



Pupil premium strategy statement: Littletown Primary Academy 2020/2021

1. Summary information					
Academic Year	2019-2020	Total PP budget	£79,940	Date of most recent PP Review	July 2020
Total number of pupils	450	Number of pupils eligible for PP	58	Date for next internal review of this strategy	July 2021

2. Current attainment - Year 6 Based on Teacher Assessment of results as of March 2020			
	<i>Pupils eligible for PP (LT)</i>	<i>Pupils not eligible for PP (LT)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieved Reading			tbc
% achieved in Writing			tbc
% achieved in maths			tbc

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
3.	Physical readiness to learn
4.	Self-esteem and self self-belief
5.	Being part of a group - social and emotional
6.	Learning needs and Progress gains
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
1.	Pupils safety - Physical and emotional Security and Stability
2.	Supporting parents

4. Desired outcomes	
	<i>Success criteria</i>
1. Physical readiness to learn: Following on from the success last year of the running of Young Carers and Little Troopers - children having a safe space at school to talk through their experiences and anxieties, groups to continue this year. Boxhall approach will support children to self-regulate and make the right choices in their behaviour.	Increase in the number of children who can share their feelings in an appropriate way. Implementation of Young Carers and Little Troopers to support identified children. Using the Boxhall profile staff will identify the levels of skills children possess to access learning. This will increase the number of children positively engaging in education as staff understand what lies behind their behaviour .

2.	<u>Supporting Parents</u> Further improve parental engagement, expectation and understanding for PP pupils	Increase in the number of parents who attend meetings and parent workshops throughout the year. Ultimately impacting upon attainment.
3.	<u>Physical readiness to learn</u> Following the success of subsidising uniform and ensuring all PP children had a book bag ensured that children had the correct tools to be physically ready to learn. Successfully subsidising Breakfast club provision also improved the attendance of some PP children.	To continue the upward trend of children being physically ready to learn. Continue to support identified FSM families with subsidised Breakfast club to improve attendance.
4.	<u>Self-esteem and Self-belief</u> The Schools provision to support pupils' mental health and wellbeing is developed further by providing trained staff and a variety of nurture groups to meet their needs. Many of our PP pupils who are disadvantaged have associated social and emotional issues. Research into closing the attainment gap	To continue the upward trend of progress in all areas of learning as a result of more structured support for mental health and wellbeing. Using the Edison model we shall be able to identify children and provide specific support for their mental health and wellbeing.
5.	<u>Being part of a group</u> Following the success of Lego therapy and Forest school activities children we have noticed a positive impact on the use of these strategies for enabling children to feel part of a group and to join in with all in-class group activities.	Implementation of Nurture groups such as Lego therapy, Guinea Pig club, Forest school and games activities
6.	<u>Learning Needs and Progress Gains</u> -To continue to improve language skills of EYFS children to ensure pupils make age related expectations of attainment by the end of KS1 in reading and writing. To use Speech link to assess all Foundation children in Reception to identify areas which require further support. BASED on Teacher assessment as of MARCH 2020 KS1 - 42% of PP children achieved ARE or above in Reading compared to 78% of non PP. We shall continue to provide the Accelerated reading system and additional reading support in class (6. Learning Needs). - 50% of PP children achieved ARE or above in Writing compared to 79% of non PP. Year 1 and 2 booster sessions will continue to support spelling and phonics and in turn support independent writing. - 50% of PP children achieved ARE or above in Maths compared to 87% non PP. The continued use of Power Maths and specific intervention for children with additional needs will continue this year. KS2 - - 81% of PP achieved ARE or above in Reading and Writing compared to 79% of non PP. AR and booster sessions in reading have proven to have made a huge difference in attainment and will continue this year. - 81% of PP achieved ARE or above in Maths compared to 87% of non PP. The continued use of Power Maths and specific intervention for children with additional needs will continue this year.	Early identification of pupils eligible for PP in Reception and Nursery who did not have the expected entry level for speech and language and KS1 pupils who require further S&L to secure greater outcomes by the end of KS1. As a result, pupils are well prepared for the next stage of their learning. -Speech link will identify children who require further support and intervention links directly to need. Continuing to use the AR reading system to enhance the teaching of comprehension and inferred meaning. Continuing to use Power Maths to increase the progress in maths through responding to increased challenge. Reduce the attainment gap between pupils eligible for PP identified as high ability and other pupils identified as high ability who are working at Greater depth by the end of KS2. Measured half termly by class teacher assessment and moderation. Implementation of new Power Maths to support this (see above).

Planned Expenditure - Actions written in red are adaptations made due to COVID-19 restrictions

Academic year:	2020-2021	Budget:	£74,835 + £4785 (underspend 19/20) = £79,620	Pupil Numbers:	53
Pupil Premium Champion:	-£10,390 per year for: administration of Pupil premium spending - Approaches linked to SDP, -Facilitating training where necessary / Co-ordinating TA's to achieve best intervention results /Supporting and leading groups of targeted groups/ Procurement of Provision Map which helps to track PP spending for individual children.				

1. Safety - Physical and Emotional Security and Stability - (Soft data)

Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Provision of Young Carers (1/6 PP Child)	Young carers have opportunities to talk about their home situation. Where appropriate New referrals to be made to DYC Improved Mental health of Targeted groups. (SDP - Mental Health strategy)	“Young Carers experience particular challenges that impact on their capacity to achieve and enjoy their time at school” ‘Carers Trust’	Check in on the emotional well-being of young carers with their CT. LC will keep updated with any updates for YC. To be in regular contact with YC's if necessary. Groups will not meet this year. LC will regularly check in with individual YC's and update the notice board where necessary.	Liane Childs	£16,000
Provision of Little Troopers Group for Military children. (100% 5/5 PP children)	Improved emotional wellbeing and self-esteem of targeted children.	‘Military children - anxiety can lead to disrupted learning and this is especially relevant if parents are deployed’. <i>Daniel Sobol</i>	During data conversations monitor the academic progress and attainment of children but to also monitor the emotional wellbeing of the group. Groups will not meet this year. LC will regularly check in with individual members of the LT group and update the notice board where necessary.	Liane Childs	
Emotional Support – Continuing with the ‘Bohxall profile’ – replacing our current Skills for life	Behaviour and emotional responses improved. Children are able to self-regulate and focus more on their everyday learning.	Sutton Trust: “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Each class teacher will assess the needs of targeted children at the beginning of the year. Monitored throughout the term by KC, VL, JT	Jess Trim Karen Canniford Veronica Layzell	

		<i>SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils".</i> Recommended by Graham Fisher from the Behaviour support team			
Total budgeted cost					£16,000

2. Parents - Supporting parents (Soft data)					
Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Pastoral Support Team – to provide a drop in service for parents to engage with Pastoral Manager	Empower parents to be able to support their children with key learning. Relationships with school and family developed and improved.	<u>Sutton Trust:</u> <i>'The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes'.</i>	KC will be given time to meet with parents on set days/times every half term. Parents will not be able to meet on site. Staff will meet at a safe social distance on the playground if a meeting is urgent. All other meetings will be held over the telephone or Google Meet/Zoom.	Karen Canniford	£4,000
Parental Support - for targeted parents – Parent workshops (Repeated course)	Parenting skills and approaches for children has improved. Parents feel empowered to be able to support their children at home.	Some Disadvantaged children were struggling to engage with school work due to a number of home factors such as; poor diet, poor hygiene, communication skills. Extend schools provision and a subsidised Holiday club will be on offer for targeted parents.	On-going conversations with KC leading the parent meetings. Conversations with class teachers to check on improvement in children's well-being. At present meetings will not be able to happen. Our SAFS padlet page has been designed to sign post parents to a variety of services. Telephone conversations and or Google Meet/zoom meetings will be	Karen Canniford	£2,000 £2,500
Parental Support - Timid to Tiger – (Repeated course) The course will need to be delivered through Google Meet/Zoom this year.	Parenting skills and approaches for anxious children have improved. Parents feel empowered to be able to support their	<i>"Timid to Tiger is an entirely parenting-based approach to managing anxiety in children aged nine years or below. It is based on evidence that anxious children benefit substantially from a parenting style that is clear, calm and consistent"</i> The Mental Elf – evidence based community.	Feedback from class teachers on improvement of children's self-esteem and confidence and the impact this has on the children's learning.	Karen Canniford Veronica Layzell	

	anxious child at home.				
Total budgeted cost					£8,500

3. Physical Readiness to learn (Soft data)					
Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Subsidised school uniform including the replacement of book bag for targeted PP children.	Children are dressed appropriately for school and for all weathers. Children have a book bag and access to a reading book at home and at school daily.	Children are coming to school without appropriate uniform or school shoes. Some children are feeling different to their peers and this can distract them from their learning. Children without book bags are not reading at home and this is having a direct impact on their reading attainment.	Review half termly how often money is being used to subsidise school uniforms and how often book bags are replaced.	Liane Childs Karen Canniford	£50
Improving Attendance through daily monitoring by SAFS team.	Attendance and punctuality improved. Access to education improved. Better results for those underachieving due to poor attendance.	DFE report evidence: ‘There is a clear link between poor attendance at school and lower academic achievement’	Attendance will be robustly tracked and communication with families will be swift where attendance rates are causing concern.	Karen Canniford SLT SAFs team	£1,000
Improving Attendance through the provision of subsidised Littletown Laurels Breakfast or Afterschool club			PP will be highlighted on the weekly print out of attendance. Poor attendance will be discussed at data conversations.		£3,000
Total budgeted cost					£4,050

4. Self-Esteem and Self-Belief - Aspirations (Soft data)					
Chosen action / approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Support for Music Tuition for FSM disadvantaged children 4 children.	By exposing children to new opportunities it will raise their aspirations by developing general self-	By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy	Peripatetic Music teachers will give feedback on lessons. Class teachers will	Music Teachers	£1.800 per year

	esteem, motivation, or self-efficacy.		note any changes to self-esteem and confidence		
- Targeted FSM disadvantaged and Young carer children to take part in Termly Aspirational visits Visits have not yet been planned as I am unable to mix class bubbles or invite visitors on site		Targeted children will widen their life experiences and their aspirations 'We want to produce people who can confidently and competently find their place in the world; people who have aspirations and the tools to achieve them. -Daniel Sobol.	Monitored and discussed in data meetings for emotional impact. Class teachers to monitor children's attitudes and behaviours	Liane Childs Jess Trim	£400 to be kept in budget in case COVID-19 restrictions on visits/visitors change.
Subsidised educational trips and visits Year 4 and Year 6 residential for FSM disadvantaged children It is unknown at present if residential trips will take place this year due to COVID-19 restrictions.	Children participate fully in all school educational visits and trips.	Charging and remissions policy (Review June 2018) <i>"When parents are informed about a forthcoming visit, it will be made clear that parents who can prove they are in receipt of any of the following benefits will be exempt from paying the cost of board and lodging.</i> <i>The governors have agreed that children who are not covered by the Remissions Policy above may be subsidised in accordance with need as identified by the HT, so no child is discriminated against"</i>	This will be overseen by Finance and SLT.	SLT	£500 -Year 4 and £600 - Year 6 to be kept in budget in case COVID-19 restrictions on visits/visitors change.
Access to technology for home learning - TT rock stars, Spellodrome. (For targeted children)	Children will be given time to complete homework during the school day if there is limited or no access to appropriate technology.	<u>Sutton Trust states:</u> <i>'There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners'</i> <i>'It is certainly the case that schools whose pupils do homework tend to be more successful'.</i>	Class teachers to review how often children need additional time to complete home learning tasks. If there is a larger group of children not completing tasks then a TT rock stars/Spellodrome after school club will be set up.	Liane Childs	No additional cost
10 minute catch up conversations with children identified as most in need of 1:1 time with class teacher	Children will have 1:1 time with their class teacher to talk. This strategy will enable children to talk through day to day worries or long term anxieties	ASPIRE - Closing the Gap Rubric - <u>Dimension #2 Teaching A personal Accountability</u> teachers take personal accountability for the progress and attainment of the disadvantaged learners; including the	Teachers to have regular contact with children who require additional emotional support.	All staff	During morning activities or end at the end of the day.

		transfer of skills between additional activities and ongoing class learning.			
Exeter university courses Not on offer this year due to COVID-19 restrictions.	Children will have opportunities to access enrichment courses in areas in which children demonstrate a particular talent or interest	Targeted children will widen their life experiences and their aspirations 'We want to produce people who can confidently and competently find their place in the world; people who have aspirations and the tools to achieve them. -Daniel Sobol.	Zara Urry will send out termly letters highlighting courses that are available for children to attend.	Zara Urry - G&T coordinator Liane Childs	No cost to school
Total budgeted cost					£1,800 (£1,500 to be kept in reserve if changes to restrictions occur)

5. Being Part of a Group/collaborate (Soft data)					
Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Provision of Lego therapy Training	Children can work in a group, demonstrating the ability to collaborate and make the right social choices.	We have a lot of children across the school (PP and other) that display low emotional and social resilience which has led to Play ground exclusions and poor decision making when resolving friendship issues. Through Lego therapy and Forest school activities children will learn how to work collaboratively with others and to make the correct choice.	Children will be timetabled with trained staff to undertake lego therapy sessions at least once a week. Lego Therapy to be delivered in class by class TA. Children will therefore remain within their class bubble.	Jess Trim	£3,500
Every term - Targeted FSM disadvantaged and Young carer children to take part in the care of the Guinea Pigs and a Games or Forest school after school activity Due to COVID-19 Guinea Pig therapy and games/gardening club may not be able to commence until the Spring or Summer term.	By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy	Targeted children will widen their life experiences and their aspirations 'We want to produce people who can confidently and competently find their place in the world; people who have aspirations and the tools to achieve them. -Daniel Sobol.	Monitored and discussed in data meetings for emotional impact. Class teachers to monitor children's attitudes and behaviours	SAFs team	£3,500 to be kept in budget for when/if the after school activities can recommence.

Total budgeted cost					£3,500 (£3,500 to be kept in reserve)
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6. Learning needs and Progress gains - OFT - (Hard data)					
Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Power Maths – to improve progress and attainment rates in all PP pupils in Maths aiming for an improved % at GD	Children make increased progress in Maths through responding to increased challenge. More children achieving GD by the end of KS1/2.	SDP: “Power Maths scheme purchased to embed fluency in mastery approach.” Due to school closure there may be Gaps in children’s maths learning. Power Maths will be used alongside ‘White Rose’ resources.	Assessments of learning regularly updated on SPTO. End of unit Power Maths tests KS1/2 SATs Data moderated at termly data conversation meetings.	Alan luxton (Maths coordinator) All staff	£7,500
Continued use of Accelerated Reading approach comprehension	Reading comprehension levels improved and progress increased. More children achieving ARE or GD by the end of KS1/2.	<u>Sutton Trust:</u> <i>“For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation”.</i>	Star testing PIRA tests Teacher assessment KS1/KS2 reading SATs Data moderated at termly data conversation meetings.	SLT All staff	
Cornerstones Curriculum	Children continue to express an increased enjoyment and engagement in their learning,	The impact it has had last academic year has proved that it has improved outcomes across the curriculum. Express events have also proven to be successful in demonstrating the learning and enjoyment to parents and carers Express events will be postponed until	Monitored by Class teachers at the end of each unit. Key stage Leaders reporting to SLT about successes.	David Perkins SLT	

		further notice due to COVID-19 Risk Assessment regarding parents onsite.			
Lexia	Children's gaps in reading/comprehension will be identified and a programme of personalized intervention will be generated. More children will be achieving their expected targets.	Sutton Trust: <i>"For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation".</i>	Monitor Lexia results for each year group. Data conversations.	Cathy Binmore	£2,520
Teaching Assistants for 1:1 teaching and groups:	More TA's deployed and used to effectively deliver support and interventions in the afternoons. This will have a positive impact on the attainment for targeted children.	Sutton Trust: <i>"Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver"</i>	SLT will monitor the overall effectiveness of increased TA use across the school.	SLT SAFS	£22,500 (increased budget with additional TA support this includes KC, VL, TA and SW wages)
Homework club Year 6 – Maths reasoning and arithmetic and Reading club This may commence in the Spring or Summer Term.	Targeted children make progress towards achieving their targets.	This has been a successful approach in the academic year 2019/2020 particularly for children who regularly fail to complete their homework at home.	SPTO and data conversations will record progress towards attainment.	Julie Fallon Chris Priddle	£1,500 per year
Year 1 and 2 Phonics booster	Children will make progress towards achieving their targets and passing the year 1 phonics test.	The Booster sessions proved to be extremely successful in the academic year 2018/2019. There was a high level of parental support and attendance to targeted phonic meetings.	Monitored half termly by Year 1 CT's through phonic assessments.	Year 1 staff Laura Carnell Magda Sobol	£3,500 per year
Speech and language intervention – using Speech Link in Reception and Year 1 Junior link - reassess any identified Year 3 children.	Children make progress towards achieving their targets.	Recommended by Speech and Language Therapist.	Review intervention half termly.	Karen Canniford	TA time £2,200 £300 Speech link subs
Funky Fingers - Fine motor skill development and Fun Fit	Improved fine motor skills. Improved communication and language skills. Improved handwriting skills through fine motor strength and control.	Linked to improving the oral literacy of Nursery and Reception aged children.	Half termly review by staff implementing Funky fingers.	Jess Trim	£750

Total budgeted cost		£40,770
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