



## Pupil premium strategy statement: Layston C of E First School

1. Summary information					
<b>School</b>	Layston C of E First School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£28245 (£21830 in budget at moment)	<b>Date of most recent PP Review</b>	Dec 2020 Feb 2021
<b>Total number of pupils</b>	150	<b>Number of pupils eligible for PP</b>	23	<b>Date for next internal review of this strategy</b>	Summer term
2. Attainment overview as at July 2019					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
<b>% pupils achieving GLD EYFS</b>		57.1% (4 / 7)		75.9% (22) NA (71.9%)	
<b>% achieving expected standard in phonic assessment Y1</b>		33.3% (1/3)		90.3% (28) NA (81.9%)	
<b>Key Stage 1</b>					
<b>% of pupils achieving expected standard or above in reading</b>		0%		73.3% (22) NA (74.9%)	
<b>% making progress in reading</b>		50% (1/2)		86.6% (26)	
<b>% of pupils achieving expected standard or above in writing</b>		0%		73.3% (22) NA (69.2%)	
<b>% making progress in writing</b>		100% (2)		90.9% (27)	
<b>% of pupils achieving expected standard or above in maths</b>		0%		80% (24) NA (75.6%)	
<b>% making progress in maths</b>		100% (2)		93.3% (28)	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	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>B.</b>	Retention of learning is a difficulty for a number of PP children. This impacts on their phonics and reading and in turn their writing and progress in many curriculum areas.	
<b>C.</b>	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.	
<b>D.</b>	43% of PPG children have complex needs including SEN and they therefore require specific tailored daily activities to meet their needs and learning styles.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance rates for pupils eligible for PP are as low as 58% (up to end of Nov 2020) and (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. (YR & Y2) <i>Lock down 2021 –Jan-March</i>	
<b>F.</b>	Some pupils who were working at greater depth (pre lock down), who are eligible for PP, are making less progress than other high achieving pupils. Success criteria – to enhance the cultural capital of identified pupils to ensure that greater proportions are working at greater depth	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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. QFT and AfL are priorities. Pupil assessment shows improving trends. QFT & planned interventions are regularly monitored for impact.
<b>C.</b>	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 anti-social behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Children feel safe (pupil voice). Incidents of behaviour are regularly monitored. Those with anxiety about returning to school post lock down are monitored by MH Lead, have regular contact with parent/s & information is made available for parents on website.
<b>D.</b>	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. QFT and AfL are priorities. QFT, learning plans, targets and interventions are regularly monitored for impact.
<b>E.</b>	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 – termly letters/phone calls from HT.
<b>F.</b>	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. QFT and AfL are priorities. Measured by teacher and national assessments. Catch up interventions are in place.

5. Planned expenditure					
Academic year		2020/21			
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><b>Main priorities from SDP 1</b></p> <p>1. To ensure all guided reading sessions are of high quality and effective in developing key skills and to embed the use of RWI resources YR-1, Y1-2.</p> <p>2. To ensure that core text are used to inspire, promote happiness and well-being and encourage conversations and talk in the classroom.</p> <p>3. To use PA plus resources to inform planning.</p> <p>4. To ensure the outdoor learning space is conducive to support smooth transitions between year groups and support the development of reading and writing.</p> <p>5. To enable pupils to revisit and catch up on essential key concepts in English within each year group.</p> <p>6. To ensure greater consistency in the quality of teaching and learning in writing across the school (TLA visit)</p>	<p>Staff training on phonics for EYFS –Y2 for new staff members</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, including QFT &amp; AfL, in reading/writing 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 (HK)	<p>Aug 2020 – in-house training for new staff members on RWI</p> <p>SL training for new English lead autumn term to work with TLA</p> <p>SL to purchase back on track resources to support gaps in learning. CPD as part of this for all year groups.</p> <p>SL planning time to review the curriculum map and planning</p> <p><b>Purchase further RWI story books to supplement the reading materials in YR – Y2</b></p> <p><b>£913 RWI books</b></p> <p><b>Back on track resources £1400</b></p> <p><b>CPD = £500</b></p> <p><b>£250 donation from a parent towards reading books</b></p> <p><b>£150 book token voucher won in a competition</b></p> <p><b>Outdoor literacy resources £781</b></p> <p><b>Reading books to develop a love of reading £1200</b></p> <p><b>Total £3794</b></p>

<p><b>Main priorities from SDP 2</b></p> <p><i>1.To ensure that all pupils experience opportunities to reason and apply their mathematical knowledge and skills in a range of contexts through problem solving and shared experiences.</i></p> <p><i>2.To ensure the outdoor learning spaces are used effectively to promote talk and shared learning experiences in maths.</i></p> <p><i>3.To enable pupils to revisit and catch up on key learning in maths within each curriculum year group.</i></p> <p><i>4.To ensure that the pace of learning enables all pupils to thrive and still be challenged through going more broadly and deeply into learning.</i></p> <p><i>5.To ensure that students make at least expected progress in maths next year.</i></p>	<p>Ensure that all pupils benefit from a full range of <b>concrete and pictorial representations</b> when developing mathematical concepts.</p> <p>Ensure that all pupils experience opportunities to <b>reason</b> 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 <b>challenged</b> through going more broadly and deeply into learning.</p> <p>To ensure students make at least expected progress in maths next year, through QFT, AfL and planned interventions.</p> <p>BS and SB attend maths mastery training</p>	<p>Investing in resources that support the teaching approach to maths concepts- concrete, pictorial, abstract (CPA) 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>Develop effective QFT maths practice across school – disseminate information via staff workshops and lesson obs</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>Lesson obs</p>	<p>Maths lead (BS)</p>	<p>Autumn2020  <b>SL planning time to review the curriculum map and planning</b>  Back on track resources are being used termly to support assessment  <b>Maths Hub training and CPD</b>  <b>Active maths has been purchased again for all staff to use</b>  CPD session on enrich and reasoning  .  <b>Maths resources purchased £600</b>  <b>Back on Track £1200.</b>  <b>CPD = £620</b>  <b>Resources = £100</b>    <b>Total £2520</b></p>
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<p><b>Main priorities from SDP 3</b></p> <p>1.To make strong links with parents, and the wider community to support children as they return to school in September</p> <p>2.To engage in community projects to support children's learning at home and at school.</p> <p>3.To enhance pupils' spiritual development through the use of safe spaces and reflective spaces outdoors and within the classroom, enabling them to have an area in which they can be tranquil, reflect, feel safe and pray.</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>To organise fundraiser for Buntingford Food Bank &amp; Isobel Hospice</p> <p>RE links made with MH&amp;WB and recovery curriculum</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>Ryan Parker to review KO and AfL for RE with SB – spring term</p>	<p>To monitor how reflection areas are used in classes.</p> <p>Feedback from RP, lesson obs &amp; book looks</p>	<p>RE lead (SB)</p>	<p>Autumn 2020 SL planning time to review the curriculum map and planning – recovery curriculum SL CPD Reflection areas are in all classes.</p> <p><b>Resources purchased CPD £200</b> <b>SB has researched ideas for spaces and resources for internal &amp; external reflection areas ready to pick up in the autumn term.</b> Total 200</p>
<p><b>Main priorities from SDP 4</b></p> <p>1.To establish a coherently planned recovery curriculum that takes into account safety, well-being and learning and to begin to enact this in the autumn term as all children return to school.</p> <p>2.To ensure all staff are familiar with the new SRE and PSHRE curriculum and to support members of staff to enact our school curriculum intent in its implementation in the classroom.</p> <p>3.To ensure that mental health and well-being is at the forefront of teaching and learning.</p> <p>4.To ensure the sequence of teaching help pupils to embed new learning in their long term memory.</p>	<p>Training to support staff to begin to enact this intent in its implementation in the classroom.</p> <p>Training to support subject leads to develop their skills and knowledge.</p> <p>MTP is progressive across the year groups and shows skills, knowledge and key concepts the children will be learning, as well as key end points.</p> <p>QFT &amp; AfL is prioritised.</p>	<p>To develop our approach to the recovery 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>Subject leads</p>	<p>Autumn 2020 Knowledge Organisers on website and used to help with monitoring and assessment. SL training Professional organisations joined.</p> <p><b>Resources purchased CPD = £310</b> <b>Total so far =£7334</b> <b>Remaining = £666</b> <b>Enrichment days and trips to be confirmed in 2021.</b> Science week Team building Art/DT days Active maths/English/science Story teller Theatre group Petting zoo</p>
<b>Total budgeted cost</b>					<b>£8,000</b>

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?
A. Improve oral language skills for pupils eligible for PP funding.	Wellcomm assessment and planned activities to meet individual needs. To up skill Makaton training for staff.	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.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	CTs	Autumn 2020 CPD £155  Wellcomm used in school termly to identify and support gaps/targets  – EY network session accessed by teacher and TA. HfL transition support – focused on CL, SEN, PD, PSE, EAL etc. Autumn term – new teacher training
B. To improve the retention of learning for a small number of PP funded children.	Weekly small group pre-teaching sessions in core curriculum areas.  After school catch up interventions.	We want to provide extra support to increase rapid progress from starting points and enable children to build on prior learning.  LA Catch Up resources	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by subject co-ordinator.  PP monitoring and case studies.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	PPG (SB/AM)	Mar 2020 CPD £155  TA allocated to each class QFT

<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 – sand tray IRRP in place where needed.</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>SENDCo (SB)</p>	<p>STEPS tutor refresher for SB &amp; SS £150 Whole staff training INSET Jan 2021</p>
<p>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.</p>	<p>Increase staff ratios and individual targeted plans.</p> <p>Train staff in supporting ASD</p> <p>Increase use of visuals, social stories, timelines and purchase suitable reading materials. Bsquared assessment tool resource kit to be purchased.</p> <p>QFT &amp; AfL is prioritised.</p>	<p>Observations from external agencies for advice resulting in additional 1:1 support.</p>	<p>Monitoring by SENCO</p>	<p>SENCO &amp; behaviour Lead (SB)</p>	<p>Additional TA costs Autumn = £2958 Spring = £1500 Summer = £1150 Total = £5608</p> <p>Summer review – Additional transition resources, social stories, videos, photobooks, and differentiated materials will be purchased and have been created to support individuals with complex needs. £4931</p>
<b>Total budgeted cost</b>					<b>£10, 849</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

6. Review of expenditure				
Previous Academic Year 2019-20				
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><b>Main priorities from SDP 1</b> <i>To ensure a consistent approach to reading and guided reading across the school based on best practice and current research.</i></p> <p><b>Main priorities from SDP 2</b> <i>To ensure that all pupils benefit from a full range of concrete and pictorial representations when developing mathematical concepts.</i></p> <p><b>Main priorities from SDP 3</b> <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><b>Main priorities from SDP 4</b> <i>To establish coherently planned and cumulatively sequenced curriculum intent for Modern Foreign Language, Geography and History.</i></p>	<p>Training. Review the approach to guided reading Invest in books that support early readers and are sequential with phonics teaching and learning.</p> <p>Training. <b>Concrete, pictorial abstract</b> approach. Develop reasoning.</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>Training-subject leads CPD – programme MTP is progressive across the year</p>	<p>Training was accessed and in-house training delivered to TA's supporting RWI delivery. Reading leaders training accessed and CPD cascaded on the teaching of reading skills. Books purchased to support current phonics programme. Impact – Quality phonics teaching. Consistency in delivery. Children able to read books that match their phonic learning, in school and at for home.</p> <p>Subject lead accessed training. KS2 teachers accessed HfL training. White Rose CPA – online CPD for all. Children are having greater opportunities through planned activities to reason and problem solve – recalling prior learning. Maths is becoming increasingly active and hands on which enables a greater understanding of concepts. BS/SB Maths mastery training.</p> <p>All classes have reflection areas, children are accessing these when needed as a quiet reflect space.</p> <p>Subject leaders feel more confident to drive their subject. All subjects have been reviewed in light of the new curriculum. KO have been created for many subjects and topics to support teaching and learning and prior learning (sticky learning). Enrichment days and visits – cancelled due to lockdown</p>	<p>This is extremely successful and will continue to be built on in the coming year. Further resources will be required.</p> <p>This is essential for successful learning and will continue to be a focus into next year.</p> <p>Continue to develop across the school, including outdoors</p> <p>This approach will continue to develop subject leads – especially those new to the school in September 2020. K.O should be in place and use to support, review, teaching, knowledge and skill development.</p>	<p>Training and resources <b>£913 RWI books</b> <b>CPD = £1183</b> <b>RWI training for September:</b></p> <p>CPD = £620 Resources = £100</p> <p>Resources purchased CPD £310</p> <p>Training cost? Making learning Stick: £100</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Improve oral language skills for pupils eligible for PP funding.	Wellcomm assessment and planned activities to meet individual needs.  To up skill Makaton training for staff.	Wellcomm was used to assess children in Autumn and Spring terms. This was used successfully to identify gaps and target provision for those children with PP and without, to improve oral language skills Wellcomm activities are used to support identified children but activities provide opportunities for communication and language for all within the class.  Additional member of staff in EY has meant that time is available not only for assessment and targeted activities but increased quality interactions. CPD accessed to support new member of staff to EY and how to be effective during CHIL.	We will continue with this approach for assessment and targeting.  New EY teacher may need training  CPD – Network and HfL training for developing practice and interactions, continued to be accessed.	£155 CPD
B. To improve the retention of learning for a small number of PP funded children.	Weekly small group pre-teaching sessions in core curriculum areas.  QFT & AfL is prioritised.	Teachers and TA's worked with small groups and targeted children to build on successes, recall and apply prior learning and skills and to prepare them for the next step. (These groups include both PP children and non PP).  PP monitoring and case studies earlier in the year showed that children were making good progress in class.  Observation for intervention in KS1 showed that children were able to recall and apply, thus expanding their knowledge and skill set.  Teachers engaged with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Interventions will continue for targeted children.  We need to monitor the impact of interventions within the classroom.  Continually review and apply prior learning so that it becomes embedded (sticky).	£155 CPD

<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>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.</p>	<p>Increase staff ratios and individual targeted plans.</p> <p>Identify a targeted behaviour intervention for identified students.</p> <p>Use SENCO to engage with parents before intervention begins.</p> <p>Use Steps restorative approach and focus on positive behaviours.</p> <p>Sensory resources</p> <p>QFT &amp; AfL is prioritised</p>	<p>SENCO and class teacher has worked closely with external agencies and parents. This has resulted in the need for identified children requiring 1:1 provision within their classroom to ensure a safe and positive experience for all (PP and non-PP children).</p> <p>Targeted interventions and personalised curriculum is matched to specific students with needs and/or behaviour and well-being. This is successful but need a consistent member of staff to deliver and support each child.</p> <p>Identification of target pupils is fair, transparent and properly recorded in line with school and STEPS. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. CPOMS has been trailed for this purpose and will be purchased for the coming year (for all children including PP).</p> <p>STEPS approach is extremely successful for pupils and staff and incidents minimal across the school.</p> <p>Train staff in supporting ASD</p> <p>Class teacher created addition resources, such as visuals, social stories, timelines, photobooks, individual now and next, etc.</p>	<p>This approach and support from external agencies will continue in September.</p> <p>As will the 1:1 support where needed.</p> <p>This will continue to be monitored and CPOMS purchased.</p> <p>STEPS approach continues – Inset day update training and new staff for autumn term.</p> <p>ASD training was not available in the summer term due to lockdown and still needs to be accessed.</p> <p>Consider purchasing this in the autumn term (widget)</p>	<p>Staff cost</p> <p>SENCO time</p> <p>CPOMS £600</p> <p>Sensory resources</p>
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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
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	Attendance for some PP children improved with increased partnership working and SENCO support, up until lockdown. Summer review – engagement of home learning is mixed and for some families and children has proved extremely challenging. NTP is being looked into for the Autumn term.	Working in partnership with parents to be continued.  Phone calls to continue where needed to offer additional support and/or identify links for external support.	Time

7. Additional detail