

Pupil premium strategy statement (primary)

1. Summary information					
School	Littleport Community Primary School				
Academic Year	2019-20	Total PP budget	£159,660	Date of most recent PP Review	July 2019
Total number of pupils	440	Number of pupils eligible for PP	120	Date for next internal review of this strategy	July 2020

2. Current attainment		
KS1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	42.9%	64.9%
% attaining ARE in reading	64.3%	74.9%
% attaining ARE in writing	57.1%	69.2%
% attaining ARE in maths	57.1%	75.6%
KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	36.8%	64.8%
% attaining ARE in reading	57.9%	73.1%
% attaining ARE in writing	47.4%	78.4%
% attaining ARE in maths	68.4%	78.7%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)			
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>			
A.	Vocabulary deficit linked with underdeveloped reading and language acquisition skills, particularly at KS2 .		
B.	A significant percentage of children (22.5%) have multiple barriers in addition to PP, including SEND, EAL, SC and YC.		
C.	Underdeveloped metacognitive skills and low levels of resilience towards their learning.		
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>			
D.	Children in receipt of PP funding, within the school, have lower attendance rates and rates of lateness than other children.		
4. Desired outcomes			
	<table> <tr> <th>Desired outcomes and how they will be measured</th><th>Success criteria</th></tr> </table>	Desired outcomes and how they will be measured	Success criteria
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A.	Accelerated progress in reading, writing and maths for specific, identified groups of children who are in receipt of PP funding <u>to close the gap between PP and non-PP.</u> • Specific focus groups of children who are underachieving in maths and reading will be identified, through termly pupil progress meetings, in EYFS and Y1-6. • Class teachers will work in conjunction with SLT to ensure that targeted support is in place for those children and is monitored with rigor, at least termly. • Class teachers will work in conjunction with SLT to monitor the impact of previous actions and re-evaluate next steps. • Teacher assessment and Star Reader assessments will provide a measure of impact. • Feedback policy published and implemented to give effective feedback to all learners to address gaps in attainment. • All staff in school will have access to high quality commissioned support which will enable them to deliver 'quality first teaching' and focussed intervention, where appropriate. • All pupils with additional needs including SEN and EAL are identified and supported both by school and by external agencies in order that they make good progress. • Learning Profiles and the school provision map will measure the impact of external agency support such as SALT, Educational Psychologist and Occupational Therapist • Pupil Voice and Book Looks will measure impact of supported group work or 1:1 intervention	• Evidence that all children have access to quality teaching which is supported, through training, by external specialists. • Class teachers/Phase Leaders/SLT to have clear processes in place to ensure that targeted support is regular, purposeful and flexible where needed. • Clear groups of identified children who are underachieving • Clear allocation of resources, including identified adult support, which demonstrates 'different to' support for children in receipt of PP funding. • Clear tracking of the impact of additional support, including data. • Data which reflects accelerated progress for those identified children
B.	Rigorous and systematic approach to the teaching of Reading, which improves access to Quality First Teaching for specific, identified groups of children who are in receipt of PP funding. • Learning walks to analyse the current practise within the school. Outcomes of the learning walks to be shared at staff meetings. • Common practise to be established to ensure consistency in the approach across the school. • Further learning walks observe the teaching of reading to ensure practise is now consistent. • Staff CPD focuses on quality first teaching in reading and the structured questioning needed for effective teaching of reading. • Use of Accelerated Reader is analysed and maximised for most impact. • Research into effective research-based reading interventions is carried out.	• Clear groups of identified children who are underachieving • Clear allocation of resources, including identified adult support, which demonstrates 'different to' support for children in receipt of PP funding. • Clear tracking of the impact of additional support, including data. • Class teachers/Phase Leaders/SLT to have clear processes in place to ensure that targeted support is regular, purposeful and flexible where needed. • Data which reflects accelerated progress for those identified children • Evidence of the involvement, support and target setting of external agencies for those children who have been identified as requiring 'additional to' support.

	• Children that are in need of further targeted support are identified. • Careful implementation of reading interventions is delivered and the impact of these is measured.	• Evidence that all children have access to quality teaching which is supported, through training, by external specialists.
C.	A solid understanding of metacognition which underpins Quality First Teaching, and supports PP and disadvantaged learners to access the curriculum and close the gap between PP and non-PP. • SLT to access training for metacognition and to disseminate information to staff. • SLT to examine ways in which metacognition can support PP and disadvantaged learners. • SLT to identify how metacognition can be interleaved through quality first teaching. • Plan for metacognition to be developed over the course of the year.	• Metacognition training to be shared with all staff. • Metacognition approaches are utilised by class teachers and developed through planning and delivery. • Staff learn more about metacognition and develop class based research projects through Professional Growth Focus Groups. • Staff have a better understanding of metacognition and develop further strategies to support PP learners. • Observations/traces demonstrate children use a range of metacognition strategies to support learning.
D.	Improved SEMH and attendance for all children in receipt of PP funding, ensuring children are prepared to access Quality First Teaching. • Staff will assess children accessing Nurture Group and additional Forest School provision against SDQ and Boxall Profiles. • Attendance will be monitored by class teachers and Inclusion Manager. • Class teachers will monitor children's welfare and assess the impact on Reading, Writing and Maths through termly assessments.	• Children are able to transition from Nurture Group back into the classroom successfully. • Children are positively accessing Nurture Group and Forest School provision. • Attendance is monitored and children in receipt of PP funding are attending school in line with non-PP children.

5. Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Rigorous and systematic approach to the teaching of Reading, which improves access to Quality First Teaching for specific, identified groups of children who are in receipt of PP funding.	Ongoing school CPD External CPD opportunities Coaching from experienced members of staff for identified staff Impact of Accelerated Reader is assessed Use and impact of Accelerated Reader is maximised	Reading is an invaluable life skill, and quality first teaching is often accessed through reading When children read regularly, their reading improves. Exposure to high quality texts will broaden vocabulary range. Attainment of PP children is below that of their peers in reading There will be consistency of approach for PP children throughout the school.	Observations Learning Walks Book looks Staff CPD – shared and revisited Appraisals Pupil Progress Meetings Cost: Staff CPD Accelerated Reader (£5,600)	All teaching staff	Termly: - Accelerated Reader Data Updates - Pupil Progress Meetings - Observations/ Learning Walks/Book looks
C. A solid understanding of metacognition which underpins Quality First Teaching, and supports PP and disadvantaged learners to access the curriculum and close the gap between PP and non-PP.	Ongoing school CPD External CPD opportunities Coaching from experienced members of staff for identified staff Appraisal policy renewed and published Pupil Progress Meetings which are regular and rigorous	Research evidence highlights good or better teaching impacts significantly on pupil outcomes All children have the right to a broad and balanced education Progress in certain groups was below expected, particularly in writing Quality of teaching contributes to improved pupil outcomes EEF is clear that what happens in the classroom makes the biggest difference. Improved, more rigorous teaching of writing will lead to improved outcomes. Robust assessment and challenge will ensure teachers are held to account for progress of PP children.	Observations Learning Walks Book looks Staff CPD – shared and revisited Appraisals Pupil Progress Meetings Cost: Staff CPD	SLT	Termly: - Observations/ Learning Walks/Book looks - Professional Growth Focus Group Meetings - Staff Meetings to share CPD - Pupil Progress Meetings

C. A solid understanding of metacognition which underpins Quality First Teaching, and supports PP and disadvantaged learners to access the curriculum and close the gap between PP and non-PP.	Ongoing school CPD External CPD opportunities Coaching from experienced members of staff for identified staff Forest School provision Subsidised funding for residential trips	Research evidence highlights that metacognition is a significant barrier for PP children. EEF reports that explicit teaching of metacognition and self-regulation can produce gains of +7 months progress. “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.” (EEF toolkit) The EEF also reports “Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.”	Observations Learning Walks Book looks Staff CPD – shared and revisited Appraisals Pupil Progress Meetings Cost: Staff CPD Forest School (£16,439) Aylmerton Bewilderwood Grafham Swimming Music Tuition	SLT PR (Forest School) NC (Music)	Termly: - Observations/ Learning Walks/Book looks - Professional Growth Focus Group Meetings - Staff Meetings to share CPD on metacognition strategies for pupils.
Total budgeted cost					£79,830
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Accelerated progress in reading, writing and maths for specific, identified groups of children who are in receipt of PP funding to close the gap between PP and non-PP.	Focused and targeted reading interventions for KS1 and KS2 Focused and targeted phonics interventions in EYFS	EEF conducted research which found that reading comprehension interventions can produce gains of +5 months progress.	Pupil Progress Meetings Children identified for Reading intervention Intervention records SIMS data Cost: Staff CPD Accelerated Reader (£5,600) Reading interventions (TBC)	SLT RP (Research) TAs/HLTAs delivering interventions	Termly: - Accelerated Reader Data Updates - Pupil Progress Meetings - Observations/ Learning Walks/Book looks - Intervention notes and assessments

A. Accelerated progress in reading, writing and maths for specific, identified groups of children who are in receipt of PP funding to close the gap between PP and non-PP.	Maths 1:2 tuition	EEF places 1:1 tuition high on their scale of effectiveness (+5 months) and report that small group tuition is effective with feedback from teacher and work which is matched to learners' needs (+4 months).	Pupil Progress Meetings Children identified for Reading intervention Intervention records SIMS data Cost: Maths 1:2 tuition (£16,000)	Maths tutors	Termly: - Pupil Progress Meetings - Observations/ Learning Walks/Book looks - Intervention notes and assessments
D. Improved SEMH and attendance for all children in receipt of PP funding, ensuring children are prepared to access Quality First Teaching.	Nurture Group Forest School provision Subsidised funding for residential trips YMCA	EEF research states that a pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Establishing good learning behaviour is a pre-requisite for learning; disruptive behaviour is a barrier and also distracts other pupils and negatively impacts on their learning. Social and emotional learning - moderate impact for moderate cost (+4 months) Extra-curricular activities and clubs promote wellbeing in pupils and provide staff with opportunities to develop positive relationships with pupils and model social interaction skills. Nurture group supports increased attendance and readiness to learn.	Nurture Group and Forest School monitoring SEMH of children through Boxall Profiles etc. Children identified for YMCA mentoring/emotional support Intervention records Cost: Nurture Group YMCA Forest School	Nurture Group Staff PR (Forest School) AE/AR NC (Music)	Termly: - Impact of Nurture Group/Additional Forest School Provision - Assess which children are ready to reintegrate to class - Teacher assessments and Boxall Profiles of children receiving YMCA Support
Total budgeted cost					£39,915
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

D. Improved SEMH and attendance for all children in receipt of PP funding, ensuring children are prepared to access Quality First Teaching.	SP employed to monitor and support with attendance and inclusion.	Forming relationships that ensure that school and parents can work together in improving attendance have previously shown good impact. Improved attendance for PP children will increase their exposure to high quality first teaching, helping them to make greater progress. We can't improve attainment for children if they are not attending school.	Attendance records monitored Key children flagged Cost: SP (£34,656)	AR SP SLT	Termly: - Attendance data - Pupil Progress Meetings - Observations/ Learning Walks/Book looks
	Nurture group Subsidised residential trips Forest School Provision Uniform allowance	Extra-curricular activities and clubs promote wellbeing in pupils and provide staff with opportunities to develop positive relationships with pupils and model social interaction skills. Nurture group supports increased attendance and readiness to learn.	Nurture Group and Forest School monitoring SEMH of children through Boxall Profiles etc. Cost: Aylmerton Bewilderwood Grafham Swimming Music Tuition Forest School Uniform allowance		
Total budgeted cost					£39,915