

2020-21 Pupil Premium Strategy Statement

Academy name	LOWER FIELDS PRIMARY
Number of pupils on roll	419 including 29 nursery
Proportion of disadvantaged pupils	34.8% (inc Nursery) 37.4% (ex Nursery)
Pupil premium allocation this academic year	£223,890
Publish date	September 2020
Review date	January 2021
Statement authorised by	Alex Gavin
Pupil premium lead	Susan Fox
AAB lead	

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-2.6
Writing	-2
Maths	+1

Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	32%
% meeting combined high standard in reading, writing and maths at KS2	4%
% passing Y1 phonics screening check	62%
% passing phonics screening check by end of Y2	92%

Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning.
Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of

	lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.
Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Parental engagement	Parents unable or unwilling to encourage and support learning.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self-esteem and sense of belonging.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	All teaching staff, including early career teachers - NQTS and RQTs - to be delivering high quality first teaching.	<ul style="list-style-type: none"> Dedicated NQT time. Dedicated mentor time. Talk for Writing training ECF -Early Careers Framework mentoring programme and CPD 	CC ALL SLT	£6,000
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	<ul style="list-style-type: none"> RWI/Letters and Sounds CPD Development days Links to Literacy Hub-support and training provided 	CC/RL	£10,000

Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
3. Small-group intervention in reading, writing, maths and phonics.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils	<ul style="list-style-type: none"> SDI Maths and Writing Bespoke intervention to meet specific need e.g. fine motor skills/spelling rules Phonics small group phonics across school to fill gaps 	SF/CC/JG/AG	£61,500

	nationally.	<ul style="list-style-type: none"> • Bottom 10% extra guided reading across school • Spelling Shed • TT Rock stars • Accelerated Reading • Purple Mash 		
4. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	<ul style="list-style-type: none"> • SDI Maths and Writing • 20/20 reading intervention • Multi-sensory Intervention for dyslexia • Precision Teaching for frequent repetition and reinforcement • Bespoke intervention to meet specific need e.g. colour coding and highlighting/ Irlens type screening for use of coloured overlays and paper/dyscalculia • Bottom 10% receive extra intervention for phonics- R/Yr 1/Yr 2 	SF/JG/AG/CC	£39,500

Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
5. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	<ul style="list-style-type: none"> • Free/Subsidised Breakfast club • School to provide uniform • Magic breakfast - bagels daily for every child so no child starts the day hungry. • Meet and greet for all children who need this through pastoral staff and key workers. • Books provided to EYFS children. 	AG/SF/JS	£2,000
6. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	<ul style="list-style-type: none"> • Purchase Attendance & Welfare Consultant - BCL Consultancy • Rewards for good attendance and punctuality 	RR	£7,000
7. Pupils have access to a wide range of activities within and beyond the curriculum	Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest	<ul style="list-style-type: none"> • Subsidised trips where applicable • Provide free after-school clubs • Range of visitors to 	WA/CC/AG	£35,000

experience to enhance their cultural capital.	which improve their confidence and aspiration.	enhance and support the curriculum.		
8. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	<ul style="list-style-type: none"> • Rainbow awards weekly certificates • Dojo points • Housepoint system • Reward assemblies • Variety of competitions linked to learning books vouchers prizes. 	AG/SF	£3,000
9. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	<ul style="list-style-type: none"> • Thrive CPD • Resources for Thrive • Whole-school Thrive approach adopted by all staff • 5 step plan • Zones of Regulation 	AG/SF/RR/DG	£5,000
10. Improve pupils' confidence in being able to speak clearly and coherently.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	<ul style="list-style-type: none"> • Implement robust speech and language programme using Launchpad for Literacy. • Develop oracy in the wider curriculum. • Develop debating in order to give pupils opportunities to speak to a range of audiences. • Use of WELLCOMM to identify gaps and provide bespoke intervention in EYFS. • Employ Commissioned SALT and SLTA • Talk for Writing project 	SF/CC/LL/WA	£35,000
11. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	<ul style="list-style-type: none"> • Pastoral support through Family Support Worker • Access to Parent Programs?? • Stay and play sessions • Engagement with parents through Dojo and key worker system • Reading and phonics support sheets to accompany high quality texts. 	AH All Staff	£20,000

Total Spend: £220,500

Review:

Priority	Impact