



Pupil premium strategy statement: Layston C of E First School

1. Summary information					
School	Layston C of C First School				
Academic Year	2019/20	Total PP budget	£23,600	Date of most recent PP Review	n/a
Total number of pupils	153	Number of pupils eligible for PP	13	Date for next internal review of this strategy	n/a
2. Attainment overview as at July 2019					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% pupils achieving GLD EYFS		57.1% (4 / 7)		75.9% (22) NA (71.9%)	
% achieving expected standard in phonic assessment Y1		33.3% (1/3)		90.3% (28) NA (81.9%)	
Key Stage 1					
% of pupils achieving expected standard or above in reading		0%		73.3% (22) NA (74.9%)	
% making progress in reading		50% (1/2)		86.6% (26)	
% of pupils achieving expected standard or above in writing		0%		73.3% (22) NA (69.2%)	
% making progress in writing		100% (2)		90.9% (27)	
% of pupils achieving expected standard or above in maths		0%		80% (24) NA (75.6%)	
% making progress in maths		100% (2)		93.3% (28)	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					

A.	Oral language skills are lower for some pupils eligible for PP than for other pupils on entry into school and impacting currently in some other year groups. This slows reading, listening and attention which impacts on progress in subsequent years.	
B.	Retention of learning is a difficulty for a small number of PP children. This impacts on their phonics and reading and in turn their writing and progress in many curriculum areas.	
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	
D.	30% of PPG children have complex needs including SEN and they therefore require specific tailored daily activities to meet their needs and learning styles.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance rates for pupils eligible for PP are as low as 82% and (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
F.	Some pupils working at greater depth who are eligible for PP are making less progress than other high ability pupils. Success criteria – to enhance the cultural capital of identified pupils to ensure that greater proportions are working at greater depth.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PP funding.	Pupils eligible for PP funding make good progress by the end of the year from their starting points. A higher proportion are working at ARE. Pupil assessment shows improving trends. Planned interventions are regularly monitored for impact.
B.	Improved the retention of learning for a small number of PP funded children.	Pupils eligible for PP funding make good progress by the end of the year from their starting points. A higher proportion are working at ARE. Pupil assessment shows improving trends. Planned interventions are regularly monitored for impact.
C.	Pupils are able to self-regulate and have strategies in place that support their behaviour needs and well-being and enables them to learn alongside their peers.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Children feel safe. Incidents of behaviour are regularly monitored.
D.	PPG children with complex needs including SEN have specific tailored daily activities that meet their needs and learning styles and enable them to access the curriculum.	Pupils eligible for PP funding with complex additional needs make good progress by the end of the year from their starting points. Learning plans, targets and interventions are regularly monitored for impact.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils. Attendance is monitored regularly and school works in partnership with parents.
F.	Increased progress rate of PP children working at greater depth across the school.	PP identified as working at greater depth make as much progress as 'other' pupils identified at greater depth, across the school in maths, reading and writing. Measured by teacher assessments and national.

5. 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?
<p>Main priorities from SDP 1 <i>To ensure a consistent approach to reading and guided reading across the school based on best practice and current research.</i></p>	<p>Staff training on phonics for EYFS –Y2</p> <p>Invest in resources that support kinaesthetic learning, oral literacy and pre-reading skills.</p> <p>Review the approach to guided reading across the school based on best practice and research.</p> <p>Invest in books that support early readers and are sequential with phonics teaching and learning. For individual and group learning.</p> <p>Review and update texts in the library that engage and motivate pupils in wanting to read for pleasure.</p> <p>Identify and resource core texts for each year group.</p> <p>Focus on developing the new curriculum in reading across the school. Focus on the six strategies for reading for pleasure in the 'Building an outstanding reading school' research.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>Reading impacts on all areas for learning and is an effective way to improve progress and general academic motivation, for now and the future. Research National Literacy trust</p> <p>Training for support staff to effectively support the teaching and use of phonics to impact on early reading skills and to enable those who fall behind to be effectively supported. Supporting research 'The Simple View of Reading.'</p> <p>Reading progress will be supported through the use of core texts in each year group. We want children to develop a love of reading through familiar texts and taking part in a broad range of reading activities. The benefits of reading for pleasure can enhance children's levels of text comprehension, increase their knowledge of grammar and improve their writing skills.</p>	<p>Peer observations of those who attended courses and the impact on learning.</p> <p>Observations of reading activities and the resources used to support the teaching of reading.</p> <p>Reviewing curriculum plans to show progression.</p> <p>Pupil case studies - Observations and listening to individual readers.</p> <p>Data analysis – progression in reading.</p> <p>Regular review of the learning environment and how books are impacting on learning.</p>	English lead	Jan 2020

<p>Main priorities from SDP 2 <i>To ensure that all pupils benefit from a full range of concrete and pictorial representations when developing mathematical concepts.</i></p>	<p>Provide training to all staff in the school's chosen mathematics programme.</p> <p>Ensure that all pupils benefit from a full range of concrete and pictorial representations when developing mathematical concepts.</p> <p>Ensure that all pupils experience opportunities to reason and apply their mathematical knowledge and skills in a range of contexts.</p> <p>Ensure that the pace of learning enables all pupils to be challenged through going more broadly and deeply into learning.</p> <p>To ensure students make at least expected progress in maths next year.</p>	<p>Evidenced as a focus from our teaching and learning audit June 2019.</p> <p>To ensure that teaching is consistent and progressive across the year groups.</p> <p>Investing in resources that support the teaching approach to maths concepts- concrete, pictorial, abstract approach to teaching</p> <p>To plan NRICH tasks as part of the sequence of learning to develop reasoning and problem solving skills</p> <p>Plan to ensure overlearning is included in all classes. This is to enable children to consolidate their learning – implementation of fluency sessions/slides</p>	<p>Peer observations of those who attended courses and the impact on learning.</p> <p>Observations of maths activities and the resources used to support the teaching of maths.</p> <p>Reviewing curriculum plans to show progression.</p> <p>Observations of NRICH activities, including pupil voice. Monitoring and assessment of fluency and mental maths strategies.</p> <p>Data analysis – progression in maths.</p> <p>Regular review of the learning environment and how resources are impacting on learning.</p>	<p>Maths lead</p>	<p>Jan 2020</p>
<p>Main priorities from SDP 3 <i>Enhance pupils spiritual development through the use of reflective spaces within the classroom, enabling them to have an area in which they can be tranquil and pray.</i></p>	<p>To develop, and resource reflection areas in classes</p> <p>To research what a good reflection area looks like and how it is to be used.</p>	<p>Evidence and actions from SIAMS July 2019.</p> <p>Evidence shows reflection areas are evident in every class and are used effectively</p>	<p>To monitor how reflection areas are used in classes</p>	<p>RE lead</p>	<p>Jan 2020</p>

<p>Main priorities from SDP 4</p> <p><i>To establish coherently planned and cumulatively sequenced curriculum intent for Modern Foreign Language, Geography and History.</i></p> <p><i>To ensure the sequence of teaching help pupils to embed new learning in their long term memory.</i></p>	<p><i>Training to support staff to begin to enact this intent in its implementation in the classroom.</i></p> <p><i>Training to support subject leads to develop their skills and knowledge.</i></p> <p>MTP is progressive across the year groups and shows skills, knowledge and key concepts the children will be learning</p>	<p>To develop our approach to the new curriculum.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. This will include enrichment days, visits, resources and investing in the outdoor learning environment.</p> <p>Subject leads can act as advocates to inspire and support others.</p>	<p>Peer observations of those who attended courses and the impact on learning.</p> <p>Observations of History, Geography and MFL activities, including pupil voice.</p> <p>Reviewing curriculum plans to show progression.</p> <p>Evaluation of visits and enrichment days.</p> <p>Data analysis.</p> <p>Regular review of the learning environment and how resources are impacting on learning.</p>	<p>BM, CW</p>	<p>Spring 2020</p>
Total budgeted cost					<p>£8,000</p>
<p>ii. Targeted support</p>					
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?
<p>A. Improve oral language skills for pupils eligible for PP funding.</p>	<p>Wellcomm assessment and planned activities to meet individual needs. To up skill Makaton training for staff.</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>class teacher</p>	<p>Jun 2020</p>

<p>B. To improve the retention of learning for a small number of PP funded children.</p>	<p>Weekly small group pre-teaching sessions in core curriculum areas.</p>	<p>We want to provide extra support to increase rapid progress from starting points and enable children to build on prior learning.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by subject co-ordinator.</p> <p>PP monitoring and case studies.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Pupil Premium Coordinator</p>	<p>Mar 2020</p>
<p>C. Pupils are able to self-regulate and have strategies in place that support their behaviour needs and well-being and enables them to learn alongside their peers.</p>	<p>Increase staff ratios and individual targeted plans. Identify a targeted behaviour intervention for identified students. Use SENCO to engage with parents before intervention begins. Use Steps restorative approach and focus on positive behaviours. Nurture play therapy.</p>	<p>Observations from external agencies for advice resulting in additional 1:1 support. To ensure targeted interventions are matched to specific students with particular needs or behavioural issues and are effective.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitoring by SENCO</p>	<p>SENCO</p>	<p>June 2020</p>

PPG children with complex needs including SEN have specific tailored daily activities that meet their needs and learning styles and enable them to access the curriculum.	Increase staff ratios and individual targeted plans. Train staff in supporting ASD Increase use of visuals, social stories, timelines and purchase suitable programme.	Observations from external agencies for advice resulting in additional 1:1 support.	Monitoring by SENCO	SENCO	June 2020
Total budgeted cost					£14,600
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?
Increased attendance rates for pupils eligible for PP.	Work in partnership with the parents to identify barriers and plan for success. First day response provision Absence is monitored daily	We can't improve attainment for children if they aren't actually attending school. Termly analysis of data.	PP coordinator, class teacher, SENCO, head etc. will collaborate to ensure transitions work smoothly with pupils, parents/ carers. Monitoring by HT and Sam Woolford	HT	Termly

<p>C. Increased progress rate of PP children working at greater depth across the school, in line with other pupils working at greater depth.</p>	<p>Training on challenge for class teachers and key TA's. Training in challenge – maths NRICH activities Teaching styles and higher ordering questioning – Blooms taxonomy</p>	<p>Evidenced as a focus from our teaching and learning audit June 2019. Teachers/TA's to provide quality feedback and question to develop high order thinking and reasoning skills.</p>	<p>Peer observations – impact on training. Observations of teaching and learning with a key focus on challenge for children working at greater depth</p> <p>Data analysis – progress of children working at greater depth</p> <p>Regular review of the learning environment and how books are impacting on learning.</p>		<p>Jun 2020</p>
Total budgeted cost					<p>£1,000</p>

6. Review of expenditure				
Previous Academic Year 18-19				
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>PPG children access high quality First teaching</p> <p>Targeted pupils with complex needs are access routines, curriculum, the learning environment and to develop their social and communication skills.</p>	<p>Deploying adult support effectively by looking at the needs of the pupils.</p> <p>Additional adult support EYFS.</p>	<p>Strategies were implemented including pre teaching of topics, differentiation and effective modelling to scaffold learning.</p> <p>Termly assessments for all pupils including PP children showed that PP children have made progress from their starting points but not all gaps are narrowing.</p> <p>Daily support with targeted individuals or groups through:</p> <ul style="list-style-type: none"> - 1:1 interventions - Working in key groups - Support with planned activities <p>This impacted on the attainment and progress of all because it enabled groups and individuals to access the early years curriculum.</p>	<p>Groups were identified and targeted support in class and through interventions was delivered, primarily during the Spring term. This approach was successful and will continue in the future but will begin earlier in the year.</p> <p>Having a higher ratio 1:10 in early years impacts hugely on quality first teaching. Where possible this ratio will continue.</p>	14,070

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
<p>Children with compound SEND make rapid progress against their individual targets.</p> <p>Provide pupils with targeted support to ensure that their emotional and social needs are being met.</p>	<p>1:1 daily reading plus small group handwriting using 'Write from the Start' handwriting toolkit and tracks literacy Write Words to target mastery of high frequency (HFW) words in reading and writing</p> <p>Following the outcomes of the Boxhall profiles pupils are given targeted supported through nurture group.</p>	<p>Children made progress from their starting points and good progress within their interventions and against individual targets.</p> <p>Mixed outcome due to staff absence. However children have been supported in the class.</p>	<p>This needs to continue next year for target groups. Organise timetable so that key members of staff delivering interventions have sufficient preparation and delivery time.</p> <p>There is a need for nurture in the school and therefore we will look to train additional members of staff.</p>	4,406

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
Families feel supported by the Early Help Assessment (EHA) process. Deployment of family Support Worker Jane House.	Deployment of Family Support worker to engage families and offer in home support, including attendance at medical appointments, attendance at team around the family (TAF) meetings.	In line with Early Help Programme to promote targeted support has been offered for families in need and is on-going with support.	There is a need for Early Help within our community. We will continue to offer support and build links and work in partnership with our parents. Next year a bigger focus will be on mental health and well-being for all.	£944.00

7. Additional detail