



Lanesend Primary Pupil Premium Strategy Statement 2020/2021

Pupil Premium Funding

Pupil Premium Funding

For the PPG financial year 2020/2021 we are required to provide details of how we spent the pupil premium allocation and the impact of the expenditure on eligible and other pupils.

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/2021:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from Reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- has retired on a pension from the Ministry of Defence

Schools will receive £310 for each eligible pupil.

Rationale for Pupil Premium Spending

Key objectives and principles:

Our aim to ensure the appropriate provision is provided to the disadvantaged groups in school, we log and track all provision against each individual child to ensure the Pupil Premium funds are accounted for and monitored for each child.

Every child's needs will be different and could include support for their learning, emotional need or support for the family.

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that the fund to tackle disadvantaged reaches the pupils who need it most.

The aim of the funding is to target the attainment gap between pupils from deprived backgrounds and their more affluent peers. This gap persists through all stages of education.

Research shows that:

- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age 7
- The gap widens further during secondary education and persists into higher education
- The likelihood of a child eligible for FSM achieving 5 or more GCSEs at A*-C is less than one third of a non –FSM child
- A pupil from a non-deprived background is more than twice as likely to go on to study at university than a deprived peer

The aim of the Pupil Premium is to enable the school to target pupil attainment and ensure that they achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted groups, thorough analysis is carried out of the children's academic progress against other pupil groupings in school and nationally.

Current Profile

Year	2020/2021	Number of Pupils eligible for Pupil Premium	150/34.17%	Breakdown of Pupil Premium Pupils		
NoR	439	Total Pupil Premium budget	£201,750	FSM/Ever 6	Service	LAC
Date of Statement	April 2021	Review Date(s)	October 2020/March 2021	150	3	1



[Key Stage 2 Attainment - % achieved EXS+](#)

[Key Stage 2 Progress](#)

[Key Stage 1 Attainment - % achieved EXS+](#)

Due to Covid all formal assessments were cancelled

Attendance data from academic year 2019/2020		Exclusions	
School	PPG	School	PPG
93.88%	92.14	3	3



Key Challenges for Pupil Premium Pupils

Barrier	Desired Outcome	Success Criteria
40% of PP eligible children have additional SEND needs	Children eligible for the PPG will have their needs identified and provision in place to ensure they are able to access the curriculum	Children with SEND who are eligible for the PPG will make good progress from their starting points
Children do not feel emotionally secure and ready to learn. Additionally they show poor resilience.	Children will have their need understood and met through quality first teaching in a smaller class size , and through a graduated approach to support emotions and improve resilience.	Tracked intervention will show that emotional regulation has improved. Small classes to support. Analysis of behavior log via Edukey will show that interventions have had an impact via a decrease in incidents.
Children 's behaviour for learning is not secure		
Access to resources such as books and resources	Children will have access to the resources required to enable them to learn alongside their peers. Children will have access to educational visits and experiences to support the development of experiential learning. High attaining PPG children will have access to specific provision.	Tracking systems will show that children eligible for the PPG will make expected progress from their starting place
Access to experiential learning especially outdoor learning and culture. Lack of experiences out of school, beyond their local community, can affect the exposure of our children to vocabulary throughout their education. This means that analysing texts or writing about aspects of life are more challenging as there is no experience to relate it to.		
Limited speech and language skills, limited vocabulary	Children will have additional intervention for SALT if required. Children will access to pre-teaching and overlearning sessions to teach them specific topic vocabulary	Tracking systems will show that children eligible for the PPG will make expected progress from their starting place. Intervention trackers show progress.
Gaps in prior learning	Children will have their need understood and met through quality first teaching in a smaller class size. Gaps in learning will be addressed through teaching and interventions if required. A graduated response will be used for additional support in class and then extra specific interventions if required	Tracking systems will show that children eligible for the PPG will make expected progress from their starting place in all areas
High mobility rate- children may have attended several primary school with gaps in school attendance		

Consistent attendance and punctuality	Attendance is carefully monitored and support offered where necessary to parents to ensure attendance and punctuality improve	Children eligible for the PPG will have good attendance in line with their peers. This should be over 95%
Insecure or overcrowded housing	Large and experienced Family Support team available. Open door policy. Families will be supported and signposted to the appropriate services where required. School will proactively work with outside support agencies to support families and children.	Children will feel secure and ready to learn
Family networks needing support		
High number of families with mental health diagnosis and illnesses		
IDACI indicators show high deprivation		
School is quintile 1 (highest) for %FSM6 pupils as well quintile 1 (highest) for % SEND support and quintile 1 (highest) % SEND EHC plan (from Primary Inspection Data Summary Report, OFSTED, October 2019.)		
The school has a high amount of children known to Children's Services which may be as those subject to Child Protection Plans, Child in Need Plans, and Early Help Hub Intervention.	Regular opportunities for parents to engage with school in a variety of ways. These include: open door policy, open lessons, class dojo, performances, events etc	Views gathered via parent questionnaire will show that families feel confident to approach the school to discuss their child or any concerns.
Family engagement with the school		

Summary allocation of funding	
<p>Rationale for spending</p> <p>The funding is not spent on one particular item but is used as part of our budget and used to support a number of areas in school. The spending on every child is logged. We can then track the cost and impact of interventions and ensure that they are having a good impact and well as being cost effective. We will then adjust support as required.</p> <p>We invest in smaller class sizes due to the high volume of disadvantaged children and vulnerable children, high Additional Educational Needs (AEN) and Education Health Care Plans (EHCPs) (currently 34) in our school. These numbers require higher than average adult support in school. The decision was taken to have smaller classes and 7 more teachers than a normal 2 form entry school.</p> <p>Due to the high volume of disadvantaged children and vulnerable children we also require a larger than normal Family Team and Inclusion Team to support the children and their families, and the work involved with dealing with outside agencies</p> <p>We use Pupil Premium to fund drumming therapy to support emotional wellbeing through music. We have on-site Play Therapist who we utilize to support children who have had challenging experiences or are struggling with emotional regulation. Our Play-Therapist also supports groups of children who would benefit from more targeted small group support.</p> <p>Additionally, this year we invested in Trick Box which is a simple, fun and effective whole school, whole family, emotional management and personal development programme. Throughout their school journey, children develop self-coaching skills and use tricks from their Trick Box to help them navigate through life. Teachers use the tricks in class and parents are able to practice these with their children at home.</p> <p>Total spend on Pupil premium children only £377,554.32</p>	

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
Small classes	£350,000	<p>We invest in smaller class sizes due to the high volume of disadvantaged children and vulnerable children, high Additional Educational Needs (AEN) and Education Health Care Plans (EHCPs) in our school.</p> <p>These numbers require higher than average adult support in school. The decision was taken to have smaller classes and 7 more teachers than a normal 2 form entry school. This allows each child more time with their class teacher as well as more time for the teacher to plan and assess due to the decreased number of pupils. This ensures that we are prioritizing Quality First Teaching as our first approach. Research also proves that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds (Sutton Trust)</p>	Teachers will have a good understanding of the pupils in their class and what steps they need to support the children to extend their learning.	<p>Termly data analysis by SLT</p> <p>Weekly monitoring by SLT</p> <p>Termly Pupil Progress Meetings with SLT</p>	Data will show at least good progress for children relative to their starting place

Open lessons	As part of small class spend	To plan open lessons every half term. To video lessons and share on You Tube . Family survey completed	To increase family engagement in learning outcomes in school	On the newsletter To monitor hits and record data Information shared in effective way to help family engagement	Increased attendance of families. Positive ways to engage families are effective on learning outcomes Criteria for family engagement met
Family Team	£68,076 total cost to school Worked with 51.7% of children of which 27.7% PPG children	Due to the high volume of disadvantaged children and vulnerable children we also require a larger than normal Family team to support the children and their families, and the work involved with dealing with outside agencies Family support team to engage with families and the community, support in safeguarding work and signpost parents and children to further help and support. The vast majority of work on the caseload is disadvantaged families	Early identification and help for children and families who need support. Embedded safeguarding culture within the school. Support for children who are vulnerable. Pre-emptive work where possible	Monthly feedback via DSL meeting. Case studies and analysis of work undertaken. Termly report to governors via CCG group	Robust records and recording systems showing impact of team. Family feedback shows they feel supported by the team

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
Drum therapy	£2600 1/3 of which (£866) allocated to PPG children	Access to weekly drumming lessons for a fixed period of time. Drumming coach acts as mentor to children but also allows children alternative means to channel any frustrations.	To allow the opportunity for children to access music tuition. To allow the opportunity for children to use drumming as a means of channeling their frustrations. To make a bond with a mentor.	Class teacher to feed back to SLT any feedback about how children are coping (positive or negative)	Children who take part in the intervention make progress in their skills in drumming. Increase in resilience and alternative coping mechanisms for children who struggle with challenging emotions.
Play Therapy	£3840 for PPG children	Children/ groups who have had challenging experiences or are struggling with emotional regulation are given the opportunity to express their feelings in a safe environment.	Children/ groups who have access to Play Therapy feel safe to engage with therapy. As a result, they have opportunity to explore their feelings and find ways to process them	Termly meeting with SENCO and family team.	Completed questionnaires before and after intervention.
Whole school trauma training	£1200	1 day whole school staff training session and follow up 3 hour training on shame.	To increase staff awareness of how trauma impacts on pupil progress and wellbeing. To be aware of strategies to support child who have had experienced trauma and begin to implement these techniques.	SENCO to monitor behaviour log.	Increased staff confidence when dealing with behaviours of concern. Decreased incidents on behaviour log.

The impact of the funding allocations and improvements outlined in the PP strategy 2019/2020

All strands will have been impacted by school closure due to lockdowns therefore, progress towards outcomes is limited.

Pupil Premium used for	Evaluated impact of intervention
Trickbox	Whole staff training delivered. Children received own Trickbox cards. All classrooms have Trickbox displays. Trickbox large cards posted around school. Weekly trick on newsletter and shared electronically also. Trickbox is now embedded as a strategy to support individuals when they are dealing with challenges.
Open lessons	Open lessons undertaken during Autumn term with good attendance. This did not continue due to lockdown.
Small classes	Small classes for school year. This was a great benefit during school closure as teachers were able to deliver personalized home learning due to the small number of children in their class.
Family Team	Non PP 105 children worked with on 253 issues, PP 122 children worked with on 679 issues.
Drum Therapy	March-july 2020 12 PPG children 30 mins per week group 18 weeks No provision sept-feb due to lock down March-present 2021 14 PPG children 30 ins per week in groups 8 weeks to date
Newchurch Programme	Did not happen due to Lockdown.