



Lickey Hills Primary School and Nursery

Pupil premium strategy statement 2019 - 2020

1. Summary information					
School	Lickey Hills Primary School and Nursery				
Academic Year	2019 - 2020	Total PP budget	£56,640	Date of most recent PP Review Ofsted Visit	5.3.18 11.12.18
Total number of pupils	430	Number of pupils eligible for PP	32 (7%)	Date for next internal review of this strategy	July 2020
Total number of language base pupils	19	Number of language base pupils eligible for PP	7 (37% of LB)	PP Attendance 2018- 2019 PP Attendance 2017- 2018 PP Attendance 2016-2017	94.96% 95.4% 96.0%

2. Current attainment				
	<i>PP Pupils LHPSN</i>	<i>PP Pupils National</i>	<i>Non-PP Pupils LHPSN</i>	<i>Non-PP Pupils National 2018</i>
KS2 - End of Y6 - 6 pp pupils	2018 - 2019	2018 - 2019	2018 - 2019	2018 - 2019
% achieving expected standard or above in reading, writing and maths	0%	51%	54%	71%
% achieving expected standard or above in reading	33% (2 pupils)	TBC	62%	73%
% achieving GDS reading	16% (1 pupil)	TBC	26%	27%
% achieving expected standard or above in writing	16% (1 pupil)	TBC	76%	78%
% achieving GDS writing	0%	TBC	10%	20%
% achieving expected standard or above in maths	50% (3 pupils)	TBC	68%	79%
% achieving GDS maths	16% (1 pupil)	TBC	12%	27%

***The disapplied pupil was in the Language Base and not working at the standard of the tests.**

Year 1 - End of yr2 (7 pp children)	PP Pupils LHPSN	PP Pupils National	Non-PP Pupils LHPSN	Non-PP Pupils National 2019
% achieving expected standard or above in reading	33% (2 pupils)	TBC	81%	75%
% achieving expected standard or above in writing	0%	TBC	77%	69%
% achieving expected standard or above in maths	17% (1 pupil)	TBC	77%	76%
% achieving expected standard in Phonics Yr1	67% (4 pupils)	72%	72%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

- A.** Pupil premium children achieving lower than their peers in terms of Writing and combined R,W,M
At KS2 none of the 6 Pupil premium children achieved combined R, W and M. * These are small school numbers.
Pupil premium children achieving the expected standard at both KS1 and KS2 in writing is lower than Reading and Maths.
- B.** The number of children who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND, Families in Crisis, EAL, CP issues, Mobility, LAC status, SEMH needs . E.g. 7 of the language base pupils are in receipt of Pupil Premium funding = 37% of Language Base pupils. 59% of Pupil Premium children are on the SEND register
- C.** Access to language, in particular early acquisition - as identified by the EYFS SENDCo and SALT.

External barriers (issues which also require action outside school, such as low attendance rates)

- D.** Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional cost attached.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	increase the proportions of PP pupils working at above expected levels in reading, writing and maths at the end of EYFS,KS1 and KS2.	End of Key Stage outcomes are higher in 2020 than 2019.
B.	Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through the LHPSN PSHE/C curriculum. Work effectively with the Learning mentors to ensure high quality interventions. Work with appropriate outside agencies.	Staff will continue to develop knowledge and understanding of children with needs and how best to support them. Boxall profile acquired to baseline all PP children and identify gaps in SEMH and appropriate interventions with trackable outcomes in place.
C.	All pupils screened for S&L difficulties using Well-come (purchased July 2019). Timely referrals made to SALT as required.	A greater number of children at ARE in S&L (CLL) which will have a positive impact on their phonics, reading and writing.

D.	All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement	Pupils will experience residential trips and educational visits. Opportunities for children to access music tuition if an interest is shown. Children will be encouraged to participate in a range of extracurricular activities and funding will be provided.
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5. Planned expenditure

Academic Year

2019 - 2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved phonics skills in KS1	Staff training on phonics to facilitate smaller groups. Take good practice from a locally identified leader in phonics	KS1 phonics results have dipped again this year to **** from *** in 2018 and *** in 2017.	KS1 phonics Lead to deliver training. English Reading Lead to audit the books and re-stock as appropriate with a focus on phonics	SH MK	July 2020
Improve staff understanding of provision for more able pupils Staff training on 'Mastery Approach'	Programme of CPD for all staff on using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching. There will be a whole school focus of provision for children who are more-able	National Research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches, as a result, attainment and progress will be accelerated showing a high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth' by the end of Y6 in reading, writing and maths.	The impact of training on classroom practice will be monitored through book scrutiny and lesson observations. There will be a positive impact on the number of children eligible for pupil premium attaining greater depth in reading, writing and maths.	HW HB SR (Feb)	July 2020
Early identification of children with S&L difficulties and effective interventions in place	Wel-come carried out in EYFS and with older PP children if required. Gaps and possible interventions generated and carried out.	We want to improve speech and language skills for all pupils. The screening aspect of speech link allows the teacher to generate class and group profiles of strengths and needs and set an appropriate curriculum. Oral language interventions have a highly positive impact on learning and future outcomes	Curriculum framework and progressions agreed by EYFS leader SLT Monitoring cycle	JR HW JH	January 2020

Gaps in learning identified through Educator and pastoral learning mentor interventions timetabled with daily/weekly sessions 1-1 with PP children	Half termly data points monitored by PP lead and gaps highlighted. Interventions put in place with SMART targets	Bespoke interventions in place for all PP children with a robust timetable to ensure each pupil gets time with the PLMs to take part in interventions. This may include Toe by Toe, Precision teaching, times tables club, reading comprehension, handwriting skills etc.	Half termly review of the timetable with SLT SPTO date checks half termly Work with school EP on monitoring the effectiveness of interventions	HW AP ZL	Half termly 2019-2020 AP & ZL - £35,386 HW - £13,456
Total budgeted cost					£
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure pupils with SEN/D meet expected progress targets in reading, writing and maths. Ensure pupils with additional needs meet targets in learning plans	Provide additional teaching provision for children with SEN. Additional TA interventions and one to one support in reading writing and maths.	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Provision will be mapped termly on a costed provision map. There will be assessment before and following all 10 week interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.	HW JH	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Learning plans reviewed each term. Pupil progress meetings held each term with the class teachers/SENDCo
Ensure targeted pupils achieve greater depth in Reading, writing and maths.	Additional teaching and learning opportunities including TA support to enable one to one and small group tuition including additional teaching and learning opportunities for more able pupils.	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable more able pupils to achieve 'greater depth'	There will be assessment before and following all 10 week interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings. Teachers will conduct a case study of the effectiveness of provision for a more able child.	ALS HW MG SR	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Monitoring will also be conducted through book scrutiny, learning walks and professional

					dialogue. Pupil progress meetings held each term with SLT and class teachers. Case studies made
Total budgeted cost					£858
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Eligible pupils have the same opportunities for enrichment activities as other pupils.	Provide funding and encouragement for pupils eligible for pupil premium to go on residential visits, educational visits and to take part in enrichment activities at school including music tuition and theatre trips.	Research has shown that a lack of cultural capital can impact on a capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities to close the gap in learning and attainment.	Tracking of school events/trips/music tuition to ensure equal access for all. Track PP children on timetable to ensure each child has been supported by school across the academic year.	HW ALS	July 2020
All pupil premium children have barriers removed to ensure they can make good progress and achieve their potential	In-depth analysis of individual achievement, attendance, inhibiting factors and needs undertaken. Whole school provision map completed – teachers and PP leader are clear what needs PP pupils have, what support/interventions they are receiving and where additional help is required	Strategy is communicated to relevant stakeholders. Actions are facilitated and monitored closely. Impact is evaluated and changes made as required Individual monitoring flags where additional support is most needed and allows evaluation of individual and whole school practice	SLT half termly monitoring, governor monitoring visits with key lead for PP	HW	July 2020

6. Review of expenditure

Previous Academic Year 2017- 2018

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children, at the end of KS2 to achieve expected levels in Reading, Writing and Maths in line with PP children nationally.	Pupils are timetabled as appropriate for : social/emotional interventions Positive behaviour team (PBT) Toe x Toe reading support Active Literacy support Individual reads GDS maths group with teacher This is tracked through Educator to ensure gaps in pupil's learning are addressed,	PP children reaching expected levels or above at the end of KS2 Reading - 33% 2 pupils Writing - 16% 1 pupil Maths - 50% 3 pupils Combined - 0%	Timetable for PP was robust and ensured all PP children received sessions of support each week focus on their individual needs. SPTO allowed us to 'drill down' into the data and ensure any identified gaps were targeted and closed. This has now been succeeded by Educator	£21,220.80 £397.50 £1500 £3300

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Some PP pupils have with gaps in their social and emotional development as identified by	Actions from Edukey surveys, carried out by the children in KS2: Each PP child will have an action	Working alongside our school EP we were able to ensure all of our targeted interventions were fit for purpose and had maximum impact. PLMs were 'upskilled' throughout the year and worked closely with PBT (Positive	We will again run the PLM timetable and continue to 'upskill' the team with relevant, up to do nurture training. We will continue to work with the PBT, our school nurse, the family support team, the EP and CAMHS	£1853.10 £12,378.80

Boxall and Edukey assessments	plan to identify need using the Boxall profile Work with outside agencies e.g. Positive Behaviour Team, Ed. Psych from their recommendations Provide small group nurture as necessary – nurture club, Lego therapy, circle of friends. Work with parents to build supportive networks.	behaviour team) to ensure children with SEMH needs were supported. 2 children are now supported by CAMHS, 8 by PBT and all 35 PP children supported by the PLM throughout the week. Nurture club run each day to allow children to enjoy their lunchtimes in a supportive and friendly environment with targeted activities and social skills tasks. AP to attend Mental Health First Aid training		£400 £832 £1170 £180
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance for PP children is just below national averages for some pupils	Daily attendance monitoring by HT and /or DHT. Termly letter for pupils below 90% and follow up phone call/meeting Absence visits Safe and Well Check	PP attendance - 2016/17 - 96% Whole School attendance - 2016/17 - 97% PP attendance - 2017/18 - 95% Whole School attendance - 2017/18 - 96% PP attendance - 2018/2019 - 94.96% Whole school attendance - 2018/2019 - 96.4%	Safe and well checks were vital in ensuring children not in school were safely located. Letters to pupils who fell below the expected level of attendance worked to highlight to families the need to approve upon this.	£798.75 £969.65 Total- £45,000.60

7. Additional detail

In order to be more effective we will:

1. Regularly review pupil premium strategy statement in order to be more strategic in pupil premium spending and to be more specific when reporting on impact for individual pupils. The strategy will result in greater clarity and improved achievement due to the specific focus on spending. The strategy will be published on the school website.
2. The Head Teacher, PP Lead and School Business Manager will meet termly to update the pupil premium provision map. The governing body will receive a written report each term from the HT. The Attainment and Progress committee will receive an update once per term from the HT. A governor will monitor the end of year website strategy report.
3. Measurable targets for pupils eligible for pupil premium will be set and agreed with class teachers. The progress of pupils eligible will be monitored termly by the HT and discussed at pupil progress meetings. The progress of pupils in each cohort will be available to governors in the HT's termly report.