



Landkey Community Primary Academy: Pupil Premium Strategy Statement



School Overview

Metric	Data
School name	Landkey Community Primary Academy
Pupils in school	204
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£28,020
Academic year or years covered by statement	2019-2022
Publish date	February 2020
Review date	September 2020
Statement authorised by	Kate Fairbrother
Pupil premium lead	Lucy Mardling
Governor lead	tbc

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.59
Writing	-0.58
Maths	1.24

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Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard in KS2 in reading	100%
Meeting expected standard in KS2 in writing	67%
Meeting expected standard in KS2 in maths	100%
Achieving high standard at KS2 in reading	33%
Achieving high standard at KS2 in maths	33%

Strategy aims for disadvantaged pupils

Priority 1

To ensure the gap between children receiving the Pupil Premium Grant and all other children continues to close and the current level of achievement is at least maintained.

Priority 2

Teachers continue to deliver quality first teaching and become increasingly skilled at planning effective provision for those children with identified barriers to learning.

Barriers to learning these priorities address

With teachers increasingly skilled in providing intervention, the current 60% of disadvantaged pupils with SEND (many of these pupils having multiple or complex needs) will make better progress and have better outcomes.

Quality first teaching will ensure the performance of PPG pupils is consistent across school. (PPG pupils perform well by the end of year 6 but do not convert from expected at the end of EYFS to expected standard at the end of KS1.)

The gap in progress between writing compared to reading and maths will begin to close.

3 tiered approach

THE PUPIL PREMIUM TIERED MODEL

1 Teaching

Professional development
Support and training new members of staff and early career teachers
Coaching and mentoring for all staff
Training and support for curriculum leaders

2 Targeted academic support

Structured interventions – particularly focusing on SLCN, literacy and maths needs
Small group tuition
One to one support

3 Wider strategies

Social and emotional support /intervention including Thrive and Oasis club
Extra-curricular opportunities and the embedding of our new curriculum that will include rich and meaningful learning opportunities that broaden the experiences of all pupils.



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Teaching

Aim	Target	Target date
<p>Writing</p> <p>To improve the numbers of PPG achieving expected in writing at the end of KS1 and KS2 and across the school.</p> <p>To improve the progress of PPG pupils</p>	<p>Predicted targets – 8/20 achieving at least ARE (3 pupils making accelerated progress)</p> <p>To improve on progress score (-0.58)</p>	<p>July 20</p>
<p>Reading</p> <p>To improve the number of pupils who achieve in the phonics screener and convert to ARE in reading</p> <p>To improve the number of pupils who achieve ELG and convert to ARE at end of KS1</p>	<p>Target for 19.20: 67% of PPG achieve at ARE or above.</p>	<p>July 20</p>
<p>Maths</p> <p>To improve numbers of PPG achieving in maths</p>	<p>Predicted whole school target : 60% of pupils achieving ARE in maths</p>	<p>July 20</p>
<p>To ensure high attaining PPG achieve GDS at end of KS1 and KS2</p>	<p>Reading: 3 GDS Writing:2 GDS Maths:3 GDS</p>	<p>July 20</p>

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Teaching

Priority 1

Teaching is consistently good across the school and across the curriculum and all pupils make good progress.

Priority 2

The introduction of the new curriculum inspires and motivates all children to do their best. It improves attitudes, attainment to learning and prepares them to be global citizens.

Barriers to learning these priorities address

The gap between PPG pupils and their peers begins to close. All children make good progress and have the opportunity to explore their talents and passions. All children gain experiences which broaden their horizons and give them an understanding of the world.

Projected spending

CPD within school, the MAT and with outside experts.

Time given for coaching and mentoring (staff and pupils)

New curriculum work – training, planning sessions, monitoring, evaluation and review.

Overall estimated spend - £13, 000

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Targeted academic support

Priority 1

Focus on improving speech, language and communication skills (currently 40% of PPG have identified SLCN) and to identify speech and language needs with appropriate intervention implemented as early as possible.
There is a range of high quality talk in the classroom and oracy is key to planning and outcomes.
Questioning is of high quality and moves children's' learning on.

Priority 2

To develop the skill set of staff with the aim of having specialists in each area of SEND to support both pupils and staff.
Teachers and teaching assistants work together to plan effective intervention that helps to close gaps and improve progress.

Barriers to learning these priorities address

Evidence shows the language gap between disadvantaged children and their peers when they start school can be as much as 19 months so with a focus on language and communication these barriers will be minimised
Due to staff changes, SEND training will help to meet the needs of the high number of PPG pupils with SEND and remove barriers to their learning.
PPG pupils who achieve well at the end of EYFS will maintain this throughout KS1.

Projected spending

Training needs (to be delivered through outside support or in-house)
SLCN – language links and speech links, research other interventions and implement effective strategies
Literacy – struggling writers
ASD - attachment, Autism training
Reading – focus early intervention and those with barriers
Overall -£8000

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Wider Approaches

Priority 1

To ensure disadvantaged pupils social and emotional needs are met (currently 50% of disadvantaged pupils have SEMH needs) through the use of Thrive, Oasis club and mentoring.

Priority 2

To ensure that PPG have equal access to a varied and rich curriculum, offering a range of opportunities that may not otherwise be experienced. (including trips, residential trips, music tuition and sporting activities)

Barriers to learning these priorities address

Improve self-esteem, readiness to learn and perception of themselves as a learner.
Landkey will continue to offer rich and varied experiences which add breadth and quality to their learning experience.
The development of the whole child – placing importance on the social and emotional well being of the child. Many PPG pupils have barriers which these priorities will address.

Projected spending

Purchase of whole class sets of instruments so all children have the opportunity to play an instrument. Importance of residential trips which are offered in Years 4, 5 and 6.
A range of school trips and visits to broaden experiences and improve knowledge which will in turn, remove barriers to learning.
Continue to offer THRIVE and Oasis Club for children with specific barriers.
CPD (attachment and other social and emotional needs) for support staff
Overall - £7000

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Monitoring and implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given for staff development – in particular subject leaders.	In spring term - each subject leader to receive a day to focus on their area. Summer term – another day to focus on monitoring/evaluation Supply cover to be given for subject leaders to attend MAT or other relevant training Use of INSET days and staff meetings.
Targeted support	With limited resources (adults and space) ensuring intervention is effective directed to those pupils with greatest need. Meeting the needs of the children with the most complex needs.	Termly pupil progress meetings to monitor and review. PPG meetings with class teachers and pupils to monitor and review. Teachers moderate and review interventions and quality first teaching regularly and change or adapt when appropriate. New SENCo to attend MAT meetings and access support of other SENCos and LA in ensuring best provision is offered.
Wider strategies	Ensuring enough time is available to ensure the social and emotional needs of these pupils are addressed effectively.	Thrive support to be reviewed and planned in such a way as to maximise effectiveness and ensure all pupils in need get quality provision. New SENCo to run groups in summer term.