

Lowton West Primary School
Pupil Premium Strategy Statement 2020-2021



1. Summary Information					
School	Lowton West Primary School				
Academic Year	2020 – 2021	Total PP Budget	£106,750	Date of most recent PP review:	July 2020
Total number of pupils	414	Number eligible	69	Review:	July 2021

2. Current Attainment		
(2019 data)	Pupils eligible for PP (school)	Percentage of pupils not eligible for PP (Nationally 2019)
% achieving the expected standard in the Year 1 Phonics Screening Check	78%	83%
% working at expected standard in Reading at KS1	78%	78%
% working at expected standard in Writing at KS1	78%	73%
% working at expected standard in Maths at KS1	67%	79%
% working at expected standard in Reading at KS2	54%	73%
% working at expected standard in Writing at KS2	54%	83%
% working at expected standard in Maths at KS2	54%	84%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In School Barriers	
A	Lower attainment on entry compared with our non-pupil premium children. (33% Summer 2019) 67% of disadvantaged pupils <u>did not</u> 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. (Baseline data September 2020)
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 practise Maths and spelling skills using school login.	
B	Attendance and punctuality for the disadvantaged group (2019-2020) was at 95.6% up to school closure March 2020.	
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. 32% of disadvantaged children are currently involved with outside agencies (Social Care, Early Help, Start Well), with 48% of disadvantaged children having had previous involvement.</p>	
4. Outcomes		
		<i>Success Criteria</i>
1	<p>Improve outcomes in Literacy (Reading fluency and comprehension, Writing, Phonics, Speaking and Listening, Grammar, Punctuation and Spelling) for disadvantaged pupils. Access to a language rich environment and deeper understanding of text and comprehension.</p>	<p>Disadvantaged pupils make good progress in speaking and communication (speech sounds) and phonics, spelling, grammar and writing from their starting points. 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>
2	<p>To understand and improve the emotional well-being of disadvantaged children throughout school. To provide appropriate support in school without delay. Staff to understand, recognise and support disadvantaged pupils experiencing loss, trauma and attachment disorder. Parents to feel understood and supported by the school community.</p>	<p>Disadvantaged pupils have access to emotional support through a mental health and well-being practitioner, school counsellor, lunchtime Nurture, Nurture groups, or nurture support within school to enable them to access learning and improve progress. Staff have increased knowledge and understanding of loss, attachment and trauma (including the impact of the Covid-19 pandemic upon our school community) 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.
3	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.
4	Increase the access to electronic resources in school, in order for all disadvantaged pupils to further develop their basic skills in reading, maths and spellings skills. Ensure all disadvantaged pupils access TT Rockstars, Spelling Shed, IDL, NumBots and Seesaw on a regular basis throughout the week.	Children will be able to compete against their peers in weekly competitions, gain points and participate in battle of the bands competitions. 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 **2020/2021**

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 fluency and comprehension, Writing, Phonics, Speaking and Listening, Grammar, Punctuation and Spelling) for disadvantaged pupils.	Early intervention with Speech and Language Therapy (SALT) referrals made in Reception and upon entry to school for new arrivals in KS1 and KS2 where required. SENCO to coordinate SALT and TESS consultations in school to increase staff involvement and	This approach has benefited children with language/ Literacy difficulties in the past. Previous impact measures suggest pupils will benefit further from increasing the number of pupils accessing Speaking and Listening Intervention and targeted Literacy	Baseline and regular assessments using school tracking, RWI assessments and Sounds Write Assessments (initial and extended code). Phonics screening scores. Reading Fluency and SRT scores.	AB/ AR/ MB/ NG	July 2021

	<p>knowledge of pupils' identified needs to support pupils more effectively in school.</p> <p>Increased opportunities for 1:1 and small group speech and language groups, following SALT recommendations.</p> <p>Read Write Inc (RWI) implemented 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>Provide additional opportunities to access Spelling Shed Programme in school.</p> <p>Increase use of IDL to support reading fluency and spelling.</p> <p>Staff to receive additional training on the use of Precision Monitoring and Maths Recovery Programme.</p> <p>Targeted daily practise of spellings and precision monitoring of Common Exception Words (CEW) and spelling patterns/ phonics</p>	<p>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>Increased scores in spellings support the development of pupil writing.</p> <p>Improved skills in Grammar, Punctuation and Spelling (GPS) will improve outcomes across school.</p>	<p>CEW tracking, increased scores.</p> <p>Precision Monitoring Scores show an increase in speed, fluency and accuracy.</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>SALT reports reviewed as part of pupil progress reviews and IEP targets.</p> <p>Spelling Shed and IDL software used across school to support spellings.</p>		
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	Staff to receive additional training and support to promote quality first teaching in Writing.				
<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>Access to Sensory Resources and Sensory Support for identified pupils.</p>	<p>Positive feedback from pupils accessing Nurture groups.</p> <p>Feedback from staff through evaluation of training.</p> <p>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	July 21

	<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>				
ii Targeted Support					
Desired Outcome	Chosen approach	Evidence and Rationale	How will we ensure it is implemented well	Staff lead	Review
<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.</p> <p>Targeted intervention work using RWI programme 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.</p> <p>Intervention tracking records.</p> <p>Feedback from class teachers.</p> <p>Pupils targeted through additional reading activities increased enjoyment and interest to lead to improved fluency and comprehension when assessed (Salford</p>	<p>AB/ AR/ NG</p>	<p>July 21</p>

			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.	<p>Monitor Intervention records and Provision mapping/ timetables to ensure regular sessions.</p> <p>Renfrew Picture Analysis Assessments.</p>	AB/ MB/ NG	July 21
Improve the emotional well-being of PP children throughout school.	<p>Nurture support 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>Targeted 1:1 and small group support for identified pupils exploring resilience, self-esteem, self-regulation strategies through the school mental health and well-being practitioner.</p> <p>Training for staff regarding attachment, resilience and self-regulation delivered by the school's mental health and well-being practitioner.</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 through Emotionally Friendly Schools work towards the Bronze Award.</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>Well-Being Practitioner to consult with SENCo and staff to identify and deliver appropriate support for identified children.</p> <p>Staff evaluation</p> <p>Pupil assessments and reports completed by Well-Being Practitioner.</p> <p>Pupil feedback sheets.</p>	NG/ HM	July 21

	<p>Staff to attend relevant meetings and follow recommendations provided by multi-agency support (CAMHS, EP, TESS).</p> <p>WFW school counsellor</p> <p>Review meetings through school mental health and well-being practitioner.</p> <p>Identified pupils and families to receive appropriate support through multi-agency involvement and Early Help.</p> <p>Staff training, audit, action plan and implementation of the Emotionally Friendly Schools (EFS).</p>		<p>Review meetings with multi-agencies.</p> <p>Use of assessment data to monitor progress. All 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>		
Continue to improve the attendance of disadvantaged pupils.	<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>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.</p>	Attainment and progress will only improve for disadvantaged pupils if they are in school.	<p>Constantly monitor attendance.</p> <p>Monitoring systems in place will ensure attendance records identify relevant pupils requiring support.</p> <p>Early Help reviews will show improved attendance and progress towards identified targets set.</p>	JW/ RS	<p>Dec 20</p> <p>April 21</p> <p>July 21</p>

	Single Agency Early Help Plans to support families where appropriate.		Increased pupil attendance data.		
Targeted support in school for PP pupils to access school iPads/ laptops and Y5/6 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, IDL, Seesaw and NumBots	Targeted time and increased resources available for PP pupils to access TT Rockstars, Spelling Spelling and IDL in order to increase fluency and accuracy in reading, spellings and times tables. Increased access to phonics, NumBots, maths APPs and software in EYFS/ KS1 to reinforce basic skills in number, phonics, spelling and reading.	There is a significant number of pupils in Key Stage Two who, through auditing of pupil usage 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.	Use of pupil data to monitor usage and accuracy/ scores to measure impact. Baseline and regular assessments using school tracking. Children will feel included and appear in the leader boards for planned digital competitions against their peers.	HC/ AR/ SB	Dec 20 April 21 July 21
iii. Other approaches					
Desired Outcome	Chosen approach	Evidence and Rationale	How will we ensure it is implemented well	Staff lead	Review
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, use of School Spider, 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	April 21
Total Cost					£106, 750