



Pupil premium strategy statement

1. Summary information				
School:	Lower Heath CE Primary School	Academic Year:	2020-21	
Total PP budget:	£21,520	Total number of pupils:	97	Number of pupils eligible for PP: 23
Current attainment				
2019 outcomes (latest external Year 6 data available): (This is attainment data based on 5 pupils - progress data not available as only 1 pupil falls into this category for progress purposes)		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths		80%	70%	
% making achieving ARE in reading		80%	80%	
% making achieving ARE in writing		80%	83%	
% making achieving ARE in maths		80%	81%	
1. Barriers to future attainment (for pupils eligible for PP, including high ability)				
In-school barriers				
A.	Poor language skills in EYFS			
B.	Poor social and emotional skills			
C.	Literacy and numeracy difficulties requiring effective interventions as well as quality first teaching			
External barriers				
D.	Poor home learning			
E.	Children are ill-equipped for learning, for example, they have a poor diet and do not have the required equipment/clothing for all educational activities, or are not enabled to participate in all opportunities due to financial constraints			
2. Desired outcomes				
	Desired outcomes and how they will be measured	Success criteria		
A	Children have a range of opportunities to develop language skills throughout their time at school, with a focus on identifying difficulties early in EYFS and providing adequate support.	Language needs are identified, and the required support is in place, so that it does not hinder literacy development. An increasing % of PP children reach/exceed ARE, and the gap between PP and non-PP pupils in literacy is closing.		

B	All children behave appropriately, are motivated to learn and have the language required to discuss their emotions, and the tools to manage their own emotions and behaviour.	Behavioural incidents continue to reduce, as do the numbers of children requiring external support for social/emotional/behavioural needs.
C	Standards in literacy and numeracy continue to rise, and the gaps between PP and non-PP pupils diminishes.	An increasing % of PP children reach/exceed ARE, and the gap between PP and non-PP pupils in reading, writing and maths is closing.
D	All children are well-supported at home with their learning (including homework, reading and maths skills) and a positive attitude to learning is fostered at home as parents are aware of the importance of education, and know how to best support their children.	There is an increase in parental engagement with school in terms of educational support and attendance at educational events. As a result, children's learning improves. An increasing % of PP children reach/exceed ARE, and the gap between PP and non-PP pupils in reading, writing and maths is closing.
E	Children attend school ready to learn as they are well fed, and have the clothing, equipment and opportunities they need to participate fully.	All children have the correct uniform, clothing for PE, etc, and equipment for learning as school provide this for children who need it. Breakfast club is available free of charge for families who meet the criteria, as is support accessing free meals. No children start the day hungry, or eat poor quality lunches.

3. Planned expenditure					
Academic year		2020-21			
The use of Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Expected Cost	Objectives (linked to barriers)	Time Scale	When and how will the implementation and impact be monitored?
Pupils achieve in line with their non – PP peers and attain the expected standard in Maths.	Timestable Rockstars subscription (Y2-6) Numbots subscription (EY and Y1) Prizes to motivate pupils in maths challenges at home Maths Hub training for all staff to embed the	£200 £100 £150 £200	C To raise standards in maths through development of teaching strategies and high-quality resources which embed basic skills, and motivate pupils to learn at home and to challenge themselves, so that the gap between PP and non-PP pupils closes.	July 2021	Ongoing formative and summative maths assessments by class teachers (weekly in class, at the end of each term for formal assessments). Headteacher/maths leader monitoring teaching every 3 weeks. Maths leader analysing data every term.

	mastery principles (in house)				SENCO analysing impact of additional support every half term.
Pupils achieve in line with their non – PP peers and attain the expected standard in Writing.	Pathways to Write resources to raise standards in writing through a progressive scheme Pathways to Progress for writing intervention Kinetic Letters training (in house) and resources to continue to embed the handwriting scheme across the school	£1000 £1000 £200	C To improve the teaching of writing and the resources used to teach writing to engage all children in the writing process (with a focus on boys, especially boys in receipt of PP funding), and to ensure that handwriting skills are embedded throughout the school from an early age, so that the gap between PP and non-PP pupils closes.	July 2021	Ongoing formative and summative writing assessments by class teachers (weekly in class, at the end of each term for formal assessments). Headteacher/literacy leader monitoring teaching every 3 weeks. Literacy leader analysing data every term. SENCO analysing impact of additional support every half term.
Pupils achieve in line with their non – PP peers and attain the expected standard in Reading	Accelerated Reader subscription VIPERS resources – via Literacy Shed subscription Prizes to motivate pupils in reading challenges at home	£1200 £100 £150	C To raise standards in writing through development of teaching strategies and high-quality resources which embed basic skills and promote a love of reading, and motivate pupils to learn at home and to challenge themselves, so that the gap between PP and non-PP pupils closes.	July 2021	Ongoing formative and summative writing assessments by class teachers (weekly in class, at the end of each term for formal assessments). Headteacher/literacy leader monitoring teaching every 3 weeks. Literacy leader analysing data
Total estimated budgeted cost					£4300
ii. Targeted support					
Desired outcome	Chosen action / approach	Expected Cost	Objectives (linked to barriers)	Time scale	When and how will the implementation and impact be monitored?
Pupils achieve Age Related Expectations as gaps in learning are addressed	2 x teaching assistants to carry out targeted interventions	£5000	C Support is available for PP pupils to address specific gaps in learning identified by their class teachers, so that the gap between PP and non-PP pupils closes.	July 2021	Headteacher/Assistant Head learning walks/book scrutinies every 3 weeks.

<p>Pupils are ready to learn and develop good behaviours for learning.</p> <p>Pupils are able to regulate their emotions.</p>	<p>Introduction of Zones of Regulation across the school</p> <p>TA trained in ELSA and starting to deliver this with targeted pupils</p> <p>TA trained in No Worries and starting to deliver this with targeted pupils</p>	<p>£200</p> <p>£3000</p> <p>£1000</p>	<p>B</p> <p>Behaviour is good as children are ready to learn and any emotional/social/behavioural needs that they have are well supported by practitioners who are well-trained, and operating in school on a daily basis.</p>	<p>April 2021</p>	<p>Pupil progress meetings led by the head of school each half term identify pupils who are not attaining and/or progressing as expected, and intervention plans are adapted accordingly.</p> <p>Pupil/parent/staff voice will provide feedback and plans can be adapted accordingly by senior leaders.</p> <p>Senior leaders will monitor behaviour regularly by completing site walks and learning walks, and analysing incidents recorded on CPOMS at the end of each week.</p> <p>Boxall profiles will be completed termly to indicate levels of progress for the most vulnerable pupils.</p>
<p>Pupils have access to Speech and Language Therapy.</p>	<p>TA trained in ELKLAN and starting to deliver this with targeted pupils</p>	<p>£1620</p>	<p>A</p> <p>Pupils who are identified through the Early Communication Screener have the targeted support available within school to address their needs.</p>	<p>March 2021</p>	<p>Early Communication Screener results will be monitored by the SENCO, and the interventions put into place as a result will be monitored by the SENCO and the EYFS lead every three weeks.</p>
<p>PP in Yr 6 achieve ARE</p>	<p>Year 6 SATS club after school – free places, resources, staffing and refreshments</p> <p>Funded homework club places</p>	<p>£300</p> <p>£100</p>	<p>C & D</p> <p>Children have the opportunity to receive additional personalised support for any gaps in the Year 6 curriculum which they may have, to ensure they are well-prepared for the next stage in their education. All children have equal access to homework support.</p>	<p>July 2021</p>	<p>Ongoing formative and summative reading assessments by class teachers (weekly in class, at the end of each term for formal assessments). SENCO analysing impact of additional support every half term.</p>

PP in EYFS/ Yr 2 achieve ARE	Additional intervention for Kinetic Letters for children whose motor skills development is below expected standard	£200	C The key skills of letter formation and phonics are well-developed before children progress into Key Stage 2.	July 2021	Ongoing formative and summative reading assessments by class teachers (weekly in class, at the end of each term for formal assessments). SENCO analysing impact of additional support every half term.
	Phonics intervention is available throughout the day for those below ARE in Letters & Sounds	£100			
Total budgeted cost					£11,520
iii. Other approaches					
Desired outcome	Chosen action / approach	Expected Cost	Objectives (linked to barriers)	Timescale	When and how will the implementation and impact be monitored?
Pupils are given equal access to enrichment learning opportunities outside the classroom, and to clothing and equipment needed	Trip subsidy for disadvantaged families	£300	E All children have equal opportunities, including access to tris, uniform and equipment. Transport allows them to be offered experienced which may not be available to them outside of school, to ensure that disadvantaged children experience the same as all other pupils.	Jan 2021	Each half term, senior leaders will analyse the opportunities on offer for all pupils and monitor the uptake of PP pupils. When a trip/event is planned, senior leaders will ensure that all PP pupils are included. The headteacher will liaise with parents about any required uniform or equipment required and will check with staff every half term to ensure that there are no children causing concern from this point of view. The funding provided to parents of PP pupils in this respect will be reported annually to governors.
	Uniform and equipment subsidy for disadvantaged families	£300			
	Buses to enable children to be taken to visit children in other schools for curriculum activities, or to alternative outdoor learning venues and sporting activities	£300			

Pupils are able to have a healthy and nutritious breakfast and lunch	Free breakfast club places for disadvantaged families	£400	E Children are healthy and ready to learn, and have equal access to healthy food.	Jan 2021	The headteacher will ensure, through communication with class teachers, that all children start the day with a healthy breakfast and will intervene if concerns are raised.
	Support with FSM applications for parents who may meet the criteria	£150			
Increased parental involvement	Workshops for parents to enable them to more effectively support their children with their learning at home	£1000	D & E Parents are well-informed as to how they can support their child's learning at home and are involved in decisions made in school which affect their child's education, so that they have ownership of, and engagement with, these decisions. Opportunities are available to parents to improve their own education, and to support their emotional/social needs should they require this support, so that they can better guide their children.	March 2021	Senior leaders will conduct parent voice to find out the opportunities they would like to see on offer, and to then assess the impact of new initiatives introduced. Termly reviews will take place to consider what has been offered to parents and the impact that it has had on pupils' learning, parents' learning, and parental support of their children's education and the school.
	Community hub approach to be introduced – with parent learning sessions and parent qualifications on offer	£3000			
	Funds for coffee mornings and parent voice sessions	£250			
Total budgeted cost					£5,700

4. Previous Year			
Academic year:	2019-20	Total PP Budget:	£14,520
Total Number of Pupils:	99	Number of Pupils Eligible for PP:	17

Chosen action /approach	Desired Outcome	Objectives (linked to barriers)	Outcomes and/or Lessons Learned
2 x teaching assistants to carry out targeted literacy and numeracy interventions each afternoon	To close the attainment gap	To address specific difficulties in literacy and numeracy for pupils in receipt of funding (Years 1-6) (C)	Pupil progress meetings demonstrated that interventions were well-targeted

	between PP and non-PP pupils		and adapted to meet the changing needs of learners
Accelerated Reader	To raise standards in reading and to increase engagement at home	To improve reading skills for targeted children in Years 1-6 and to prepare Year 1 pupils for the programme through targeted intervention. (C)	Reading ages improved over time across KS2
Prizes and rewards (mostly relating to the promotion of reading and linked to Accelerated Reader)	To raise standards in reading and to increase engagement at home	To improve reading ability across the school and to promote a love of reading. (c)	Reading ages improved over time across KS2
Rewards and resources for the '99 Club' arithmetic programme	To embed basic mathematical skills	To improve arithmetic skills across the school. (c)	Children progressed well through their timestables and fluency skills
'Timestable Rockstars' subscription and rewards to motivate pupils.	To embed basic mathematical skills and increase engagement at home	To improve arithmetic skills across the school. (c)	Children progressed well through their timestables and fluency skills Engagement at home was high
Literacy Shed subscription and resources required for use in targeted literacy interventions, specifically reading comprehension, using VIPERS strategies.	To close the gap in between PP and non-PP pupils in literacy	To address specific difficulties in literacy for pupils in receipt of funding (Years 1-6) (C)	VIPERS strategies are well-embedded and support children with developing reading skills, particularly in KS2
Teaching Assistant phonics training for pupils working with target pupils.	To raise standards in literacy for EYFS pupils	To improve classroom support, as well as phonics intervention. (C)	The lowest 20% of pupils received targeted support in phonics to support their early reading development
Breakfast Club	To ensure equal access to facilities and education	To ensure that all pupils have access to a healthy breakfast each morning (E)	All children who required a breakfast were offered one to ensure that they had a good start to the school day
After School Club (Activity Zone)	To ensure equal access to facilities and education	Provision within the club to support the completion of homework (D)	Children who required free after-school care for education or well-being purposes were offered access to this
Year 6 SATs support	To ensure all pupils, including the most vulnerable, are well-prepared for the next stage of their education	After-school revision club during the Spring Term and free breakfast clubs during the test week to address specific numeracy and literacy difficulties (C) and to ensure that pupils have eaten adequately prior to tests (E)	Year 6 children left primary school well prepared for secondary school, however, there is no validated external data to support this due to lockdown
Subsidy of educational visits	To ensure equal access to facilities and education	To ensure equal access for all children to educational visits which support learning and help develop pupils' social and emotional skills (B and C).	All children had equal access to school visits and experiences
Educational Psychology and Behaviour Support	To ensure that children with the	Assessments carried out for specific learning, behavioural and emotional needs for targeted	All children who required external assessment received this

	most complex needs are assessed and well-supported	children, to improve our provision for their needs (B and C).	
Speech and Language Therapy	To ensure that all children make a good start in life due to securing the required language skills	Targeted support to improve the speech and language skills of eligible pupils, as a result of needs identified in external assessments (A).	All children who required external assessment received this
Class Dojo Rewards	To ensure that all pupils are motivated and ready to learn	To improve behaviour, motivation and social/emotional skills through encouragement and reward (B).	Incidents of poor behaviour decreased
Homework Club	To ensure equal access to facilities and education	Free homework club provision, after school on one evening per week, for pupils who require support and resources to complete their homework in school (D).	All children had access to this facility and it was well-attended by PP pupils The amount of homework submitted has improved
Whole school maths training	To close the gap in between PP and non-PP pupils in maths	Training provided by a maths specialist (Gareth Metcalfe) to ensure quality first teaching in maths across the school, to improve curriculum planning and development to ensure a mastery approach, and to improve intervention for target (PP) pupils (C).	Standards in maths have been improving as a result of better quality maths teaching
Rest Easy: A social/emotional programme pilot to support behaviour and emotional needs and improve emotional literacy and well-being across the school.	To meet the social and emotional needs of all learners, particularly those from the most vulnerable families	To target social and emotional problems by raising the self-esteem and confidence for children with emotional/behavioural difficulties in a quiet outdoor environment (B).	Children have the language required to discuss their emotions, and a wider range of tools to manage their own emotions – this will be developed further by the introduction of Zones of Regulation in the next academic year
Curriculum Development	To ensure that children have access to a relevant, engaging curriculum that meets their varied needs and interests	To fund staff training and networking, and to purchase new resources, to develop a new curriculum which is engaging for all pupils and meets their needs and interests, to ensure good progress across all areas of the curriculum (B/C).	The curriculum is well-planned, progressive and designed with the interests of our specific children in mind The curriculum offer is broad and balanced and children experience a range of resources and enrichment opportunities