



## Lowton West Primary School Pupil Premium Strategy Statement 2019-2020

1. Summary Information					
<b>School</b>	Lowton West Primary School				
<b>Academic Year</b>	2019 – 2020	<b>Total PP Budget</b>	£101,060	<b>Date of most recent PP review:</b>	July 2019
<b>Total number of pupils</b>	416	<b>Number eligible</b>	68	<b>Review:</b>	July 2020

2. Current Attainment		
	Pupils eligible for PP (school)	Percentage of pupils not eligible for PP (Nationally 2018)
<b>% achieving the expected standard in the Year 1 Phonics Screening Check</b>	78%	84%
<b>% working at expected standard in Reading at KS1</b>	78%	78%
<b>% working at expected standard in Writing at KS1</b>	78%	73%
<b>% working at expected standard in Maths at KS1</b>	67%	79%
<b>% working at expected standard in Reading at KS2</b>	54%	76%
<b>% working at expected standard in Writing at KS2</b>	54%	83%
<b>% working at expected standard in Maths at KS2</b>	54%	84%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In School Barriers</b>	
A	Lower attainment on entry compared with our non-pupil premium children. 67% of disadvantaged pupils did not achieve a Good Level of Development in EYFS Summer 2019.
B	Many pupils have a very limited vocabulary and poor speech and communication skills which impacts upon progress in all aspects of Literacy: reading, phonics, spellings, grammar and writing.
C	Many pupils have limited experiences outside of their immediate home environment. This can therefore, be a limiting factor in their writing, understanding of texts and ability to make cross-curricular connections.

External Barriers		
A	Parental engagement in home reading routines and supporting homework activities is often limited or sporadic for disadvantaged pupils. Many disadvantaged pupils do not have regular access to electronic equipment to practice Maths and spelling skills using school logins.	
B	Attendance and punctuality for the disadvantaged group (2019-2020) is now in line with national average – but this now needs to be sustained.	
C	<p>A number of families have historically been supported by social care.  A significant number of Disadvantaged pupils have experienced disrupted home backgrounds, challenging home circumstances, emotional loss or trauma in their life.</p> <p>The emotional well-being of a high percentage of disadvantaged pupils has an impact on classroom performance. 31% of disadvantaged children are currently involved with outside agencies (Social Care, Early Help, Start Well), with 47% of disadvantaged children having previous involvement.</p>	
4. Outcomes		
		<i>Success Criteria</i>
1	Improve outcomes in Literacy (Reading, Writing, Phonics, Speaking and Listening, Grammar, Punctuation and Spelling) for disadvantaged pupils.	Disadvantaged pupils make good progress in speaking and communication (speech sounds) and phonics, spelling, grammar and writing from their starting points.
2	<p>A love of reading is promoted with increased opportunities for:</p> <ul style="list-style-type: none"> <li>- high quality reading experiences</li> <li>- improved reading fluency</li> <li>- increased understanding of vocabulary</li> <li>- access to a language rich environment</li> </ul> <p>Continue to provide information for parents on supporting reading at home.</p>	<p>Disadvantaged pupils increase their reading fluency and make good progress in comprehension, through increased reading and access to high quality texts. Disadvantaged pupils extend their vocabulary choice in their writing through access to a language rich environment.</p> <p>Parents will be more confident and aware of how to support their child at home with reading.</p>
3	<p>To understand and improve the emotional well-being of disadvantaged children throughout school.</p> <p>Staff to understand, recognise and support disadvantaged pupils experiencing loss, trauma and attachment disorder.</p> <p>Parents to feel understood and supported by the school community.</p>	<p>Disadvantaged pupils have access to emotional support through a school counsellor, lunchtime Nurture, Nurture groups, or nurture support within school to enable them to access learning and improve progress.</p> <p>Staff have increased knowledge and understanding of loss, attachment and trauma and can provide appropriate support for pupils in their care.</p>

		Parents are supported through a multi-agency approach and are advised on how to access support available within the Local Authority.
4	Continue to further improve the attendance and punctuality of disadvantaged pupils and improve links between school and disadvantaged parents.	Continue to reduce the number of persistent absentees and continue to improve punctuality amongst disadvantaged pupils and increase the number of disadvantaged pupils with attendance rates to above 96%. Overall attendance will be in line with non-PP children.
5	Y6 residential trip, extra-curricular and enrichment opportunities across school provide life experiences and opportunities they may not have otherwise had.	Increased experiences leads to increase confidence, personal achievements and widening of children's horizons. Enrichment opportunities improve knowledge and cross-curricular connections.
6	Increase the access to electronic resources in school, in order for all disadvantaged pupils to further develop their reading, maths and spellings skills. Ensure all disadvantaged pupils access TT Rockstars, Spelling Shed and Read Theory on a regular basis throughout the week.	Increased access to electronic resources through their school logins will increase pupils' fluency in times tables, reading and spelling knowledge.

## 5. Planned Expenditure

**Academic Year** | **2019/2020**

How are we using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies?

### i Quality of teaching for all

Desired Outcome	Chosen approach	Evidence and Rationale	How will we ensure it is implemented well	Staff lead	Review
Improve outcomes in Literacy (Reading, Writing, Phonics, Speaking and Listening, Grammar, Punctuation and Spelling) for	Early intervention with SALT referrals made in Reception and upon entry to school for new arrivals in KS1 and KS2 where required. SENCO to meet with SALT link therapist to review current	This approach has benefited children with language/ Literacy difficulties in the past.  Previous impact measures suggest pupils will benefit further from	Baseline and regular assessments using school tracking, RWI assessments and Sounds Write Assessments (initial and extended code). Phonics	AB/ AR/ MB/ SENCO	<b>July 2020</b>

<p>disadvantaged pupils.</p>	<p>provision and increase number of SALT appointments conducted in school, with both parents and staff in attendance.</p> <p>Increased opportunities for 1:1 and small group speech and language groups, following SALT recommendations.</p> <p>Introduction of Read Write Inc (RWI) across Key Stage One with pupils taught in identified phase groups and targeted small groups or 1:1 intervention work. Identified pupils in Key Stage 2 to also access RWI programme.</p> <p>Staff to receive training to deliver Read Write Inc programme across Key Stage One. Staff supporting identified disadvantaged pupils in KS2 will also receive training in the delivery of RWI intervention.</p> <p>Provide additional opportunities to access Spelling Shed Programme in school.</p> <p>Increase use of IDL and Read Theory to support reading fluency, comprehension and spelling.</p> <p>Targeted daily practice of</p>	<p>increasing the number of pupils accessing Speaking and Listening Intervention and targeted Literacy intervention work through the RWI programme (reading, writing, punctuation, grammar and spelling).</p> <p>Pupils following personalised SALT programmes in EYFS and Year 1 make good and often accelerated progress in phonics and Communication and Language from their starting points.</p> <p>Increased scores in CEW and spellings to meet the spelling expectations in the Interim Assessment Checklist.</p> <p>Improved skills in Grammar, Punctuation and Spelling (GPS) will improve outcomes across school.</p>	<p>screening scores.</p> <p>CEW tracking.</p> <p>Intervention tracking records.</p> <p>Feedback from class teachers.</p> <p>Moderation of writing, work scrutiny, learning walks and lesson observations demonstrate that disadvantaged pupils receive appropriate support through quality first teaching.</p> <p>Spelling Shed and IDL software used across school to support spellings.</p>		
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	<p>spellings and precision monitoring of Common Exception Words (CEW) and spelling patterns/ phonics</p> <p>Staff to receive additional training to promote quality first teaching in Writing and Grammar, Punctuation and Spelling.</p>				
<p>A love of reading is promoted with increased opportunities for:</p> <ul style="list-style-type: none"> <li>- high quality reading experiences</li> <li>- improved reading fluency</li> <li>- increased understanding of vocabulary</li> <li>- access to a language rich environment</li> </ul> <p>Continue to provide information for parents on supporting reading at home.</p>	<p>Increased number of adults listening to 1:1 readers and guided groups with a focus on fluency, language and comprehension.</p> <p>Timetabled and regular access to the KS1 and KS2 libraries. Additional reading opportunities in class and the school libraries provided by teachers and teaching assistants.</p> <p>Targeted intervention work in phonics, guided reading, 1:1 reading across school. Increased opportunities for 1:1 reading for pupils who do not read regularly at home.</p> <p>Support for homework.</p>	<p>Increased access to reading opportunities in 2018-2019 led to improved reading scores in KS1 and KS2.</p> <p>Reading fluency improves access to higher quality and language rich texts.</p> <p>Planned opportunities to read aloud will increase pupils' fluency. Accessing language rich texts increases pupils' ability to answer targeted questions linked to the meaning of words in a context and explain and justify inferences in the text.</p> <p>Increased vocabulary and understanding of language leads to higher quality writing.</p>	<p>Baseline and regular assessments using school tracking: RWI assessments, Salford Reading, Common Exception Word assessments, spelling trackers and phonic assessments.</p> <p>Intervention tracking records.</p> <p>Feedback from class teachers.</p> <p>Reading Planners, Journals and reading records show regular reading and high quality lessons linked to the Reading Content Domains.</p> <p>Timetables in place show the school libraries are being accessed by PP pupils regularly.</p>	<p>AB/ AR/ MB/ SENCO</p>	<p><b>July 2020</b></p>

			Pupil Surveys show reading scheme and libraries provide a wide range of high interest books for all abilities and interests.		
<p>To understand and improve the emotional well-being of disadvantaged children throughout school.</p> <p>Staff to understand, recognise and support disadvantaged pupils experiencing loss, trauma and attachment disorder.</p> <p>Parents to feel understood and supported by the school community.</p>	<p>Increasing pupil access to Nurture groups and counselling services.</p> <p>Ensure daily/ weekly Nurture Groups are accessed by vulnerable pupils.</p> <p>Increase staff knowledge of pupils' mental health and emotional well-being, attachment awareness and trauma through staff training, support and training through Adoption Service, TESS Behaviour Support Team and school EP.</p> <p>Staff training and involvement in Emotional Friendly Schools.</p> <p>Continue to plan opportunities for pupils and families to be supported via CAMHS link worker, with increased access to CAMHS consultations and guidance.</p> <p>Access to texts and resources linked to feelings and emotions.</p>	<p>Positive feedback from pupils accessing Nurture groups.</p> <p>Feedback from staff through evaluation of training. Increased social and emotional awareness.</p> <p>Boxall assessments show improvements in targeted areas.</p> <p>Positive feedback from pupils accessing peer massage and support through quality first teaching.</p> <p>Increased parental engagement in support and access to multi-agency support</p>	<p>Staff / TA meetings/ INSET to deliver training</p> <p>Staff and pupil evaluation and feedback.</p> <p>Parental feedback through consultation and questionnaires.</p>	NG	<b>July 20</b>

	<p>Access to Sensory Resources and Sensory Support for identified pupils.</p> <p>Use of Boxall assessments to identify areas for support.</p> <p>Parental support available through SLT and school attendance officer.</p> <p>Use of Talking Mats to explore pupil voice.</p>				
<b>ii Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Evidence and Rationale</b>	<b>How will we ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review</b>
<p>Improve Literacy skills for disadvantaged pupils in KS1 and KS2.</p>	<p>1:1 / small group intervention daily and regular intervention for targeted PP children. Targeted intervention work using RWI programme, Talking Partners, across school.</p> <p>Additional 1:1 Reading to target identified pupils.</p> <p>Targeted CEW reading and spelling intervention through precision monitoring.</p>	<p>Previous impact measures suggest pupils will benefit further from increasing the number of pupils accessing Speaking and Listening Intervention and targeted Literacy intervention work (including phonics, spellings, Common Exception Words) including Precision Monitoring.</p>	<p>Baseline and regular assessments using school tracking, RWI assessments, Salford Reading, Common Exception Word assessments, spelling trackers, phonic assessments and Renfrew Picture Analysis Assessments. Intervention tracking records. Feedback from class teachers.</p> <p>Pupils targeted through additional reading activities increased</p>	<p>AB/ AR</p>	<p><b>July 20</b></p>

			enjoyment and interest to lead to improved fluency and comprehension when assessed (Salford Reading, Reading fluency and RWI data).		
Improve oral language skills for disadvantaged pupils in Reception classes and KS1.	<p>Implement communication groups: Time to Talk, and Talking Partners programmes across KS1.</p> <p>1:1 / small group intervention daily for specific children using language acquisition programme</p> <p>Regular review meetings with SALT therapists.</p>	Previous intervention work in school – increasing language development for targeted children.	Monitor Intervention records and Provision mapping/ timetables to ensure regular sessions.	AB/ MB	<b>July 20</b>
Improve the emotional well-being of PP children throughout school.	<p>Weekly Nurture Group for targeted Reception, KS1 and KS2 pupils.</p> <p>Additional lunchtime Nurture Group, Play therapy groups and Circle of Friends groups to be planned following baseline assessments.</p> <p>Staff to attend relevant meetings and follow recommendations provided by multi-agency support (CAMHS, EP, TESS).</p> <p>WFW school counsellor</p>	<p>This has worked well in previous years and helps to address emotional issues and increase self-confidence.</p> <p>Additional groups to be introduced in order to increase provision to support the emotional well-being of disadvantaged pupils.</p> <p>Supporting pupils emotionally engages parents and encourages positive learning behaviours.</p> <p>Mental health and emotional well-being awareness raised in school</p>	<p>SENCo to consult with staff leading Nurture work and staff on the progress of children and any potential barriers raised in sessions.</p> <p>Staff evaluation</p> <p>Pupil feedback sheets.</p> <p>Review meetings with multi-agencies.</p> <p>Use of assessment data to monitor progress. All</p>	NG	

	<p>Review meetings through CAMHS link worker</p> <p>Identified pupils and families to receive appropriate support through CAMHS link worker.</p> <p>CAMHS link worker to offer parent workshops/ drop in sessions following initial CAMHS parent coffee morning.</p> <p>Staff training, audit, action plan and implementation of the Emotionally Friendly Schools (EFS).</p>	<p>through Emotionally Friendly Schools work towards the Bronze Award.</p>	<p>pupils identified for additional support will be assessed by class teachers using Classroom Skills and Behaviour checklists, Boxall Profiles and Wigan Mental Health audits to identify needs and measure progress.</p> <p>EFS Action plan and review for EFS Bronze Award</p>		
<p>Continue to improve the attendance of disadvantaged pupils.</p>	<p>Attendance Officer to monitor attendance of disadvantaged pupils and follow up attendance meetings, letters to parents. Provide support and advice for parents where appropriate.</p>	<p>Attainment and progress will only improve for disadvantaged pupils if they are in school. Addressing school attendance is a key step according the NFER briefing for school leaders</p>	<p>Constantly monitor attendance. Provide up to date lists of children absent and follow up daily through phone calls and meetings with parents. Head, school office and Attendance Officer to work closely together to ensure robust systems in place. Single Agency Early Help Plans to support families where appropriate.</p>	<p>JW/ RS</p>	<p><b>Dec19</b></p> <p><b>April 20</b></p> <p><b>July 20</b></p>
<p>Targeted support in school for PP pupils to access school iPads/</p>	<p>Targeted time and increased resources available for PP pupils to access TT Rockstars, Spelling</p>	<p>There is a significant number of pupils in Key Stage Two who, through auditing of pupil usage</p>	<p>Use of pupil data to monitor usage and accuracy/ scores to</p>	<p>HC/ AR</p>	<p><b>Dec 19</b></p> <p><b>April 20</b></p>

laptops and Y5/6 Computer Resource Area to increase pupil access to reading, spelling and maths resources.  Increase PP pupil in school access and frequency using Spelling Shed, TT Rockstars and Read Theory.	Spelling and Read Theory in order to increase fluency and accuracy in reading, spellings and times tables.  Increased access to phonics, maths APPs and software in EYFS/ KS1 to reinforce basic skills in number, phonics, spelling and reading.	and pupil interviews may struggle to access the school logins whilst at home. School wish to ensure the provision is available for all pupils across school, therefore wish to increase the resources and provision available in school.  Increased fluency and accuracy will lead to improved spelling, times table and reading scores.	measure impact.  Baseline and regular assessments using school tracking.		<b>July 20</b>
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**iii. Other approaches**

<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Evidence and Rationale</b>	<b>How will we ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review</b>
Continue to improve links between school and PP parents in order to support completion of homework, reading at home and develop and reinforce positive learning behaviours.	Parental newsletters, workshops and meetings with class teachers and/or SLT.	To provide parents with further information to support their children more effectively at home. Develop further links and improve communication with parents. Provide additional meetings/ workshops for parents to encourage engagement.	Monitor through parental feedback, reading/homework logs and journals and engagement in learning. SLT to review the communication and attendance of PP parents at workshops and meetings.	SLT	<b>April 20</b>
Ensure disadvantaged pupils have access to clubs, trips and extra-curricular activities	Review clubs, trips and activities against PP register. Contact parents of disadvantaged pupils in relation to trips – with a particular focus on the funding of the Year 6 residential – to ensure all children including disadvantaged pupils have equal opportunities.	Disadvantaged pupils have the opportunity to participate in Y6 residential alongside their peers.  All PP pupils have the opportunity to access all extra-curricular activities.	Y6 residential subsidised for FSM pupils in Year 6.  Registers for clubs/ trips/ extra-curricular activities reviewed and monitored termly against PP register.	SLT	<b>July 20</b>

	Ensure all PP pupils have the opportunity to access all extra-curricular activities.				
<b>Total Cost</b>					<b>£101,060</b>