

Lacock pupil premium strategy statement 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	Impact
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	
Improve the rate of progress in mathematics	Achieve at least national average progress scores in KS1 and KS2 maths	July 2021	
To maintain the good standard pupils achieve in phonics	Achieve at least national average expected standard in phonics	July 2021	

Targeted academic support for academic year 2020-21

Measure	Activity	Impact of action taken	Future plans?
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 • Tapping into support from the LA English Adviser and the school's SIA 	<ul style="list-style-type: none"> • 	

	<ul style="list-style-type: none"> • Networking with other schools to share good practice and moderate pupils' work 		
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 		
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 		
Barriers to learning these priorities address	<p>Outcomes in writing (particularly at KS2) have been below national.</p> <p>PP pupils often identified with speech and language less well developed when they start school.</p> <p>Circumstances in some families, means that time at home is not spent in conversation and therefore no practice in talking in full sentences.</p> <p>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	Future plans
Priority 1 Attendance: Attendance whole school and for PP pupils is at least equal to national figures.	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		
Priority 2	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		
Priority 3	Continue to work on developing pupils' resilience → reduce anxiety and improve self-		

	confidence resulting in pupils who are more prepared and ready to learn		
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		