

Pupil premium strategy statement Lanner Primary School

Crofty Multi-Academy Trust 2019-2021

School overview

Metric	Data
School name	Lanner Primary School
Pupils in school	216
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£59460
Academic year or years covered by statement	2019-22
Publish date	13 th January 2020
Review date	March 2020
Statement authorised by	Tamsin Lamb
Pupil premium lead	Caroline Dinham/Kieran Walsh
Governor lead	Sarah Brough

Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score (Note: 9 pupils)
Reading	-1.60
Writing	1.72
Maths	1.53

Disadvantaged pupil performance overview for last academic year (2018-19)

Measure	Score
Meeting expected standard at KS2	R : 67%, W: 67%, M: 78%
Achieving high standard at KS2	R: 0% W: 33%, M: 33%

Strategy aims for disadvantaged pupils

Quality first teaching will be at the heart of the schools strategy

Measure	
Priority 1 – Language	<ul style="list-style-type: none">Ensure all disadvantaged pupils are exposed to a rich vocabulary and literacy based curriculum

	<ul style="list-style-type: none"> • Ensure reading is taught effectively and that enough time is given to reading across the school and the curriculum. • Ensure disadvantaged children in EYFS achieve GLD by the end of YR. • Ensure all disadvantage pupils achieve expected outcomes in the phonics check at the end of Yr1* • Provide deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum to equip pupils with the skills they need for a meaningful future • Reduce the gap between disadvantage and non-disadvantage by improving pupils vocabulary through sequential teaching • Ensure all disadvantage pupils achieve ARE in reading & writing* • (*Exception of children with SEN who are PP)
Priority 2 – Mathematics	<ul style="list-style-type: none"> • Ensure all disadvantage pupils achieve ARE in mathematics through mastery teaching (Exception of SEN of who are PP)
Priority 3 – Life experiences	<ul style="list-style-type: none"> • Develop improved metacognition to become better learners – understanding themselves as learners. • Provide experiential opportunities to reduce inequalities (50things to try) – narrow the achievement gap and social inequality through early childhood experiences • Provide challenge & support to disadvantage families whose attendance is poor and persistent absence is high
Barriers to learning these priorities address	<p>Better use of evidence-based whole-class teaching interventions</p> <p>Limited life experiences</p> <p>Poor attendance/Low parental engagement</p> <p>Low levels of oracy</p> <p>Limited vocabulary</p> <p>Lack of aspiration</p> <p>Low self-esteem</p>
Projected spending	£59460

Teaching priorities for current academic year

Aim	Target	Target date
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Raise the attainment and increase progress in Reading	At least in line with national attainment Achieve/exceed average progress scores KS2 Reading	Sept '20/21
Raise attainment and progress of GDS of disadvantaged children in RW&M	Be at least in line with national averages.	
Raise the attainment and increase progress in Writing	At least in line with national average for attainment At least in line or exceed average progress scores KS2 Writing	Sept '20/21
Raise the attainment and increase progress in Mathematics	At least in line with national average for attainment At least in line or exceed average progress scores in KS2 mathematics	Sept '20/21
Phonics	Exceed national average expected standard	Sept '20/21
Other	Improve attendance of disadvantaged pupils to be at least national average with some exceeding (96%) Improve life experiences by developing a rich literacy and vocabulary based cultural capital within school	Sept '20/21 On-going

Targeted academic support for current academic year – all disadvantage pupils reach expected standard in phonics check at end of Yr1

Measure	Activity	Impact April review
Priority 1 - Language	All staff, teachers and support, to be trained in curriculum depth and metacognition. All staff to have an awareness of 'sticky knowledge' and an awareness of children building their learning in small sequential steps.	What is the standard of delivery? Are children making enough progress?
	Ensure all relevant staff (including new staff) have received RWI training to deliver the phonics scheme effectively	
	Phonics leader to monitor, model and support staff improvement daily intervening and assessing immediately.	

	Ensure all staff receive high quality CPD to teach reading increasingly effectively (including NQT and any new staff)	What is the standard of teaching in reading?
	Vocabulary across the day, across the curriculum	
	Provide high quality feedback – instant	
Barriers to learning these priorities address	<p>Low levels of oracy</p> <p>Limited vocabulary</p> <p>Poor attendance/Low parental engagement</p> <p>Ensuring staff use evidence-based highly focused whole-class teaching – improve the quality of reading instruction</p> <p>Implementation of 1:1 or group intervention is timely, targeted and measured (3 days per week - adult purely focussing on early years phonics top up)</p>	How does the school compare to its comparators 'Families of Schools' EEF, in reading & writing?
Projected spending	£ 22500	

Targeted academic support for current academic year – all disadvantage reach ARE in mathematics

Measure	Activity	Impact April review
Priority 2 - Mathematics	<p>Quality first teaching & pre/post teach for some</p> <p>Provide high quality feedback</p> <p>Work with the maths hub</p> <p>Maths a constant focus on all staffs CPD with assistant head leading training and regular updates.</p>	<p>What is the standard of teaching in maths?</p> <p>What is the impact of additional intervention?</p>
	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations	What is the impact of additional intervention?
Barriers to learning these priorities address	<p>Poor attendance</p> <p>Low level experience</p> <p>Readiness to learn</p>	How does the school compare to its comparators 'Families of Schools' EEF, in mathematics?
Projected spending	£20000	

Wider strategies for current academic year – experiential opportunities and attendance

Measure	Activity	Impact April review
Priority 3 – Life experiences	<p>Providing a language and vocabulary rich culture</p> <p>Hands on experiences</p> <p>High quality texts, fiction, non-fiction, classical and poetry.</p> <p>Global issues and news bites</p> <p>Visits & residential stays including large city breaks.</p> <p>Participate in community traditions</p> <p>Share audio books (bedtime stories, traditional tales)</p> <p>Raise the self-esteem and ensure a sense of work</p> <p>Ensure more able/G&T children who are PP receive a wide range of life experiences, including exposure to the arts, musical instruments/lessons and cultural and educational visits.</p>	<p>Pupil conferencing outcomes?</p> <p>Readiness & motivation to learn?</p> <p>Quality of work?</p> <p>Ability to draw on knowledge learnt?</p>
Priority	<p>Continue to incentivize attendance strategies</p> <p>Sharing a Trust-wide strategy to target families with poor attendance. Further challenge those with acute need by working closely with the EWO</p> <p>Ensure an assertive approach taken to parents who do not engage and support us and their children with attendance priorities.</p> <p>Work with teachers to review/deepen their understanding of metacognition and implement strategies with learners</p>	<p>What is the measurable impact of attendance strategies?</p> <p>Do pupils have strategies for learning and use them?</p>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils	
Projected spending	<p>£15000</p> <p>£1500</p>	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of twilight sessions and INSET days and additional cover

		being provided by senior leaders & HLTA
Targeted support	Ensuring enough time for school phonics, English & maths leaders to support small groups and monitor T&L	Leaders have planned protected time to model, monitor and review impact
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO & other local MAT schools on common strategies

Review: last year's aims and outcomes (2020-21)

Aim	Outcome
Progress & attainment in reading and writing end of KS2	R: 77% pass or above W: 78% pass or above
Progress & attainment in mathematics end of KS2	M: 77% pass or above
Phonics	100% pass at end of KS1
What has been most successful this year?	Whole school approach to vocabulary and reading. Rich vocabulary and language embedded in an exciting and ambitious book based curriculum.
What has not been so successful this year?	Real life experiences. Due to the pandemic, we were unable to meet all of our plans. We will continue with this approach for 21/22 in the hope that more opportunities will be available for this cohort of children.