



Ludlow Primary School Pupil Premium Strategy 2020-21

Summary information			
Date of most recent pupil premium review:	November 2020	Date of next pupil premium review:	
Total number of pupils:	386	Total pupil premium budget 2020-21:	£102,380
Number of pupils eligible for pupil premium:	94	Pupil premium lead:	Kate Mather

Strategy statement

Our strategy in 2020-21 is to raise the quality of education overall and in relation to the areas for development (EYFS/ KS1) noted by Ofsted in December 2018, for the Ludlow Infant School. Successes included improving the standard of teaching and the quality of learning for all children, developing the improving attendance overall.

We will

- Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
- Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
- Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
- Focus on outcomes for individual pupils rather than on providing strategies.
- Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.
- Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.
- Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

Our core approaches are based on the work of 'Evidenced based teaching' in conjunction with EEF guidance and that of the Sutton Trust. Using research-based practice will contribute towards closing gaps by having a clear approach to teaching and learning overall as well as making meaningful and long-lasting improvements to individual outcomes.

Aims 2020-21

- To ensure that the quality of education is good
- To improve attainment in reading, writing and maths
- To ensure that the attendance and learning behaviour of all pupil premium pupils is at least good
- To support children in achieving good well being
- To work effectively with parents to achieve this

Assessment information (2019 data due to Covid)

EYFS			
GLD	Pupils eligible for PP (6)	Pupils not eligible for PP	
		School	National
		69%	72%

Year 1 Phonics screening check		
Pupils eligible for PP (7)	Pupils not eligible for PP (44)	National average
71% met the standard	65% met the standard	83%

End of Ks1			
	Pupils eligible for PP (10)	Pupils not eligible for PP (51)	
		School	National
% achieving expected standard/greater depth in reading	20%/10%	46%/10%	75%/25%
% achieving expected standard/greater depth in writing	10%/0%	38%/0%	69%/15%
% achieving expected standard/greater depth in maths	30%/10%	56%/10%	76%/22%

End of Ks2			
	Pupils eligible for PP (29)	Pupils not eligible for PP	
		School average	National average
% achieving expected standard/greater depth in reading, writing and maths	37%/0%	61%/5%	65%/11%
% achieving expected standard/greater depth in reading	60%/15	74%/26%	73%/27%

End of Ks2

% achieving expected standard/greater depth in writing	60%/0%	75%/7%	78%/20%
% achieving expected standard/greater depth in maths	75%/10%	89%/22%	79%/27%
% making expected progress in reading	+0.14	1.47	0.32
% making expected progress in writing	-1.66	-0.82	0.27
% making expected progress in maths	+1.84	2.34	0.37

Review of expenditure from previous academic year

Previous academic year: Total amount: £110,880

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Phonics – All PP pupils will achieve the expected standard in the phonics check at the end of Yr1. This will impact on improved reading/writing scores.	Pupils did not take the phonics screening test due to Covid. This will be taken in Autumn 2 2020.	Despite lack of testing there is clear evidence from internal tracking that children would have met the national standard	As a school reading will be our absolute priority in 2020-21 Phonics, in terms of leadership, teaching, resourcing and timetabling will be a priority	£11,137
PP pupils in KS1 will make accelerated progress in all areas of the curriculum	Pupils did not take the Y2 SATS due to Covid.	Our projected grades would indicate that progress would be above average at KS1	We will continue to focus on quality of education and leadership of that education for all children and in particular PP children	
Continue to Improve outcomes of reading at KS2	Pupils did not take the Y6 SATS due to Covid.	Our projected grades would indicate that progress would be above average at KS1	We will continue to focus on quality of education and leadership of that education for all children and in particular PP children	

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Quality First teaching and a focus on CPD for teachers and Teaching assistants	To raise attainment of PP children to be in line with and make accelerated progress in Reading, writing and maths	Internal data tracking indicated improved attainment and above average progress across the year CPD not completed during year due to Covid	Pupils have not maintained rate of progress since School closures and further focus on quality first teaching is needed to close attainment gaps	£96,036
PP Breakfast clubs Ks1 / Ks2	To improve wellbeing, attendance, and punctuality. PP children fed and ready to learn	Daily breakfast club on each site open to all PP children to attend.	Numbers lower at EYFS/ KS1. Target- hard to reach families and those with low attendance / persistent absence to encourage all PP children to access provision.	
Lunchtime Homework Club Ks2 High quality adult support	To ensure all children have access to IT provision to enable them to complete homework	Pupils did not take the Y6 SATS due to Covid. Internal data tracking indicated improving attainment and across the year	We will continue to focus on quality of education and leadership of that education for all children and in particular PP children	
Additional Maths Teacher 1 day per week. Y4,5,6 Maths Extension groups targeting HA PP children weekly	To improve attainment of Higher attaining PP children in maths	Pupils did not take the Y6 SATS due to Covid. Internal data tracking indicated improving attainment and across the year	We will continue to focus on quality of education and leadership of that education for all children and in particular PP children	

<p>School based Family support Worker</p> <p>Joint Strengthening families project working with families identified under the Strengthening Families agenda, who would benefit from parenting support, training and other key factors that impact on their children's progress</p>	<p>To support vulnerable families and children, Early Help Support is school based.</p> <p>Improved parental involvement is consistently associated with pupil's success at school.</p> <p>Build good relationships between school and families providing a coordinated whole family approach.</p>	<p>Target achieved</p> <p>See strengthening families case studies and impact report 2019-20</p> <p>During COVID-19 all PP/ vulnerable families risked assessed and supported according to level of need.</p>	<p>Ongoing Covid 19 effects have been identified and further support is needed in the community for families</p> <p>Rise in DA in community means the school needs to continue to prioritise this support for children and families</p>	
<p>Social and emotional and wellbeing support in school</p>	<p>Targeted intervention and support in school to improve pupil social and emotional and wellbeing ELSAT across the school.</p> <p>To improve the capacity of some vulnerable PP pupils to develop the strategies they need to thrive.</p>	<p>Improved engagement in learning Improved well-being and mental health See intervention support details for ELSAT.</p>	<p>Ongoing Covid 19 effects have been identified and further support is needed.</p> <p>Ealey intervention is key and ensure coordinated approach across the school will continue to support all children.</p>	
<p>Improvement in attendance among PP children</p>	<p>Barriers to attendance are identified. PP attendance to be at or above national</p>	<p>PP attendance improved to March and reduced Persistent absence for PP</p>	<p>The correlation between learning and absence is absolute and will be a priority in 20-21 particularly in Y1 and 6. Parental engagement is essential</p>	

KS1 speech and language support for PP children	To raise attainment of PP children and make accelerated progress in Reading, writing and maths	<ul style="list-style-type: none"> Regular reviews of provision with Shropshire Speech and Language and parents of child. Individual programmes of support for target children 	Poor language and vocabulary skills on entry to school continue to affect attainment and progress for some of our disadvantaged children. Early identification in preschool is needed this academic year.	
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Counselling To improve the capacity of some vulnerable PP pupils to develop the strategies they need to thrive.	For a small minority of pupils who are facing significant challenges at home or in their personal lives offering specialist counselling provided them with strategies and support. This is usually done through an EHA/LAC or PSP.	This target was achieved. Additional funding was provided for the summer holiday	We need to support children early and in a consistent manner. We need to work with a range of agencies in order to ensure that the right support is enabled. This needs to be done in conjunction with parents	£3,685
Inclusion funding School trips/ activities – improving the range of experiences on offer to pupils beyond the classroom.	100% participation for children	All children did participate in activities before school closure	We need to ensure that there is equality of opportunity for all children	

2020-21 Plan

Barriers to future attainment

Academic barriers:

A	Previous poor teaching and low expectations in EYFs and KS1. See Ludlow Infant School Ofsted December 2018 and the external Pupil Premium Review by the Rivers Academy (March 2019). The amalgamation of the Infant and Junior school and development of a focused strategic leadership team alongside the recruitment of outstanding teachers works to addresses these findings. High quality CPD supports excellent teaching to all PP children across the school. This will continue to be a focus in 2020-21
B	Many disadvantaged children enter school with poor language and vocabulary skills Reading is not yet good for all PP children which impacts on all areas of the curriculum. Currently 20 % PP children have SEND and require additional support to access the curriculum. Standards in reading have improved and there is a clear reading culture within the school and excellent leadership. A structured phonics and early reading programme are now in place and the school is working closely with the DFE English Hub to continue to improve Reading attainment for PP children in EYFS/KS1
C	School attainment and progress data in 2019 (latest data due to Covid 19) shows gaps in writing and maths for PP children of all abilities. A high proportion of PP children have SEND. Attainment for PP children in KS2 maths has improved due to consistency of approach across the school, this focus is now being driven in KS1 by strong subject leadership. Standards in writing have shown improvement 2016 to 2019 KS2 data. Since the amalgamation of the two schools in 2019, Talk 4writing has been implemented across the school, this implementation has been disrupted through school closures and the there is a renewed focus on implementation and ensuring consistency across the school in 20-21

Additional barriers

External barriers

D	Overall Attendance rates for PP 19-20 were 94.05% 2019-20 (September to March- Covid) Persistent absence has a negative effect on a child's attainment and progress. High priority is placed on supporting all children to attend school regularly.
E	Additionally, Covid 19 has added to the pressures on children impacting on their wellbeing. Mental health issues are prevalent among our PP children and their families which can impact on all aspects of school life, including progress and attainment. Some families would benefit from additional support and nurture as a whole unit as opposed to working in isolation with the child.

F	Inclusion Funding / Parental engagement. Some parents lack skills and knowledge to support their children educationally and some find this very difficult because of their own life experiences. This also has an impact on D (Attendance and learning behaviours). Several of the school's PP children live in an area where poverty is high which limits the experiences on offer to some families. Additionally, it is a prominent area for anti-social behaviour which is reflected in the behavioural needs of some of the PP children.
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Intended outcomes		
Specific outcomes		Success criteria
A	Quality first teaching	1000% teaching is good or better Ofsted judge the quality of education as good GLD is at national for all
B	Reading progress of all PP children accelerates (particularly in EYFS and Ks1)	100% PP children make accelerated progress from their starting point and PP children attain in line with national in the Y1 phonics screening test and Ks1/Ks2 SATs.
C	Improved writing and maths attainment and accelerated progress (including PP working at greater depth)	75% PP children are working at or above expected standards in writing and maths end 2021
D	Attendance and behaviour of PP children is good	Overall attendance is in line with all children 100% children (including PP) attendance is in line with that nationally PA (including PP) is in line with that nationally PP children's learning behaviour is good. Children enjoy learning challenges
E	Children's wellbeing is good	100% PP children have access to additional individual/ family support for their mental health and wellbeing. 100% of children in school feel safe and happy and have their social and emotional needs met.

F	Improve the range of experiences available to PP beyond the classroom- including educational visits / visitors/extra-curricular activities /clubs and breakfast provision. (Post Covid Restrictions)	100% of PP pupils will have been part of trips or activities / experiences this year which enhance learning across the school. 100% of PP children say they enjoy learning. 100% of children can attend a free daily breakfast club to support wellbeing and attendance
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Planned expenditure for current academic year

2020-21					
Quality of education					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Phonics/Reading Daily RWI phonics in place EYFS/KS1 Additional resources purchased. DFE English Hub support Phonics and Reading lead subject leader time CPD - phonics/ reading WVLN membership Reading Deep Dive (AIP) Accelerated reader Ks2 RWI Phonics intervention Y3</p>	<p>100% PP children make at least 18 months progress in reading in 1 year</p> <p>80% PP children pass the phonics screening test (Autumn 2)</p>	<p>EEF guidance Evidence based learning. Consistent approach in phonics to support pupil progress in reading and writing. Intent statements- reading/ phonics Staff are directly accountable for outcomes. Ofsted Report (LIN 2018)</p>	<p>RWI Phonics scheme</p> <p>6 weekly progress review Pupil progress cycle English Hub support Termly Monitoring and evaluation schedule Academy improvement partner (AIP) PMR</p>	<p>SLT Subject leaders</p>	<p>Six weekly Y1Phonics check and re check Y2 KS1 / 2 reading data</p> <p>£5000 £2,437 (Acc reader)</p>
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Curriculum development/ Quality of teaching Quality first teaching TA provision to support interventions /small groups. TA CPD Talk 4 writing Herefordshire KS1 project (2 nd year) CPD maths and writing NCTEM maths lead support Chris Quigley curriculum development Leadership time 1,2,3 maths AIP deep dive Maths extension groups to target Greater depth PP children.	75% PP children are working at or above expected standards in writing and maths end 2021. PP Children working at greater depth in line with national at KS2	EEF guidance Evidenced based learning and interventions. Links directly with intent statements Staff are directly accountable for outcomes. Ofsted maths/ writing reports	New assessment system Monitoring and evaluation schedule Pupil progress meetings Academy improvement partner PMR Subject leader monitoring	SLT Subject leaders	PPM cycle £ 25,000 £8,190
Total budgeted cost:					£40,627
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	review this?

<p>Attendance/ Behaviour Scholar pack for individual tracking attendance/ behaviour My concern for linked tracking EWO SLA PSPs (attendance / Behaviour) Inclusion team SLA Attendance lead in school</p>	<p>Overall attendance is in line with all children. 100% children (including PP) attendance is in line with that nationally PA (including PP) is in line with that nationally PP children's behaviour is good. Barriers to attendance established and action plans in place</p>	<p>Personalised planning is proved to be effective (EFF)</p>	<p>Daily tracking and observation EWO attendance reviews PPM</p>	<p>RC EWO KM MH</p>	<p>Daily Weekly Half termly £4,400</p>
<p>Speech and Language Targeted support in school for children Identified with additional Speech and Language needs Well comm Speech and Language Toolkit targeted support TA intervention EYFS</p>	<p>Speech and language needs of individuals Identified. Personalised learning plans in place to support progress and attainment</p>	<p>EEF research on small group provision Targeted support from a TA with a clear focus proved to be effective.</p>	<p>External Shropshire Speech and Language reviews Individual programmes of support for target children On-going training for TA delivering the provision. PPM ISPs</p>	<p>SENCO Speech and Language support TA Shropshire speech and Language Team</p>	<p>6 weekly £8,800</p>

<p>To support vulnerable families and children</p> <p>Shropshire strengthening families project 20-21</p> <p>Family support worker in place across Primary and secondary school</p>	<p>Use of a partnership approach to focus on prevention and wellbeing. EH help in place and school ead for children in the school.</p> <p>Families and school integrating the early help process, working together towards jointly agreed goals.</p> <p>Development of resilience within families so that they feel able and confident to deal with problems should they escalate or arise in the future.</p>	<p>The programme allows the schools respond to the needs of families.</p> <p>Improved parental involvement is consistently associated with pupil's success at school.</p> <p>Building good relationships between school and families and providing a coordinated whole family approach</p> <p>Early Help Support is school based.</p>	<p>Ludlow family support partnership group allocation review meetings 6-8 weeks</p> <p>Half termly well-being support team meetings</p> <p>Strengthening Families – case studies, data and feedback from professionals and families</p>	<p>Strengthening Families partnership group</p> <p>Strengthening families project worker</p> <p>Headteacher</p> <p>Wellbeing team</p>	<p>£7,500</p>
<p>Wellbeing</p> <p>Two Family support coordinators (ELSA trained)</p> <p>School Counsellor</p> <p>Small group/ individual support</p> <p>Parent support / guidance</p>	<p>The social and emotional needs of pupils eligible for PP funding are identified/ assessed and provision is in place to meet these needs.</p> <p>To improve capacity of some vulnerable PP children to develop strategies they need to thrive.</p>	<p>Evidence from the EEF shows that social and emotional learning can impact on pupil progress by as much as 4 months.</p> <p>DFE guidance following Covid</p>	<p>PPM</p> <p>ELSA</p> <p>Impact of pastoral interventions measured through entry and exit criteria and pupil engagement in school. Feedback form counsellor</p> <p>EHA/LAC/PSP minutes</p>	<p>Wellbeing Lead /Team</p> <p>SENCO</p> <p>HT/PP lead</p>	<p>Six weekly</p> <p>Staff costs: £25,817</p> <p>Training costs: £750 RC</p> <p>£3,000</p>
<p>Total budgeted cost:</p>					<p>£50,267</p>
<p>Other approaches</p>					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Breakfast club</p> <p>A daily Breakfast Club for all PP children on each site</p> <p>Trained TA's</p> <p>Places for 40 + children</p>	<p>Improved attendance for PP children in line with non -PP</p> <p>Reduced late marks for PP children.</p> <p>Improved progress and attainment for PP children</p>	<p>NFER research</p> <p>EFF Guidance</p> <p>It ensures pupils are fed and ready to learn.</p> <p>Improves attendance and punctuality.</p> <p>Supports the well-being of the child</p>	<p>Breakfast club lead monitoring – attendance review half termly.</p> <p>SLT monitoring</p> <p>MY Concern</p> <p>Scholar pack</p>	<p>RC</p> <p>HT</p>	<p>£10,000</p>
<p>Weekly Homework Club KS2</p> <p>Trained TA support</p> <p>IT provision</p> <p>Quiet workspace</p>	<p>100% PP children complete weekly homework tasks</p> <p>100% of PP children engaged in home learning.</p> <p>100% of pupils feel supported with home learning.</p>	<p>Lack of IT equipment accessible for pupils in some PP homes</p> <p>Lack of financial resources in PP homes</p> <p>Parents are not always able to support home learning effectively.</p>	<p>PPM</p> <p>Class teachers assessments records</p>	<p>SLT</p> <p>Class teachers</p>	<p>£2,379</p>

<p>Inclusion funding. (Covid 19 depending) Financial support for voluntary activities Enrichment/ extra – curricular activities Y6 Outdoor Residential Year Group Trips/ visits Purchasing school uniform, equipment etc.</p>	<p>To ensure all children are given the same opportunities to access residential/ school trips and extra-curricular activities and enrichment activities</p> <p>100 % participation for children -</p>	<p>Research shows that pupils taking part in extra- curricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners</p> <p>Pupils are given opportunities to access activities which will engage and inspire them.</p>	<p>SBM ensures all pupils entitled to funding receive relevant subsidies.</p> <p>Pupil engagement</p> <p>Clubs registers</p>	<p>SBM</p> <p>All teaching staff</p>	<p>Termly review</p> <p>£2,500</p>
<p>Total budgeted cost:</p>					<p>£14,879</p>

Additional information

This strategy has been written based on the following information

- Analyse School Performance and internal data
- 2020 predicted outcomes
- Evidence from the education endowment foundation (EEF) families of schools’ database and teaching and learning toolkit
- Analysis of attendance records
- Recent school Ofsted report (Ludlow Infant school/ Ludlow Junior School)
- Rivers Academy PP report
- DFE English Hub support
- RWI Phonics
- Academy improvement partner evaluation
- Chris Quigley curriculum
- Talk for writing
- White Rose/ NCETM maths