

# Pupil premium strategy statement

## School overview

| Metric                                      | Data                                       |
|---|--|
| School name                                 | Laughton All Saints' C of E Primary School |
| Pupils in school                            | 120  |
| Proportion of disadvantaged pupils          | 15   |
| Pupil premium allocation this academic year | £20,780                                    |
| Academic year or years covered by statement | 2019-2020                                  |
| Publish date                                | Autumn 2019                                |
| Review date                                 | Spring 2020                                |
| Statement authorised by                     | Rachel Morley                              |
| Pupil premium lead                          | Rachel Morley                              |
| Governor lead                               | Carol Greaves                              |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | +1.3  |
| Writing | +2.3  |
| Maths   | +0.2  |

**Attainment:** 100% of PP pupils met the Expected Standard at Key Stage 2 2019.

## Strategy aims for disadvantaged pupils

| Measure                          | Score                       |
|----------------------------------|-----------------------------|
| Meeting expected standard at KS2 | 100%                        |
| Achieving high standard at KS2   | 50% in at least one subject |

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Need to ensure pupils access rich vocabulary, both verbal and written.  |
| Priority 2                                    | Need to enhance rich experiences and deep learning outcomes from these.   |
| Barriers to learning these priorities address | Cultural poverty (poor experiences and low cultural capital)<br>Multiple vulnerabilities: large correlation between Pupil Premium and SEND. |

|                      |  |
|----------------------|--|
| Projected spending   | RPM money X 3 mornings = £8,000 & intervention inc maths passports = £6,000, £50 Pupil Premium credit per pupil = £850, NG = £5,500, 2hrs per week HLTA Attendance Club = £430   |
| Reasons For Approach | Our reasons are based on previous years' positive outcomes based on this action, data analysis, detailed pupil knowledge (being a small school) and, ultimately, the Education Endowment Fund Toolkit of highly effective actions which we aim to embed throughout school. |

### Teaching priorities for current academic year

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | All pupils access rich vocabulary, both verbal and written.<br>Achieve at least national average progress scores in KS2 Reading.       | July 2020   |
| Progress in Writing     | All pupils use rich experiences as a basis for detailed learning.<br>Achieve at least national average progress scores in KS2 Writing. | July 2020   |
| Progress in Mathematics | Maths mastery embedded through school.<br>Achieve national average progress scores in KS2 Maths.                                       | July 2020   |
| Phonics                 | 100% PP pass Phonic Screen (2 pupils)  | July 2020   |
| Other                   | Learning Powers fully embedded across school.<br>Enterprise fully embedded across school.<br>Debating Club run by children.            | July 2020   |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Year 5 and Year 6 support assistant to allow teacher focus   |
| Priority 2                                    | Nurture Group to support the most complex SEND PP pupils.  |
| Barriers to learning these priorities address | Mixed age classes with high SEND. More focused support to improve cultural capital, including oracy. |
| Projected spending                            | RPM money X 3 mornings = £8000. LV NG = £5,500   |

## Wider strategies for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | To engage with new Attendance Pathway with Early Help Support and enforce FPN threshold. Continue with Attendance Club.        |
| Priority 2                                    | Fully embed a culture of pupils independence, self regulation and life skills. (Learning Powers, Debating Club through school) |
| Barriers to learning these priorities address | Attendance issues of a small number of pupils.   |
| Projected spending                            | 2hrs per week HLTA = £430<br>Pupil Premium credit per pupil = £850   |

## Monitoring and Implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Teaching         | Ensuring mixed age Y5/6 catered for effectively in maths.   | Use of knowledgeable TA for Y6 maths curriculum.         |
| Targeted support | Ensuring mixed age Y5/6 catered for effectively in English. | Teacher JS support for TA RPM English subject knowledge. |
| Wider strategies | Engaging the families facing most challenges                | Working closely with Early Help.                         |

## Review: last year's aims and outcomes

| Aim   | Outcome   |
|---|---|
| Gaps in learning are filled to ensure firm foundations.               | All non SEND pupils achieved at least age related expectations.   |
| Collaborative learning is becoming embedded throughout school.        | 100% of Pupil Premium pupils achieved Expected Standard at Key Stage 2 through highly personalised programme and evaluation an intrinsic element of learning.<br>Self and peer evaluation embedded across Key Stage 2.<br>Collaborative learning embedded across Key Stage 2.<br>This needs to become embedded Key Stage 1. |
| Lower attaining pupils supported to learn independent reading skills. | Read Write Inc. system fully embedded and used consistently.  |

|   |   |
|---|---|
|   | <p>8 year improving Y1 Phonic Screen trend.</p> <p>2019 88% Working At Standard – above national.</p> <p>Bespoke intervention ensured success in Phonic Screen for all lowers except 2 pupils with SEND.</p> <p>Good progress for 1 of these pupils, other disapplied.</p> <p>PIVATS evidence good progress for SEND pupils in school. (Nurture provision, bespoke reading intervention and LSP.)</p> |
| <p>Pupils, particularly non SEND and higher attaining pupils, are able to evaluate their own academic development in order to become aware of how to improve.</p> | <p>100% of Pupil Premium pupils achieved Expected Standard at Key Stage 2 through highly personalised programme and evaluation an intrinsic element of learning.</p> <p>Self and peer evaluation embedded across Key Stage 2.</p>   |