

Lacock pupil premium report for 2020-21

School overview

Pupils in school	72 (September 2020)
Proportion of disadvantaged pupils	15 pupils = 21% (September 2020)
Pupil premium allocation this academic year	£19,800
Academic year or years covered by statement	2020 – 2021
Publish date	November 2020
Review date	July 2021
Pupil premium lead	Richard Hearn
Governor lead	Liz Banister

Disadvantaged pupil progress scores for academic year 2018-19 (latest published)

Measure	Score PP / non PP
Reading	-2.1 / -3.0
Writing	-4.3 / -4.7
Maths	-6.7 / -5.8

Lacock's priority areas based on whole school self-evaluation and the review of PP strategies from 2018-19 and 2019-20:

- raise standards and rates of progress in writing
- improve rates of progress in maths
- maintain good standards in phonics
- improve attendance and punctuality
- improve number of pupils engaging with additional activities in school
- continued work with families so they are able to support their children with learning

Teaching priorities for 2020-21

Aim	Target	Target date	Comments as of July 2021
Raise standards in writing (See Literacy Strategy)	Achieve at least national average progress scores in KS1 and KS2 writing as a result of implementing focused actions as outlined in the Literacy Strategy.	July 2021	No formal assessments as a result of Covid 19 School level assessments carried out.
Improve the rate of progress in mathematics	Achieve at least national average progress scores in KS1 and KS2 maths	July 2021	No formal assessments as a result of Covid 19 School level assessments carried out.
To maintain the good standard pupils achieve in phonics	Achieve at least national average expected standard in phonics	July 2021	No formal assessment as a result of Covid 19 School level assessments carried out. 80% pupils assessed as achieving phonics standard at end of Y1.

Targeted academic support for academic year 2020-21

Measure	Activity	Impact of action taken	Thoughts for 2021-22
Priority 1 - writing	<ul style="list-style-type: none"> • CPD for teachers and TAs so there are clear expectations • Ensure learning environments support language development across the school • Baseline assessments carried out to inform well planned and structured support for identified pupils • Well planned and delivered interventions to close gaps in individual pupil's knowledge and understanding 	<ul style="list-style-type: none"> • Meetings and support from LA English Adviser and LA SIA re: teaching of literacy • Literacy working walls in each classroom – sound of the week • Teachers and TAs continued to access online CPD • Pupils' progression in writing a regular discussion point in staff meetings • Pupils accessed interventions and in class support to develop their writing skills 	<ul style="list-style-type: none"> • making sure interventions are monitored and having the desired impact • TA allocated to support PP across the school will need induction to new role and time for liaison with class teachers

	<ul style="list-style-type: none"> • Tapping into support from the LA English Adviser and the school's SIA • Networking with other schools to share good practice and moderate pupils' work 	<ul style="list-style-type: none"> • Individual pupil's progress monitored by class teachers and subject leads. This has been used to inform next steps. 	
Priority 2 - maths	<ul style="list-style-type: none"> • Continued CPD for teachers and TAs so there are clear expectations on the delivery of Power Maths • Development of the use of maths vocabulary in all lessons – including use of full sentence answers and complete explanations • Well planned and delivered interventions to close gaps in individual pupil's knowledge and understanding • Ensure all disadvantaged children are prepared for the Multiplication Tables 	<ul style="list-style-type: none"> • TA and teachers completed Power Maths training online. Knowledge and confidence improving over the year. • Introduction of the new maths scheme to parents, including links to resources • CPD and discussion in staff meetings throughout year • Support from LA Maths Adviser • Pupils accessed interventions and in class support to develop their confidence and numeracy skills. Wide ability range in classes. • Individual pupil's progress monitored by class teachers and subject leads. This has been used to inform next steps. • Multiplication tables check for Y4 - cancelled 	<ul style="list-style-type: none"> • making sure interventions are monitored and having the desired impact • TA allocated to support PP across the school will need induction to new role and time for liaison with class teachers
Priority 3 - phonics	<ul style="list-style-type: none"> • Continue the good practice from previous years (prior scores have been consistently high) • Ensure all staff have the necessary training and can support the full ability range of pupils across the school 	<ul style="list-style-type: none"> • No formal phonics check in summer 2021 – informal check carried out in term 6 showed 80% Y1 pupils achieved at least the expected standard. • CPD and discussion in staff meetings throughout year to ensure a focus across the school • TA now allocated to KS1/2 class (previously in EYFS / KS1) providing consistency and additional support for pupils that require it 	

		<ul style="list-style-type: none"> Identified pupils received additional daily support from TA 	
Barriers to learning these priorities address	<p>Outcomes in writing (particularly at KS2) have been below national. PP pupils often identified with speech and language less well developed when they start school. Circumstances in some families, means that time at home is not spent in conversation and therefore no practice in talking in full sentences. Lockdown has particularly impacted on pupils' skills and stamina in writing.</p>		
	<p>Outcomes in maths (particularly at KS2) have been below national. For pupils to make secure progress, staff need to be skilled and confident to teach effectively to the full ability range and make use of all the resources available. Maths seen by some families and pupils as hard and OK not to achieve in it. Lack of confidence to try. Periods of time at home during lockdown have added to these challenges.</p>		
	<p>Phonics PP pupils often identified with speech and language less well developed when they start school.</p>		
	<p>Circumstances in some families means that pupils are not benefitting from effective learning routines at home. Home learning environment and resources (especially IT) not always supporting learning</p>		
Projected spending	£18,000 for additional TA hours		

Wider strategies for academic year 2020-21

Measure	Activity	Impact of action taken	Thoughts for 2021-222
Priority 1 Attendance: Attendance whole school and for PP pupils is at least	Continue to improve attendance across the school and for PP pupils in particular Continued use of LA traveller support and EWO to provide additional support	Attendance for all pupils in 2020-21 was 94.89% and much better than previous. Analysis shows that for two of the year groups PP pupils' attendance	Continue all that worked well in 2020-21 Continue the regular liaison with LA Traveller Support Service Ensure the updated attendance policy / procedures are

<p>equal to national figures.</p>		<p>was better than non PP pupils and for three of the year groups attendance for PP pupils at least matched the last recorded national attendance figures of 96%.</p> <p>Lower attendance was connected with several families but specifically with some from a Traveller background.</p> <p>Continued work with Wiltshire's Traveller Support Service and with the families concerned has resulted in improved relationships / understanding and attendance.</p>	<p>implemented inviting families to attendance meetings and referral to EWO as needed.</p> <p>Ensure positive relationships with Traveller families are maintained</p> <p>Attendance Newsletter to be shared with parents</p> <p>High profile to celebrate good attendance in assemblies</p>
<p>Priority 2</p>	<p>Increase the access to and attendance at school-based clubs and other opportunities to provide alternative ways for pupils to experience success and to be part of a group</p>	<p>Data collected in previous years shows very few PP children access clubs</p> <p>Impact of covid on all clubs actually running etc.</p> <p>PP funding enabled 7 pupils to engage in swimming in summer 2021</p> <p>4 PP pupils received funding to access extra-curricular activities e.g.dodgeball, streetdance</p>	<p>Investigate why children choose not to take up clubs etc despite having access through PP money being available.</p> <p>Are we offering the right clubs? What other opportunities might be more attractive?</p> <p>TA linked to PP will be able to encourage involvement</p>
<p>Priority 3</p>	<p>Continue to work on developing pupils' resilience → reduce anxiety and improve self-confidence resulting in pupils who are more prepared and ready to learn</p>	<p>Explicit teaching on growth mindset, whole class work on developing mental health and well-being through the Garden of Dreams.</p>	<p>Continue to develop the expectation of 'having a go'. Role play, teacher modelling.</p> <p>Celebrate examples of resilience and make explicit in class when resilience is observed</p>

Barriers to learning these priorities address	Circumstances and expectations in the home have an impact on some pupil's attendance and preparedness for learning. This has a negative impact on their progress.		
	Circumstances in some families means that pupils are not benefitting from effective learning routines at home. Home learning environment and resources (especially IT) not always supporting learning Some are not experiencing success by participating in wider opportunities e.g. clubs or hobbies		
	Culture of 'fear of failure' and not wanting to try. Some families accepting this way of thinking rather than supporting pupils to overcome their fears		
Projected spending	£1,500		

Total expenditure (September 2020 - August 2021): £20719.65

A number of the original actions were unable to go ahead as planned due to Covid 19. During lockdown periods, the initial focus for TAs was ensuring regular contact and support with learning for pupils entitled to PP – for some this was in school and for some in their homes.

Using DfE and Wiltshire support, any pupil that needed IT was supplied with 'kit' so they were able to access on-line learning at home.

Education Committee monitor the progress and attendance of pupils during the year and PP is considered as a subset of this. In addition, the Governor with PP responsibility meets with the PP Lead in the school to review overall progress of the strategy. This is reported to FGB including an annual PP report to governors.

Review: last year's aims and outcomes

See separate strategy review document for 2019-20