

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Litherland Moss Primary School				
Academic Year	19 20	Total PP budget	£146 288	Date of most recent PP Review	10.19
Total number of pupils	211	Number of pupils eligible for PP	104	Date for next internal review of this strategy	10.20

2. Current attainment (end of key stage 2 2019 data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	72%	
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Pupils' understanding and use of vocabulary (reading) as verified by question level analysis	
B.	Pupils' emotional health and wellbeing (including mental health)	
C.	Pupils' knowledge and understanding of the wider world – general knowledge and experiences	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Narrowed gap between disadvantaged pupils and non disadvantaged pupils in reading and writing at end key stage 2	KS2 SATs results verify narrowed gap

B.	Pupils have a developing sense of wellbeing, resilience, confidence and high self esteem to take part in school, make progress and access all areas of the curriculum	Thrive profiles and CPOMs records show successful interventions lead to greater wellbeing
C.	Pupils make good progress and have high attainment in the wider curriculum enhanced by a variety of opportunities for them to experience first hand.	Books and internal data
D.	Increased attendance across all groups (boys, girls, persistent absence)	PA reduction and overall percentages closer to national.

5. Planned expenditure

Academic year

2019 2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Developing a curriculum that meets our pupils ' needs: Resourcing the leadership of this area Subsidising trips, visits and extra curricular opportunities Resources for curriculum implementation CPD for staff</p> <p><u>Expenditure</u> TLR and deputy headteacher time (£25 899) Subsidies for trips and visits (£8000) Resources (£10 000) CPD (£8 000)</p>	<p>Pupils make good progress and have high attainment in the wider curriculum enhanced by a variety of opportunities for them to experience first hand.</p>	<p>Pupil barrier is linked to them not having the life experiences to then apply to aspects of school. Our curriculum intent is to provide pupils with the knowledge, skills and understanding that narrows their gaps and prepares them for their next stages of learning.</p>	<p>Internal drive, lead, monitoring and evaluation (deputy headteacher and middle leader) Review from academy improvement partner. External review from MAT/ OFSTED</p>	<p>Joely Gibbons Rachael Evans</p>	<p>Termly: December 19, March 20, July 20</p>
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<p>Developing pupils' language acquisition and application: Book bag books RWI training Resources e.g. class libraries Talk for Writing and Talk for Reading CPD</p> <p>T4W training and resources (£7 000) RWI resources and training (£1 500) Reading books (£2 000) RWinc book bag books (£2 500) Beanstalk reading (£1 500)</p>	<p>Narrowed gap between disadvantaged pupils and non disadvantaged pupils in reading and writing at end key stage 2</p>	<p>Baseline on entry to school shows that CLL is well below expectation. QLA at end of KS2 also showed that pupils' knowledge of language was below national expectation. Our aim is to narrow this gap.</p>	<p>Internal drive, lead, monitoring and evaluation (deputy headteacher and middle leader) External review from MAT/ OFSTED</p>	<p>Joely Gibbons Michael Baker</p>	<p>Termly: December 19, March 20, July 20</p>
Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Behaviour and pastoral support Expenditure: Second learning mentor: £26 318	Pupils ready to access the curriculum	Pupils targeted benefit from individual and small group work to support the choices they make, their wellbeing and confidence. This also is targeted to pupils who experience trauma including bereavement and parent illness	Lead learning mentor and AHT will monitor and evaluate this work and review termly with the HT	Steve Towler Kim Sears Debbie Roberts	Termly: December 19, March 20, July 20
Thrive approach and intervention in classes 2 x teaching assistant (0.5) Thrive project: £18 354 Behaviour support: £1 876 Thrive approach in EYFS : second teaching assistant 0.5 £9150	Pupils ready to access the curriculum and supported in their emotional health and wellbeing	Research shows that the Thrive intervention programme significantly impacts on pupils good emotional health and wellbeing. The Thrive programme helps children to be resilient, confident, successful learners and members of the school community.	Our two, well trained and experienced, licenced Thrive practitioners are given time to plan, implement and evaluate the programme with targeted small groups	Steve Towler Kim Sears	Termly: December 19, March 20, July 20
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To improve attendance universally and for targeted groups by: Consistent first day response calls/ visits Review attendance policy Reward and sanctions as appropriate Regularly meeting with parents Breakfast club</p> <p><u>Non-teaching staff</u></p> <p>Breakfast club: £8 519 Assistant Headteacher time (1 day per week) £13 320 Rewards: £2500</p>	<p>Attendance is improved and this leads to improved outcomes for individuals</p>	<p>Current school attendance is low and has declining trend. Attendance for disadvantaged pupils is particularly low and the school leadership team and governors are prioritising its improvement</p>	<p>Regular monitoring termly as part of school improvement pan review meetings (SLT and MAT)</p>	<p>Steve Towler</p>	<p>Termly: December 19, March 20, July 20</p>
Total budgeted cost					£146436
6. Additional detail					

