

Pupil premium strategy statement

| 1. Summary information | | | | | |
|-------------------------------|-------------------------|---|--|---|-----------|
| School | Laburnum Primary School | | | | |
| Academic Year | 2019-20 | Total PP budget | £33 087 (Apr 2019) £25 850 (Apr 2020) | Date of most recent PP Review | June 2019 |
| Total number of pupils | 224 | Number of pupils eligible for PP | 47 | Date for next internal review of this strategy | June 2020 |

| 2018-19 data | Pupils eligible for PP (your school) | | | | |
|---|--------------------------------------|--------|--------|--------|--------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| % achieving in reading, writing and maths | 33.3% | 40% | 33.3% | 55.5% | 18% |
| % at ARE in reading | 66.7% | 60% | 55.6% | 55.5% | 45% |
| % at ARE in writing | 33.3% | 40% | 33.3% | 55.5% | 18% |
| % at ARE in maths | 66.7% | 60% | 44.4% | 66.6% | 36% |

| 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. | Some of our children experience limited conversations and vocabulary, which ultimately impacts on reading and writing 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 face additional challenges. |

| 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 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 |

| | | |
|-----------|---|---|
| | | <p>to them</p> <ul style="list-style-type: none"> • 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 |

| 4. Planned expenditure | | | | | |
|--|---|--|---|-----------------------|---|
| Academic year | 2019-20 | | | | |
| 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? |
| AC | Knowledge based curriculum including relevant visits and visitors (see SDP) | '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. | Each topic will be planned based on the knowledge and vocabulary to be taught. The teachers will then have the autonomy to choose how they teach the knowledge. | BB MD | Annually when reviewing the curriculum's effectiveness. |
| AC | Explicit teaching of metacognition | '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. | 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 | | | | | £16 000 |
| 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 Daily milk | '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. |

| | | | | | |
|----------------------------|---|---|---|----------|--|
| AD | 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. |
| D | 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. |
| A | Targeted intervention | Based on previous experience and precision teaching training, we have changed the intervention timetable so that the children will benefit from three shorter times rather than one longer. This will develop memory, knowledge and skills. | CG will carry out a short intervention programme three times per week which will be targeted at a particular key stage each half term. The children will have 10-15 mins 1:1 three times per week working towards a specific individual target. | MD CG | Half termly according to need. |
| Total budgeted cost | | | | | £40 000 |

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 access to library | '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. | MD | Ongoing |
| B | Small pot of money to 'bid' for for individual children | Equity and equality are two strategies we can use in an effort to produce fairness. Equity is giving everyone 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. | Teachers asked to feed back any areas in which a child may need additional support/resources or any specific areas of interest. | MD | Half termly |
| Total budgeted cost | | | | | £6750 |

