



Pupil premium strategy statement (primary)

1. Summary information					
School	Laburnum Primary School				
Academic Year	2020-21	Total PP budget	£63360	Date of most recent PP Review	June 2019
Total number of pupils	206 (+N ch)	Number of pupils eligible for PP	48 (23%)	Date for next internal review of this strategy	June 2021

COVID19 has meant no data from Summer term 2020.	Pupils eligible for PP (your school)				
	Year 1	Year 2	Year 3	Year 4	Year 5
% achieving in reading, writing and maths	%	%	%	%	%
% at ARE in reading	%	%	%	%	%
% at ARE in writing	%	%	%	%	%
% at ARE in maths	%	%	%	%	%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (each applies to some but not all eligible children)	
A.	Some of our children have had limited experiences out of school which enable them to show resilience.
B.	Some of our children come from families who have always lived and worked in Sandy, which means that their knowledge of careers and employment opportunities are limited.
C.	Limited conversations and experiences at home which lead to a limited vocabulary, which ultimately impacts on reading attainment.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Some of our children come from home backgrounds which have additional challenges.
E.	Our disadvantaged children will have been additionally affected by COVID19 lockdown.
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	For children to demonstrate increased resilience when facing challenges.
	<ul style="list-style-type: none"> To more readily take on challenges To show increased confidence in the classroom



		<ul style="list-style-type: none"> • Children to take on challenges out of school
B.	For children to have aspirations and aim high.	<ul style="list-style-type: none"> • Children to be educated in a range of different routes available to them • Children to be introduced to people in a variety of roles • Children to be encouraged to develop aspirations in a range of ways
C.	For children to have an increased vocabulary to support communication.	<ul style="list-style-type: none"> • To use a range of vocabulary • To have increased opportunities to acquire new vocabulary • To have tier 2 and 3 vocabulary regularly modelled to them
D.	For children to be in the best place to learn both physically and mentally.	<ul style="list-style-type: none"> • Children to attend breakfast club • Healthy eating workshops to be offered • Art therapy • Nurture groups
E.	For children to be given the appropriate support both academically and emotionally to recover from the lockdown during the COVID19 pandemic.	<ul style="list-style-type: none"> • Government funded tuition • Additional nurture provision • Recovery curriculum plan • Quality first teaching-CPD based on Rosenshine's principles to link to knowledge based curriculum



4. Planned expenditure

Academic year	2020-21
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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?
ACE	Knowledge based curriculum (see SDP) Developing a secure understanding and embedding of Rosenshine’s principles to support this.	‘Researchers have found that those who are “rich” in knowledge get richer in knowledge. Those who aren’t, have a hard time keeping up and the gap between those who have knowledge and those who don’t widens. That’s because when you know one thing, it’s easier to learn a new thing.’ Our curriculum has therefore been redesigned in order to be knowledge based. ‘One of the reasons it’s important to learn something to the level where it becomes automatic is that the absence of effort required to recall what we’ve learned frees up space in our working memory, which we can then devote to other tasks – e.g., learning something new.’ Jonathan Beale Eton College. We will provide staff training and additional CPD to ensure that any strategies already implemented become consistent and that new strategies are implemented consistently across the school.	Each subject plan has been created by class teachers, subject leaders and SLT. These will be implemented this year and used to inform the teaching of knowledge across the school to ensure progression. Staff meetings and additional CPD will be devoted to developing and uniforming how Rosenshine’s principles will work for us to support all pupils but especially the disadvantaged.	BB MD	Annually when reviewing the curriculum’s effectiveness.
ACE	Explicit teaching of metacognition. Embedding staff CPD based on Rposenshine’s principles.	‘We need to carefully attend to our pupils’ learning: ensuring we develop their knowledge of themselves as learners, of strategies, and of tasks.’ EEF	Children will be taught about ‘the brain’ and memory as well as how knowledge is acquired. This will link to teacher’s CPD based on Rosenshine’s principles.	BB MD All staff	Ongoing.
A	Opportunities across the curriculum to show resilience through challenging tasks.	Learning to be resilient, allows children the opportunity to then take a leap forward. It prepares them for real life situations and makes them more likely to take on challenges.	Learning walks, book scrutinies and meetings will show where children have had opportunities to be challenged and to learn from mistakes.	BB MD All staff	Ongoing
Total budgeted cost					£10 000

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?
D	Breakfast club	'Breakfast is a crucial part of every child's day. It affects everything from memory to creativity in the classroom. Children who go hungry are more inclined to become distracted from learning at school, or give up more easily when faced with challenges.' Fleck 2018	The children be welcomed into breakfast club and given two choices between yogurt, toast and cereal. These have been chosen to be low sugar and higher in grains. The children will have opportunities to read, participate in sporting activities and structured games such as lego and play dough.	MD TC AR CO	As required based on feedback.
ADE	Additional TA support and nurture provision	'Nurture groups offer the opportunity to experience the early nurturing experiences some children and young people lack, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life.' The nurture group network 2017	Extra TA time will be allocated to the class that has an increased need for nurture support – whether that be in groups or 1:1 for additional time to focus particularly on emotional literacy. The TA will be there in order to support the children and withdraw them when needed.	MD SH	Half termly review.
DE	Art therapy	'Art and creative therapies aim to give you a safe time and place with someone who won't judge you to help you make sense of things and understand yourself better. They help you resolve complicated feelings, or find ways to live with them as well as supporting you to communicate and express yourself, which might include feelings or experiences you find hard to put into words.' Mind 2019	Children most in need of support will work with an art therapist once a week for an hour.	BB CW	Termly when a therapy report is written.
Total budgeted cost					£49 000
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?
BD	Uniform music lessons termly book clubs trips	'The students who are furthest behind — most often low-income students- require more of those resources to catch up, succeed, and eventually, close the achievement gap.' The Education Trust 2014 Disadvantaged children to be given opportunities to be offered experiences that their peers are.	A £50 uniform voucher per child. Peripatetic music lessons offered. Each child to be given a topic related book for each term. Subsidised clubs and trips.	MD	Ongoing
B	Small pot of money to 'bid' for individual children	Equity and equality are two strategies we can use in an effort to produce fairness. Equity is giving everyone	Teachers asked to feed back any areas in which a child may need additional	MD	Half termly



		<p>what they need to be successful. Equality is treating everyone the same. This will give the teachers the chance to provide equity where needed. They will be able to suggest ways in which a small amount of funding can be spent to benefit children as individuals.</p>	<p>support/resources or any specific areas of interest.</p>		
Total budgeted cost					4000



5. Review of expenditure				
Previous Academic Year		2019-20		
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
<p>For children to demonstrate increased resilience when facing challenges.</p> <p>For children to have an increased vocabulary to support communication.</p>	<p>Knowledge based curriculum (see SDP)</p> <p>Educational visits</p>	<p>The curriculum has been written by staff and reviewed for progression by subject leaders and SLT and is ready to implement fully for 2020-21.</p> <p>Knowledge organisers were implemented half termly and used both in and out of school. Parents were invited in to join with a lesson using the knowledge organisers so that they could support at home.</p> <p>Staff had written quizzes although these had not been fully embedded across the school.</p>	<p>COVID-19 closure to all bar key worker children had a huge impact as lost a whole term and a half therefore preventing the embedding of some practice.</p> <p>Both knowledge organisers and quizzes will be used consistently across the school and parents will be supported in their use-this will also be part of transition for the older children as these are heavily used at the Secondary school.</p> <p>Future CPD based on Rosenshine's principles.</p>	<p>Target Tracker £1000</p> <p>Author visit £300</p> <p>Trips £682.75</p>
<p>For children to demonstrate increased resilience when facing challenges.</p> <p>For children to have an increased vocabulary to support communication.</p>	<p>Explicit teaching of metacognition</p> <p>Targeted intervention by ECar trained teacher</p>	<p>'Brain day' was successful and linked well with Growth Mindset strategies.</p> <p>Staff are using some metacognitive strategies in their teaching.</p>	<p>CPD is needed to embed metacognition and make it explicit.</p> <p>Intervention data and feedback shows that fast paced, regular intervention is showing progress and is developing children's confidence.</p>	<p>Intervention £4711</p>
<p>For children to demonstrate increased resilience when facing challenges.</p>	<p>Opportunities across the curriculum to show resilience through challenging tasks.</p> <p>Clubs</p>	<p>Teachers have ensured challenging tasks are set and that there are opportunities for growth and development within the learning.</p>	<p>There has been a focus on ensuring that all children have had the opportunity to be challenged in all subjects. Book looks have shown that this is developing but needs some consistency across the school. It will continue to be a focus for next year.</p>	<p>Clubs £258</p>
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
For children to be in the best place to learn both physically and mentally.	Breakfast club Milk	Breakfast club has offered a healthy breakfast and a calm start to the school day. It has been used as an opportunity to engage in some sporting activities, collaborative games and reading time.	Next year, to consider having laptops set up to enable children to practice TT Rockstars and access Oxford Owl books online.	£2183 + £3658.44 £138.60
For children to demonstrate increased resilience when facing challenges. For children to be in the best place to learn both physically and mentally.	Additional TA support and nurture provision	Lego based therapy has proved effective when working with children who struggle to regulate emotions and interact with others. Additional TAs in our more challenging cohorts have allowed for time to engage some of our disadvantaged pupils-time to check in in the mornings, additional reading (which also allows for checking in and conversation) and opportunities for support during lunchtime when being on the playground is too overwhelming.	It was often used reactively rather than proactively-additional slots to be timetabled in for next year. Use of the quiet garden has been positive and the children have really engaged. To continue this and also use the library as a quiet space with a small 'lunch club'.	£21252 + £15252
For children to be in the best place to learn both physically and mentally.	Art therapy	Art therapy is an ongoing investment for the school as it is a vital way for some of our children to communicate and express themselves. It is a safe space that allows them to explore their emotions. Feedback from the art therapist has been positive and information gleaned within those sessions has enabled us to support the children further in school and at home.	During COVID19 'closure' the art therapist stayed in contact with the children to allow for some sense of normality and routine. She was able to feed back any concerns she had during this time.	£7250

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
For children to have aspirations and aim high. For children to be in the best place to learn both physically and mentally.	Uniform music lessons termly book	Every child received a £50 voucher towards uniform costs. PPG Support plan conversations allow for music lessons to be offered. Every child has received a book that is topic related each term. This has been well received by the children. The books will stay the same where possible each year, providing the children with a collection of 21 books by the time they leave.	The termly book has had the most impact and will continue. Teachers to have a copy for the classroom to refer to where appropriate which will encourage children to use it at home.	Uniform £1310 Music lessons £718 Termly book £885.55 DH time £10978
For children to have aspirations and aim high.	Small pot of money to 'bid' for for individual children	Where possible, the school support children very much on an individual family basis and this has continued.	This has been used more from SLT where a child's needs are identified. This option needs to be made more explicit to teaching staff.	Aspirations week-curriculum time.



6. Additional detail

COVID19 meant that the schools were closed to all those who were not vulnerable or key workers from 20th March 2020. Years R, 1 and 6 were invited to return from 1st June but this was not compulsory. During this time various things were implemented for our disadvantaged children:

- Weekly communication to offer support/advice and to check in
- Delivery of food parcels or vouchers
- Loan of school tablets and laptops to access online learning
- Exercise books and writing equipment to enable learning at home
- Access to online platforms for learning
- Setup and use of Class Dojo to support home learning
- Signposting to various well-being services