

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

1. Summary information					
Academy Name	Luck Lane Primary Academy				
Academic Year	2020-21	Total:		Date of most recent PP Review	Feb 2020
Total number of pupils	278	Number of pupils eligible for PP	60 (22%)	Date for next internal review of this strategy	February 2021

2. Current attainment - based on teacher assessments and/or 2019 outcomes		
	Pupils eligible for PP (your school) Data from end of KS1 to Y6 Baseline in September 2020 post lockdown	Pupils not eligible for PP (national average) Data from end of KS1 to Y6 Baseline in September 2020 post lockdown
% achieving expected standard or above in reading, writing & maths	<b>RWM 40%</b>	<b>RWM 53% (65%)</b>
% making expected progress in reading (as measured in the school)	<b>3.8</b>	6.7 (0.3)
% making expected progress in writing (as measured in the school)	<b>0.6</b>	-0.1 (0.2)
% making expected progress in mathematics (as measured in the school)	<b>-3.1</b>	0.1 (0.4)

3. Barriers to future attainment (for pupils eligible for PP & others who may need help to catch up)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low levels of communication skills underdeveloped language and lack of extended vocabulary usage.
B.	Below expected progress for reading, writing and maths across the school due to lockdown.
C.	Inability to challenge themselves due to lack of resilience, independent learning skills and self-motivation across the curriculum.
D.	Gaps in knowledge built up during lockdown due to lack of technology and/or skills including support from home.

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
<b>E.</b>	Mental health and well being of all. Children's ability to challenge themselves and show resilience and motivation.	
<b>F.</b>	Limited exposure to experiences out of school (creation of COVID compliant visitors) limiting development of cultural capital.	
<b>G.</b>	Fine and gross motor skills particularly in the early years. Lack of physical activity throughout lockdown.	
<b>H.</b>	Lower attendance than expected for disadvantaged pupils and a higher rate of PA pupils.	
4. Intended outcomes (specific outcomes and how they will be measured)		
	Success criteria	
<b>A.</b>	Children will develop a wider range of vocabulary and use standard English communication skills both in speaking and	Outcomes for writing at the end of EYFS
<b>B.</b>	Ensure gaps are addressed in RWM for all.	A higher % of PP achieve ARE so that
<b>C.</b>	To ensure PP children have a more well sequenced learning across the wider curriculum which incorporates a vast array of life skills and experiences linked to the curriculum.	Greater evidence of an improved cultural capital amongst our disadvantaged pupils.
<b>D.</b>	To upskill identified disadvantaged families in the use of technology to support remote learning particularly reading.	Evidence of greater interaction with dojos
<b>E.</b>	To improve the mental health and well-being of PP pupils.	Improvements seen in behaviour for learning in classrooms, evidence collected in pre and post SDQs following targeted SEMH interventions.
<b>F.</b>	To improve the physical health and mental well being of our disadvantaged cohort.	A greater number of PP children targeted to attend extra curricular clubs. Physical development and fine motor skills improve particularly for our younger pupils.

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

<b>G.</b>	Pastoral team to adopt a firm but supportive approach to working with PP families on attendance and punctuality as well as engage their child in their learning.	The gap closes for persistent absenteeism so that PP (13%) and non PP (31%).
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### 5. Review of expenditure – Pupil Premium spending only

<b>Previous Academic Year</b>	<b>£66,000</b>			
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve quality of teaching reading and	Improve basic writing and reading	Talk for Writing training took place in the Autumn term for all EYFS staff. Evidence in books showed	Due to the school closures in the spring and summer term, basic reading and writing skills will be an area of	
Cultivate a love of reading.	To improve the % of PP children	The introduction of Accelerated Reader in Key Stage Two was supporting all PP pupils to	Due to the closures in the Spring and Summer term due to Covid, we have included this approach in our 2020-	
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional one to one reading for all PP	Improved PP ARE% at the end of	One to One reading sessions for all PP children were taking place In Key Stage 1 and 2 pre-Covid	Due to school closures in the spring and summer term, our pupils didn't make the expected progress in this area.	£10,865
Writing interventions for KS1 and KS2 and	Greater depth PP children in writing at	School closures due to Covid have had an impact on the progress made.	Due to school closures the full impact of this spending has not yet been evidenced although the overall quality	

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Working with APSO to implement rigorous firm but fair absence management protocols.	Improved attendance and punctuality so that KS2 PP at least match KS2 non PP.	The gap is still evident in terms of attendance for PP versus non PP. Currently there is a 2% difference here. The biggest gap in terms of attendance for PP compared to non PP is persistent absenteeism.	<p>Allocated PP breakfast club places had a positive effect on punctuality and attendance for those identified. Once the COVID restrictions have lifted we will be offering the free places once again.</p> <p>This years' approach to attendance will focus on improving the PA of our disadvantaged group as currently the non-disadvantaged is currently 13% and PA for disadvantaged is currently 31%.</p>	£20,258
SEMH interventions delivered by Learning	Improved mental health, self esteem	Although this is difficult to measure using hard data, the Boxall profiles and associated SDQs for	Through pastoral meetings, behaviour reports and Boxall profiling, children with underlying SEMH issues were	
Other Approaches, Resources, Enrichment, Parental engagement	Attendance improvements, resources and visitors to school.	Attendance for all groups has been consistently at or above national average.	<p>Trips and visits will continue to be funded where necessary and when safe to do so will curriculum focussed.</p> <p>Parental engagement will now focus on communicating with all families through the Class Dojo system.</p>	£3591

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

### 6. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium and catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

Action	Intended outcome	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) To embed a new challenging wider curriculum across Y1 to Y6.	PP pupils gain a greater, more well sequenced learning in all identified foundation subjects which enables cultural capital gains for all.	Evidence in books demonstrated that the sequencing of learning and progression of skills needed improvement across KS1 and KS2. The breadth of the curriculum will build cultural capital.	Monitoring by Ex Head, HOS, Curriculum Leads through book looks, pupil interviews, drop ins and MAT wide moderation. Leadership <b>£11837</b>	Curriculum Leads/HoS	Regular book looks. Cross trust moderation termly. Lesson drop ins weekly. Staff training termly. Annual "Peer Review".
B) To embed the new early adopter EYFS framework.	PP pupils in the EYFS are equipped with the necessary skills to prepare them for Key Stage 1.	We have chosen to pilot the new EYFS framework this year. The rationale being to ensure that our children and our staff are equipped with the essential skills to allow all EYFS pupils to receive quality first teaching through the delivery of a broad and balanced curriculum. Enhancements in language development and acquisition of a	Staff training and development to include working with the other EYFS leads across the MAT Leadership <b>£2357</b>	Assistant Head EYFS	Weekly lesson drop ins. Regular staff training in phase meetings. Observations of pupils recorded on Tapestry monitored regularly.

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

		wider vocabulary will be a large focus of this work.			
C) Cultivate a love of reading and a desire to read and understand more challenging texts so that children, particularly those eligible for PP, continue to develop their reading skills in the event of self-isolation.	Implementation of a large library of books as well as phonics resources to access	<p>With the need to work remotely more likely and the use of and sharing of library books being more difficult, children need to access reading online as well as remotely.</p> <p>The school's reading offer is based on children reading and accessing high quality and engaging literature.</p>	<p>Embed the use of the Myon online library for home use in KS2. £823</p> <p>£677 linked to Accelerated Reader £1123</p> <p>Oxford Reading Tree resources. £1000 to be purchased and used at home for our younger children in EYFS and KS1.</p> <p>Talk for writing training £500 for all staff.</p> <p>Resilient Reader book looks with external consultant will take place and personalised staff CPD will ensure areas for development are addressed. £1000</p>	English Lead and all teachers	<p>On going drop ins.</p> <p>On-going monitoring through book looks, drop ins and pupil discussions by AHTs and HoS.</p>
D) To combat the effect of the COVID-19 pandemic on attendance, attainment and progress so children are not adversely affected by the time	<p>All children to return to school and attend regularly.</p> <p>PA of our disadvantaged group compared to non</p>	<p>The gap in growing in the % of disadvantaged children who are persistently absent.</p> <p>All children have suffered academically during school closure.</p>	Attendance monitoring and clear expectations to parents. Pastoral Lead staffing cost £8423	<p>Pastoral Lead/HoS/</p> <p>Online Learning Champion</p>	<p>Weekly monitoring of attendance and follow up.</p> <p>Termly pupil progress meetings.</p>

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

spent away from school.	disadvantaged group is 13% compared to 31%. This gap needs to close.  All children to make projected progress by the end of this academic year.	Although remote learning was available, a small number of disadvantaged families requested paper copies of work to at home. The children who did not have access to online materials were therefore further disadvantaged.	To provide ICT for disadvantaged families to access online learning tablets 30 x £150 = £1500 £3000  The use of the National Tutoring Programme to find tutors who can support Upper KS2 PP children in closing their gaps which have grown larger during the pandemic. (£30 per hour x 6 tutors x 30 weeks) = £5400		
<b>Total budgeted cost</b>					<b>Catch up £3323</b> <b>Pupil Premium £34317</b>
<b>ii. Targeted support</b>					
Action	Intended outcome	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) Improve language acquisition amongst the youngest, disadvantaged children.	Improved vocabulary for all.	Our baseline assessments in EYFS evidence that the pupils in this cohort demonstrate poor communication skills and a lack of exposure to high quality vocabulary.	Use of NELI programme in EYFS. Associated staffing costs of cover £2554 (extra hours) Use of WELCOM to assess children's language acquisition.	Assistant Head EYFS	Measure progress after allocated timed interventions (20 week NELI).
B) Continue investment in the Pastoral Team in order to raise	The Learning Mentor and Pastoral Lead continue to demonstrate impact	Specific vulnerable children are being monitored to ensure their SEMH needs are prioritised so they are able	Use of Boxall profiling to target interventions £150 Cost of the Boxall package.	Pastoral Lead	Fortnightly pastoral team meetings.  Planned SENCO meetings.

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

<p>aspirations and attitudes of specific children and disadvantaged groups within school.</p>	<p>on the learning behaviours, attitudes and further develop the cultural capital of specific children and groups within school during lessons as well as social times.</p>	<p>to remain in within the classroom and make academic progress.</p> <p>Due to COVID children have had limited social interaction outdoors and indoors where they have to cooperate/collaborate win/lose and take turns. We have noticed the children have lost these vital skills during their time out of school as we have accumulated greater number of low-level behaviour issues in the playground.</p>	<p>SEMH Interventions and check-ins by Learning Mentor. £10476</p> <p>Provision maps show impact of interventions and check-ins by Learning Mentor. £656 / £740</p> <p>The introduction of Ambassador Scheme and new behaviour policy throughout school.</p> <p>Learning Mentor and PE Lead to coordinate interactive play activities where children relearn how to play together cooperatively £1373 for staffing and equipment.</p>		<p>Weekly behaviour logs analysed.</p>
<p>C) Provide additional support for staff to target PP groups and individuals who would benefit from intensive support and catch up.</p>	<p>To improve the attainment scores in core areas RWM and phonics for all pupils.</p>	<p>Quality first teacher-led interventions in targeted year groups and time from additional adults with identified different groups, to support in class or deliver interventions, is crucial in reversing the stunted academic progress caused by the COVID-19 pandemic.</p>	<p>EYFS catch up support £1108</p> <p>KS1 catch up support £1736</p> <p>Phonics catch up support for identified disadvantaged group £1225.</p> <p>Lower KS2 catch up support £2554. (extra hours)</p>	<p>Inclusion Lead/ SENCO</p> <p>Assistant Head Teachers EYFS/KS1/ KS2</p>	<p>Reviews at every data drop and pupil progress meetings.</p>



## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

			<p>The cost of an ETA but 1/3 of this cost allocated to each phase to support interventions for the disadvantaged in EYFS/KS1/KS2. £19,660</p> <p>Easi-Maths intervention programme to target those PP requiring basic skills embedding in maths. £750</p> <p>Revision books purchased for disadvantaged in targeted year groups. £550</p> <p>EYFS and KS1 targeted teaching in handwriting to improve fine motor skills for our youngest pupils. Pen pals handwriting scheme to be rolled out to EYFS and KS1. £500.</p>		
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## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

			<p>Project X and other reading interventions £2554 (extra hours) staffing costs.</p> <p>Staff training and sharing of best practice within the SHARE Primary Schools.</p>		
<b>Total budgeted cost</b>					<p><b>Catch up £9,981</b></p> <p><b>Pupil Premium £34051</b></p>
<b>iii. Other approaches</b>					
Action	Intended outcome	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) To skill disadvantaged children and parents up in the use of technology for remote learning.	To enable PP children to be able to work online and remotely.	To enable all children including the disadvantaged to be able to access and understand how to learn remotely.	<p>Online learning clubs for those disadvantaged children in KS2 identified as having limited or no access to ICT at home £1240. (extra hours for a short period of time)</p> <p>Ensure we gain access to the free staff CPD through dojos, purple mash and other online platforms purchased.</p>	Online Learning Champion	Termly monitoring of the use of our online learning platforms.

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

<p>B) To invest in the upskilling of staff in supporting good mental health and well-being of the disadvantaged.</p>	<p>To enable staff to identify and support disadvantaged children where SEMH issues cause a barrier to learning.</p>	<p>Disadvantaged children who have experienced poverty and Adverse Childhood Experiences (ACEs) during early life are likely to have significant barriers to learning. Observatory information informs us that children in our catchment area are likely to have experienced domestic violence in the home or gang related crime. We know we have over 10% in our school (most of which are PP children) have had outside agency intervention for these issues.</p>	<p>Identify CPD needs for appropriate staff to develop to support and guide children with SEMH issues.</p> <p>Related CPD and courses £2000 for identified staff.</p> <p>Professional supervision of staff to support their well-being whilst providing emotional support to children. £900 (6 hours per term).</p>	<p>Pastoral Lead</p>	<p>Termly pupil and staff questionnaires.</p> <p>Termly audit results from the Mental Health Trailblazer.</p> <p>Feedback from staff collated through the annual staff survey.</p>
<p><b>Total budgeted cost</b></p>					<p><b>Catch Up £2480</b></p> <p><b>Pupil Premium £2900</b></p>

## Primary Pupil Premium & Catch Up funding strategy / self-evaluation

### 7. Additional detail

#### Other Resources:

Taxi costs to support attendance = £500

Staffing costs to support up to 10 extra free spaces at Breakfast Club to support punctuality = £4000

Trips and visits financial support for disadvantaged families = £2750

Uniform and PE kit to be purchased for disadvantaged= £500