



Pupil Premium Strategy Statement

Lydgate Junior School

1. Summary Information					
Academic Year	2019-20	Total PP Income	£47,980	Date of most recent PP Review	Dec 2019
Total Number of Pupils	485	Number of pupils eligible for PP	37	Date for next Strategy Review	Dec 2020
Academic Year	2020-21	Total PP Income Expected	£53,420		

2. Attainment: Year 6 KS2 SATS Results 2020 – SATS tests were suspended in 2020 due to the Covid19 disruption.		
Attainment: Year 6 KS2 SATs Results 2019		
	Pupils eligible for PP 7 pupils in Year 6	Benchmark: Pupils NOT eligible for PP (national)
% achieving expected standard in reading, writing AND maths	86%	89%
% achieving expected standard in reading	100%	92%
% achieving expected standard in writing	86%	92%
% achieving expected standard in maths	100%	95%

In-Year Data - % of children meeting the expected standard at the end of Spring term, 2020 (Y3 to Y6 aggregated) (482 Pupils)					
Pupil Premium			Not pupil Premium		
Reading	Writing	Maths	Reading	Writing	Maths
22/39	21/39	24/39	383/443	346/443	366/443
61%	54%	62%	86%	78%	83%

3. Barriers to future attainment	
Internal barriers (issues which require action by the school: poor language skills, resources, inexperienced staff)	
A	EAL – ensure quality EAL intervention impacts for the appropriate children.
B	Some families have multiple, overlapping, needs that result in impact on children’s learning. Families may not be accessing all available agency support.
C	Emotional and Social difficulties experienced by some of the children, leading to difficulties in maintaining focus on learning.
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning)	
D	Attendance and time keeping At present 1 out of 42 PP pupils is a persistent absentee. 22 out of 42 have 100% attendance (Sept-Nov 2020).

4. Outcomes		
In-school barriers		
Actions:		Success Criteria
A	<p>EAL – ensure quality EAL intervention impacts for the appropriate children, and ‘new arrivals’.</p> <p>Each new EAL pupil will be assessed and receives one to one lessons according to need. Phonics programme offered after an assessment of each child. Experienced EAL Teaching Assistant will assess and review each child each half term. Following identification in screening any child who has a need will work with / from TA in reading, writing and spelling. All other EAL pupils will be monitored within the classroom setting. TA will feedback to the class teacher any areas of difficulty so this can be addressed in class.</p>	<p>All PP children access either Early Intervention Phonics or will be offered ‘Lexia’ to boost attainment and/or progress in reading and spelling during their time at Lydgate Junior School, including those of higher ability.</p> <p>ALL PP children have been assessed with a Reading Test and a Spelling Test. A sample of their writing may also be assessed.</p> <p>An increase in the number of children who are deemed to be ‘on track’ to reach the end of year expectation at each assessment by becoming more competent in English.</p>
B	<p>Some families have multiple, overlapping, needs that result in impact on children’s learning. Families may not be accessing all available agency support.</p> <p>Signposting to agencies when needed.</p> <p>We offer reduced payment for our school residential visit for our Y6 children when requested by parents. We have created some opportunities for parents to come to school as volunteers. Many of our classes have adult help.</p>	<p>Team Around the Family Meetings attended by a member of the SLT and reported back to class teacher.</p>

<p>C</p>	<p>Emotional and Social difficulties experienced by some of the children, leading to difficulties in maintaining focus on learning.</p> <p>Teachers signpost to the Pastoral Team. Boxhall Profile children who may have social and emotional development needs.</p> <p>Friendship Groups Intervention in place.</p> <p>Teachers refer children to The Hub for either Literacy or Maths session per week.</p> <p>Regular meetings by the Pastoral Team to discuss children who have been referred by their class teachers.</p> <p>Increased provision from 10 to 30 hours of TA 3 time for aspects of both learning and mental health wellbeing support.</p> <p>Supervision of support staff involved to be implemented after due consideration for what this might involve. SENCO supervising HUB staff, HLTA involved in mentoring supervised by DHT.</p> <p>Health & Wellbeing survey (ImpactEd) undertaken by all pupils on return to school September 2020 after Covid 19 lockdown.</p>	<p>Feedback from both children and parents is positive. Easy access to intervention within school – all staff to know how to refer a child to the Pastoral Team and / or The Hub.</p> <p>Pupils report improved self-esteem, resilience and confidence.</p> <p>Boxhall Profiles at exit show improvements in priority areas from entry Profile.</p> <p>All identified children from ImpactEd have accessed pastoral/emotional support group.</p> <p>Fewer pupils reporting difficulties with mental health & wellbeing.</p>
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External barriers		
D	<p>Attendance and time keeping Regular meetings / contact with the attendance officer Phone calls to parents of children who are late. Attendance contracts in place as required. We encourage our children to take part in many extra -curricular activities. We regularly complete an audit to see how many of our PP children access these. Musical activities are offered at reduced prices. We encourage our parents to request help towards the cost of a weekend residential visit. Financial support is offered for other activities, based on pupil's stated interests, and family financial hardship.</p>	<p>We aim for 97.4% attendance.</p> <p>Our attendance is currently 97.7% for the whole school for the current school year. (November 2020)</p> <p>Currently 52% of our PP children have full attendance (100%). 66% of our non PP children have full attendance.</p> <p>29% of our PP children have less than 95% attendance. 9% of our non PP children have less than 95%</p>

4. Plan including actions, expenditure and review dates 2020-21					
Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
A LEXIA Reading Intervention	Reading data indicates that we need to diminish the difference between the Pupil Premium/Non Pupil Premium children reaching the expected standard and which should be a major focus.	SLT to help run and manage. All staff receive training from LEXIA team. Parents attend initial meeting and can attend sessions. Programme runs every morning and all staff trained. Homework will be sent home. Parents also requested to use the programme at home.	Deputy Head and TA3 Lead	£3,000 purchase £1,000 management £7,500 additional TA time in interventions	Each term the 50 children will be assessed and checked for what accelerated progress has been made. The children, after discussion with their teachers may continue the programme or move to a different Intervention to focus on another 'gap' in their learning.

<p>B Pastoral team (SENCO, Hub staff and Reflection room manager) work with identified children to address worries and/or other barriers to learning</p>	<p>Recent ImpactEd survey indicated that there were a number of pupils who had worries.</p>	<p>SENCO leads the Pastoral team and ensures that children are signposted for the right support. Referrals are made by any adult in school and each child is discussed at a regular meeting to triage and design the work that the children needs.</p>	<p>SENCO</p>	<p>£1,700 SENCO x 1 hour per week £16,742 TA work £10,000 HUB staffing £3,738 Pastoral team</p>	<p>Each child referred will be reviewed after their six week's intervention. Class teacher and Pastoral Team will decide if further action is required.</p>
<p>C Quality training for TAs who run Intervention programmes</p>	<p>Making Use of TAs recent information suggests that TAs have the greatest impact when working on time efficient identified programmes with a limited number of children. We only run programmes when the data has been analysed to highlight 'need'. Children who have been identified are then assessed before any work begins.</p>	<p>Deputy Head ensures appropriate training is given before any intervention is used with children. Meetings are arranged to review the TA and the progress of the child whilst on the intervention.</p>	<p>Deputy Head</p>	<p>£1,000 TA time in training £1,700 DHT time in training £5,000 to provide additional 1 to 1 in 'crisis' situations</p>	<p>Each half term ALL children on an intervention are reviewed and progress checked. Occasionally children are brought off an intervention if the child is NOT making accelerated progress. A different intervention may replace it.</p>
<p>D Family Support</p>	<p>Mast support for parents at regular drop in sessions. Subsidy of educational visits and residential trip in Y6. e.g. sleep issues</p>	<p>Deputy links with MAST lead and discussed new referrals made by either the parent or the school. e.g. sleep hygiene sessions</p>	<p>Deputy Head Coordinates.</p>	<p>£500 Space for activity, advertising and admin., referral process management</p>	<p>Feedback at end of process / support indicates improved sleep for all participants.</p>
<p>E IT access</p>	<p>Children have access to high quality IT equipment and provision to ensure relevant</p>	<p>SENCO/Deputy Head will have discussed the need</p>	<p>SENCO / Deputy Head</p>	<p>£600 plus, according to need</p>	<p>Reviewed at either Termly review meetings or during Pupil</p>

	and effective accessibility to the curriculum in all areas. Some children have been assigned their own personal laptop as a learning aid.	with the child, teacher and parent. After agreement on use and purpose, the child has regular use in class.			Progress meetings each half term. Improved engagement, increased product, improved learning outcomes demonstrated.
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5. Termly review Information								
March 2019			July 2019			December 2019		
	Pupil Premium	Not Pupil Premium		Pupil Premium	Not Pupil Premium		Pupil Premium	Not Pupil Premium
Reading	59%	76%	Reading	46%	74%	Reading	45%	79%
Writing	44%	79%	Writing	50%	79%	Writing	36%	74%
Maths	50%	77%	Maths	50%	77%	Maths	44%	77%
Combined	38%	63%	Combined	46%	79%	Combined	25%	63%
Attendance:	94.2%	96.1%	Attendance:	94.3%	96.2%	Attendance:	94.9%	96.1%
<p>December 2019 analysis:</p> <ul style="list-style-type: none"> • Writing was a 'whole school' prompt for 2019/20, after careful analysis of comparative performance data (KS2 2019). It remains so up into 2020/2021 academic year. • PP children were a maintained focus in Pupil Progress discussions and target setting with individual teachers. • PP progress and attainment was flagged in termly assessment analysis reports to year leaders and subject leaders. This maintained the focus and showed progress (or lack of it). • No PP pupils in Year 6 2019 reached the greater depth standard in writing. This does reflect lower scores by all identified groups at GDS, but was 21.5% below non-PPG pupils in the cohort (and against 20% nationally). GDS writing has been a focus we have returned to over and over during the last 18 months. The pandemic, and subsequent school closures, has limited the work we can do, but the inequality remains and therefore so does the imperative to produce impact. • The attendance gap is less than one child – all absence procedures continue. This gap may be of no surprise as PPG is a proxy for social and economic disadvantage, a group who will suffer more illness related absences. 								

6a Attainment/achievement of Y6 pupils 2019 (no longer at this school)		
Headline Measure	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
% achieving national standard in reading, writing and maths	86%	89%
% achieving the higher standard in reading, writing and maths	0%	19%
Pupils' progress score in reading	3.64	2.94
Pupils' progress score in writing	-0.89	0.04
Pupils' progress score in mathematics	0.60	2.17
Pupils' average scaled score in reading	107.4	109.3
Pupils' average scaled score in mathematics	105.1	109.1

6b Attainment/achievement of Y6 pupils 2018 (no longer at this school)		
Headline Measure	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
% achieving national standard in reading, writing and maths	63%	70%
% achieving the higher standard in reading, writing and maths	13%	17%
Pupils' progress score in reading	-1.75	1.27
Pupils' progress score in writing	0.85	1.01
Pupils' progress score in mathematics	0.49	1.01
Pupils' average scaled score in reading	102.9	107.5
Pupils' average scaled score in mathematics	104.3	106.7

6c Attainment/achievement of Y6 pupils 2017 (no longer at the school)		
Headline Measure	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
% achieving national standard in reading, writing and maths	46%	76%
% achieving the higher standard in reading, writing and maths	0%	16%
Pupils' progress score in reading	-0.22	
Pupils' progress score in writing	-1.00	
Pupils' progress score in mathematics	-5.22	
Pupils' average scaled score in reading	102.2	105.3
Pupils' average scaled score in mathematics	97.3	105.3