lexia 3x week) with an increased proportion attaining ARE.	140 pupils have access to Lexia and many were able to access at home throughout the partial school closure period. Internal monitoring and assessments show a positive impact on phonics and reading attainment and progress.

Objective: To enhance and enrich curriculum experiences and opportunities, especially for identified pupils, to help to broaden and raise aspirations.

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2021)
Muddy Adventures – outdoor learning staffing and resources	£4560 + £500	All children	For pupils to experience new and challenging activities, to enjoy outdoor learning and develop personal skills of resilience, independence, managing risk and teamwork.	Children continue to engage enthusiastically in their Muddy Adventures sessions and the response from children and parents continues to be very positive.
Cultural Week and MFL resources	£600	All children	For pupils to broaden their knowledge and understanding of other cultures	
Fund school trips and experiences (including Transition project for Year 6)	£3,400	All identified disadvantaged children	All pupils participate and school trips go ahead with sufficient funding. Pupils experience new cultural, social, educational and challenging experiences.	Due to COVID restrictions, fewer school trips were able to go ahead, but external providers were invited into school to provide enrichment experiences where possible.

Support for disadvantaged children to attend Year 6 Residential	£1,000	All children in receipt of FSM	All pupils are able to attend Residential if they wish to.	Residential had to be cancelled due to COVID. A day at a local outdoors activity centre was funded by the school instead.
Fund out of hours school clubs. Tracking of disadvantaged pupils attending clubs. Invite identified children to attend.	£13,680	All identified disadvantaged children	All identified pupils have the opportunity to attend at least one out of hours club. At least 40% of club attendees are identified as disadvantaged. Pupils experience new and challenging experiences/further develop existing skills and talents.	Our free clubs continue to be popular and well attended from Year 1 to Year 6. Approximately 50% of children attending are disadvantaged.
Fund further out of school sports opportunities for those pupils who may not be able to attend a commercial out of school fee paying club during school holidays.	£2,000	Disadvantaged children.	Increase in number of disadvantaged pupils attending sports clubs during school holidays.	Selected disadvantaged pupils from Reception to Year 6 have been given free places to attend the very popular sports camps held during the school holidays.
Weekly individual Music tuition	£3,000	Disadvantaged children with an aptitude for Music.	Increase in number of disadvantaged children learning a musical instrument.	Selected disadvantaged pupils from Years 3 to 6, with an aptitude for Music, have received free weekly piano lessons.

Objective: To improve attendance, particularly for those pupils identified as persistent absentees (below 90% attendance)

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2021)
Employment of a Family Support, Wellbeing and Inclusion Officer to monitor attendance and work with families to reduce absence	£32,305	Parents of persistent absentees/those with attendance below 96%	To reduce persistent absentees to below 8% (national average) To improve overall attendance to at least 97%	School attendance 2020 – 2021 was 95.5% (internal records) Attendance, including persistent absence, continues to be negatively impacted by the pandemic at LMPS and nationally.
Employment of Attendance Officer to monitor attendance	Included in additional	Parents of persistent absentees/those with attendance below 96%	To reduce persistent absentees to below 8% (national average)	

and work with families to reduce absence	staff costs above*		To improve overall attendance to at least 97%	
Attendance Treats (100% badges, family 'treat' afternoons)	£850	All children	Children and families are motivated to achieve high levels of attendance	Did not go ahead this year due to pandemic.

Objective: To improve the social, emotional and mental health/well-being of identified pupils and their families, ensuring that they have swift and easy access to relevant high-quality services.

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2021)
Employment of a Family Support, Wellbeing and Inclusion Officer to lead emotional wellbeing interventions for identified pupils	(already listed - see Attendance)	Disadvantaged/vulnerable children	To boost pupil's self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school. All children feel that they have strategies they can use when things are not going so well. Impact on attainment and progress results identified above.	Pupils continued to benefit from SEMH interventions and support throughout the year. Families of disadvantaged pupils continued to receive support throughout the partial school closure period according to need. This included regular wellbeing checks and phone calls, delivery of paper copies of schoolwork, devices to access the internet as well as food packages / vouchers, for example.
Employment of a Family Support, Wellbeing and Inclusion Officer to	(already listed - see Attendance)	Disadvantaged/vulnerable children and their families.	Vulnerable children and their families are supported before they reach crisis	

provide support in school/signpost to other services/engage other services			point and avoid escalation to Social Care.	
Small group wellbeing provision, to include outdoor learning, led by Sports Coach (1x day per week)	£4,560	Identified disadvantaged children with SEMH needs	To boost individuals' self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school. Children feel that they have strategies they can use when things are not going so well.	This provision was highly successful in supporting a small group of vulnerable pupils with SEMH needs make excellent progress. The group has gradually increased and will be continuing in 2021 – 2022 so that more children can benefit.

Objective: To identify eligible pupils, to maximise school funding and target support to relevant pupils.

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2021)
Free School Meals Administration Fee	£500	All families	Maximise funding for the school and target support to relevant pupils	All families who may be entitled to FSM are encouraged and supported to apply, particularly when financial circumstances may have changed due to the pandemic.
Office staff to directly contact parents and encourage all eligible parents to apply for FSM/provide details for checking, even if the children are entitled to UIFSM/don't regularly eat school dinners	£0	Identified parents/disadvantaged children	Maximise funding for the school and target support to relevant pupils	
Total cost	£222,352			