

Pupil Premium Report 2020

Lytchett Matravers Primary School

Pupil premium spending current academic year

SUMMARY INFORMATION			
Date of most recent pupil premium review:	11-09-2020	Date of next pupil premium review:	11-09-2021
Total number of pupils:	435	Total pupil premium budget:	£44,385
Number of pupils eligible for pupil premium:	33	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT

The school is committed to ensuring that no child at Lytchett Matravers Primary School is disadvantaged in being able to access the same educational opportunities as their peers. This will be achieved by attempting to ensure that the children are given access to the tools and resources for a rich and full education as well as given the direct one to one instruction and practice that National evidence suggests that the lack as a group. The school is also committed to the personalisation of every Priority Pupil's education as far as is possible. We will engage with the children and their families to understand what will be the best strategy to allow them to succeed. In addition, the school is mindful that the effects of lockdown are felt most keenly by more vulnerable members of our community. As such the plan for this academic year is mindful of priority pupils being able to access a rich education from home as well as school.

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	100%	77%	No data for 2020
Reading	100%	80%	No data for 2020
Writing	100%	77%	No data for 2020
Number	100%	83%	No data for 2020
Shape	100%	83%	No data for 2020

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
71%	84%	No data for 2020

END OF KS1

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	100%	84%	No data for 2020
% making expected progress in reading	100%	90%	No data for 2020
% making expected progress in writing	100%	88%	No data for 2020
% making expected progress in maths	100%	91%	No data for 2020

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	67%	84%	No data for 2020
% making expected progress in reading	67%	84%	No data for 2020
% making expected progress in writing	67%	89%	No data for 2020
% making expected progress in maths	67%	89%	No data for 2020

Further data for Pupil Premium children at Key Stage 2

67% achieving expected standard or above in reading

50% achieving expected standard or above in writing

80% achieving expected standard or above in maths

17% achieving greater depth in reading, writing and maths

17% achieving greater depth in reading

17% achieving greater depth in writing

17% achieving greater depth in maths

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Lockdown has impacted heavily on our more vulnerable pupils in 2020. Significant gaps need to be addressed in 2020/2021
B	Access to the same life opportunities as their peers, limiting their understanding of new concepts and learning in key areas
C	Self-belief and self-efficacy
ADDITIONAL BARRIERS	
External barriers (issues which require action outside school such as home learning environment and low attendance)	
D	Low attendance of PP children has been a barrier to progress historically at LMPS
E	Home learning has been an issue with Reading at home being a particular issue.
F	Lack of personal IT in the home for many PP children restricts their ability to access online homework and learning.

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	For all priority pupils to be able to access high quality educational resources at school and home.	
B	For all priority pupils to attend school in line with their peers and National expectations	
C	For all priority pupils to make significant gains with their reading over this academic year	
D	For all priority pupils to make better than expected progress from their post-lockdown start points	

Planned expenditure for current academic year

ACADEMIC YEAR 2020/2021					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure excellent Mental health support is available to all children with a strong focus on positivity.	Children are better prepared to deal with the effects of the Pandemic and can move forwards positively and confidently.	National research around children's mental health shows a bleak picture even before the pandemic. Enabling children to approach their life and education with a sense of positivity will underpin every aspect of our work this year.	<ul style="list-style-type: none"> • Research recognised effective providers to drive this project. • High quality, high impact inputs for children • High quality external resources provided. • Key aspect of SDP 	SF, HH	January 2021
Total budgeted cost:					£2700

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Direct, daily teaching sessions (pre-learning and over-learning) for priority pupils in core subjects in particular. Please see SDP for detail	Priority pupils receive direct instruction around key concepts allowing them to make the maximum progress through repeated exposure to key learning.	Key National research indicates that this is one of the most successful strategies in driving rapid progress. The school's pilot of this strategy last year proved successful until it was interrupted by lockdown. £24,570	<ul style="list-style-type: none"> Processes agreed and set by SMT. Baseline used effectively to ensure correct pitch Targets and content overseen by Year Leaders. Regular monitoring by SENDCo 	HH, SF	Jan 2021
One to one coaching and pastoral support for priority pupils through SMT and Pastoral lead.	To allow effective targeting of resources and learning through liaising more fully with targeted children and families	All research through WALE and Trust inputs suggests that strategies are most effective when they are as personalized as possible. This was also the school's experience during the first half of the last academic year. As such this is philosophy and approach to fully embed. £5733	<ul style="list-style-type: none"> Full involvement of SMT as PP champions. Effective liaison with families and children. Regular review of individualised programmes for children. 	HH, LL, SF	Jan 2021
To ensure that all priority pupils have access to quality reading for pleasure texts and read regularly through catch up programmes.	To engender in the children a love of reading which goes beyond school texts. This will impact on all of their skills in this area.	This has grown out of the success of our reading strategy for the younger years. Ensuring that the children are not disadvantaged by a lack of texts at home that can be read and enjoyed at home and belong to the child will impact on how reading is valued. £1485	<ul style="list-style-type: none"> Involvement of PP champions for each year. Literacy & EYFS Leads to procure appropriate texts. Regular catch ups with children concerning reading. Reading age checks at key points in the year. 	LS, HH, SF, AF	Jan 2021
Total budgeted cost:					£31,788

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To work with identified families to increase the attendance of priority pupils.	Children's attendance to improve therefore allowing them to learn more efficiently and to have less gaps in knowledge.	High attendance has been seen as a major driver of positive progress nationally. This is back up by data within school which shows that those pupils who missed significant levels of schooling struggled to make the positive progress that they needed to enhance their life chances. £1404	<ul style="list-style-type: none"> Regular focus on attendance date by SMT. Weekly intervention by Pastoral lead where concerns arise. Regular liaison with families. Work in partnership with LA attendance officer. 	LL, HH, KMg SF	November 2020
Equalities fund to provide each PP child with funding towards trips, uniform, music lessons etc.	To ensure that PP pupils do not feel disadvantaged and engage fully with school, thus allowing them to make maximum progress.	This has proven consistently successful in ensuring that some of the effects of disadvantage are cancelled out. Children have reported that this overcomes many obstacles for them and allows them to flourish in different areas. £3300	<ul style="list-style-type: none"> Clear parameters for families through engagement. Pupil interviews guiding choices. Managed through finance to ensure clarity and rigour. 	SF, HH, PL	January 2021
To ensure that all Priority Pupils have access to IT and WiFi at home to fully engage in home learning and distanced learning.	That all priority pupils are not disadvantaged by lack of access to IT and school learning platforms thus allowing extra progress to be made.	This proved successful in the last academic year for pupils who lacked this at home. This links well with the targets above that focus on pupil interviews and support targeted from the knowledge gleaned here. £2640	<ul style="list-style-type: none"> Pupil interviews conducted as above. Liaison with focus families. Individual PP plans Review of home learning with pupils 	SF, HH, PL	January 2021
Total budgeted cost:					£7344

ADDITIONAL INFORMATION

The progress of Priority Pupils was a key aspect of the school's development plan in the 2019/20 academic year due to concerns around the progress of some of our older vulnerable pupils in particular during the previous academic year. The plan was based on the key findings from assessments and other aspects such as attendance data. The plan was proving to be effective through the Autumn term and assessments were indicating that improved progress was being made by the majority of targeted pupils. However, at the mid-point of the year, education across the world was disrupted by the pandemic and our school, along with others had to find new ways of supporting our pupils. Thankfully many of the strategies could be adapted to help pupils in their new paradigm but with the disruption it is harder to pick out specific targets from data as we would in normal years.

As such our plan for this academic year looks to build upon the successful work from last year, embedding this more fully whilst also ensuring that the worst effects of the pandemic are not allowed to negatively impact upon our most vulnerable children the most. Finally, this year's plan aims to ensure that if further disruption occurs then the school is well prepared to help our vulnerable children as much as possible.

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Total grant received: £48,840

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
To develop an understanding of attachment issues amongst staff to enhance how needs are addressed not simply behavior.	There are a significant proportion of our Priority Pupils who exhibit attachment disorders. Staff dealing effectively with issues will enable children to feel settled, secure and therefore be more prepared to learn.	This had a positive impact for all children but was particularly effective for our target children whose needs were then deeply considered across the time that the school was open.	This had unforeseen benefits through lockdown and key staff kept in weekly contact with key families to help them with unprecedented needs	£3240

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Out of school, one to one tuition for priority pupils in core subjects.	Raise achievement in priority pupils by providing specific, individualized tuition for upper Key Stage 2 children out of normal school hours.	Assessments conducted towards the end of the Spring term showed that the children who received this made very strong gains. Projected results based on this were positive.	This is most successful when it specifically targets the learning that the child has been receiving that week. It also provides excellent opportunities to look at how performance can be raised for the child in assessments.	£5400
One to one coaching and pastoral support for priority pupils through SMT and Pastoral lead.	To allow effective targeting of resources and learning through liaising more fully with targeted children and families.	Key weaknesses and barriers for children were identified through this process. This allowed the school to work much more specifically.	This aspect continued electronically during lockdown and provided targeted pupils with critical support. Families really welcomed and valued this.	£5733
Direct, daily teaching sessions (pre-learning and over-learning) for priority pupils in core subjects in particular. Please see SDP for detail	Priority pupils receive direct instruction around key concepts allowing them to make the maximum progress through repeated exposure to key learning.	Results show this worked well at all levels but was particularly successful in upper Key Stage 2 where very good gains were made in the assessments the children took.	The pre-learning and over-learning worked well as it wasn't divorced from the child's classroom experience. This worked very well with our youngest children who were able to keep up rather than having to catch up.	£24,570

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
To work with identified families to increase the attendance of priority pupils.	Children's attendance to improve therefore allowing them to learn more efficiently and to have less gaps in knowledge.	Evidence shows that this was working with most targeted families with attendance improving. Lockdown however renders it impossible to show results over the full year.	Having a consistent key figure for a family to liaise with worked well with this strategy as it helped to form a fuller understanding of the issues, actions and expectations. The pastoral lead kept in close contact with key families throughout lockdown to help direct online learning and needs.	£1404
To enhance a love of learning for priority pupils by providing key resources. E.g. Reading books of their own,	To ameliorate the effects of disadvantage by providing priority pupils with resources that others will already have access to.	This worked well in raising the children's confidence and will to engage with the school. Soft measures transferred well into hard data at the point of lockdown. Due to COVID, the nature of the purchases altered and became more focused on websites and IT equipment to be used at home.	Pupil interviews were key in providing the correct form of support. Liaison with families through lockdown meant that needs could be identified and alternative resources procured.	£5500
Equalities fund to provide each PP child with funding towards trips, uniform etc.	To ensure that PP pupils do not feel disadvantaged and engage fully with school, thus allowing them to make maximum progress.	This has high impact using soft measures. It allows children to take part in activities and learning which they would otherwise miss. It also ensures that children are less disadvantaged when it comes to everyday aspects such as uniform.	This is a key element and one which allows children and parents to engage with education more fully.	£3700

Total Cost 2019/20 £49,547