

Pupil Premium Strategy Statement - Primary Academic Year 2020/2021

School Overview

School Name:	Litherland Moss Primary School	Number of Pupils:	195
Proportion of disadvantaged:	56% (111ch)	Pupil premium allocation for the year <i>(including additional catch-up):</i>	143,784 15,280 (Catch up)
Academic year(s):	2020/2021	Pupil premium lead:	Joely Gibbons
Governor lead:	Peter Reed	Headteacher authorisation:	Sarah Greer
Publish date:	9 th October	Review date:	Feb 2021 and May 2021

Key performance measures

Performance Measure	2019 2020 (FFT) <i>NB: School closure may have impacted this dataset</i>		2019 (ASP)		2018 (FFT)	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Progress score: Reading	3.0	1.6	2.47	3.16	8.3	4.8
Progress score: Writing	3.3	1.9	3.03	1.33	-1.9	1.9
Progress score: Maths	0.5	2.8	1.54	3.18	4.4	3.9
% Achieving expected standard (KS2)	67%	63%	73%	92%	64%	80%
% Achieving higher standard (KS2)	0	6%	0	8%	0	20%
KS1	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
% Achieving expected standard	53%	57%	50%	54%	47%	45%
% Achieving higher standard	7%	7%	0	15%	0	9%

Disadvantaged performance measure aims 2021

KS2 Targets	FFT:	School target <i>Figure/narrative</i>	Brief Evidence/Justification:
Progress score: Reading		Target- 80% ARE	KS1 actual- 60%
Progress score: Writing		Target- 60% ARE	KS1 actual- 50%
Progress score: Maths		Target- 80% ARE	KS1 actual- 70%
% Achieving expected standard (KS2)		60%	KS1 actual-40%
% Achieving higher standard (KS2)		0%	KS1 actual-0%
Other: (this might include attendance, exclusions etc)			
		58% PPG 25% SEND	3 Children new to cohort in Y6- all of whom are EAL and have little written English 47% children new to school (not homegrown)

Teaching and Learning Priorities

(This could address specific issues raised through quality assurance which may be a barrier to learning that disproportionately affects disadvantaged students. Alternatively, it may be a strategic development based on impact evidence from the EEF)

Priorities <i>Identify 2 or 3 priorities</i>	Implementation <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation</i>	Projected Impact <i>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</i>	Projected Cost	Monitoring
Pupils' understanding and use of vocabulary, application of phonics and how this impacts early reading and writing	Academic mentor x2? RWI development support RWI CPD for staff Beanstalk 1:1 readers Resources for whole class guided reading	Accelerated progress in phonics and reading across KS1/ Y3. Measured by phonics tracking and phonics check (Y1 and Y2) Reading results at end of KS1 Children will have better access to the wider curriculum	£7,000 RWI training and resources £3000 (£1500 Catch up) Beanstalk £1,500 £10,000	Internal drive/ lead Review from academy partner Monitoring schedule
Pupils writing in all key stages- narrowing the disadvantage gap	Writing intervention (write away) CPD for staff	Gap between disadvantaged and non-disadvantaged children narrowing	Intervention cost? £1500	Writing attainment/ writing

	0.2 NQT time	Increase in writing attainment across school	NQT cost (Catch up funding)	monitoring
Developing a curriculum which meets the needs of our pupils. Pupils' knowledge and understanding of the wider world – general knowledge and experiences	Curriculum development Subsidising trips, visits and extracurricular opportunities	Children are provided with experiences which enhance the curriculum; this could be through visits, visitors and resources Children are given experiences that they may not have normally received outside school Children are able to access a curriculum which develops their knowledge of the wider world	Subsidies for trips and visits- £8000 Contingency for additional lockdown- £2000 TLR- Curriculum £4,661	Experience monitoring

Targeted Academic Support

(This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding, though a separate plan will exist to monitor the allocation and impact of that spending)

Priorities <i>Identify 2 or 3 priorities, clearly linked to raising academic standards.</i>	Implementation <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation.</i>	Projected Impact Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils	Projected Cost	Monitoring
Writing intervention	0.2 of NQT to deliver writing intervention TA (KS2) to support small group writing sessions	Children will make better than expected progress in writing Children will be given the skills to support them achieve higher standard in writing	Covered in T and L	Intervention monitoring Pupil progress meetings
Reading/ phonics	1:1 Tutoring (RWI) Academic mentor x2? RWI development support RWI CPD for staff Beanstalk 1:1 readers	Children still requiring phonics in KS2 make progress towards ARE Gap to national expectation for phonics check is narrowed in Y1 and Y2	Covered in T and L/ Catch up	Intervention monitoring Pupil progress meetings

Additional Strategies

(This will include additional pastoral support and wider school strategies to remove barriers to learning and improve accessibility to school. This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding)

Priorities <i>Identify 2 or 3</i>	Implementation <i>Actions. This should take</i>	Projected Impact Success criteria: how will the barriers to learning be	Projected Cost	Monitoring
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<i>priorities, clearly linked to raising academic standards.</i>	<i>account of pre-identified challenges, including resource availability, and mitigation</i>	removed and/or what will the positive impact be on pupils		
Attendance	Consistent first day response calls/ visits Reward and sanctions as appropriate Regularly meeting with parents Breakfast club	Raise the profile and importance of attendance with parents/ carers Encourage children to attend school regularly Hold parents to account for their child's attendance Provide children with opportunity to start their school day early and access a healthy breakfast	AHT time £13, 876 Learning mentor time- £13 711 Breakfast club £9071	Termly monitoring School governors
Emotional Wellbeing- Thrive approach and Forest school	Thrive Intervention Behaviour support	Our two, well trained and experienced, licenced Thrive practitioners are given time to plan, implement and evaluate the programme with targeted small groups throughout the school year. This is overseen by the pastoral lead who ensure that the right children are targeted at the right time. Children are supported to regulate and therefore are able to access academic lessons with their peers. Behaviour support will target those children who do not fall into the Thrive parameters but require additional support to achieve to the best of their ability.	2 x teaching assistant (0.5) Thrive project: £18 354 Behaviour support: £1 876 Thrive approach in EYFS : second teaching assistant 0.5 £9150	Vulnerable register monitoring Thrive profiling
Preserving quality teaching for all	Pastoral team/ SLT support	At Litherland Moss we do all we can to support the teachers to deliver their quality first teach. Mentors/ SLT respond to the pastoral needs of children. They also work with outside agencies and attend external meetings on behalf of the school.	Second learning mentor: £26 318 TLR and deputy headteacher time £25 899	Meeting records Cpoms monitoring

NB: This does not need to take account of every additional intervention/spend, but should address a particular issue that has been identified as a barrier to learning across the disadvantaged cohort

Review: Evaluation of last academic year

Aim <i>See pre-defined aims for 2019/20 (page 1)</i>	Outcome: <i>Met/Not Met? Specific figures useful to illustrate.</i>	Narrative: Mitigating factors, specific successes with impact etc.
Pupils' knowledge and understanding of the wider world – general knowledge and experiences	Partially met	Children were provided with a wide number of experiences including pantomime visit; Jodrell bank; Chester Roman walk and Liverpool museum before school closed in March.
Pupils' understanding and use of vocabulary (reading) as verified by question level analysis	Partially met	No question level analysis data available due to school closure
Pupils' emotional health and wellbeing (including mental health)	Partially met	Appointment of AHT with specific brief to support pastoral Support during lockdown- food parcels, ICT support, educational materials and welfare visits/phone calls
Attendance	Partially met	Internal school data showed +1% rise in school attendance for PPG at the time of school closure Appointment of AHT to lead attendance intuitive